



**ORGANISATIONS**  
INTO Learning Workplaces

**TOWARDS A HOLISTIC TRANSFORMATION OF  
ORGANISATIONS INTO LEARNING WORKPLACES**

**Work Package: 3**

**Work Package Title:** Implementation of Research to Identify the Views of Employers and Employees as far as Learning in the Workplace is Concerned

**Activity Title:** 3.6 Composition of an Aggregate Report presenting the Results of the Research

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CYPRUS  
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INDUSTRY



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Co-funded by the  
Erasmus+ Programme  
of the European Union

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<b>Programme:</b>	Erasmus+
<b>Sub-programme:</b>	Support for Policy Reform
<b>Programme Guide / Call for Proposals:</b>	EACEA-36-2018
<b>Action:</b>	PI-FORWARD – Support for policy reform – Forward-Looking Cooperation Projects
<b>Project Title:</b>	TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES
<b>Project Acronym:</b>	LEARN
<b>Project Agreement Number:</b>	612910-EPP-1-2019-1-CY-EPPKA3-PI-FORWARD

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## INTRODUCTION

The objective of this document is to present the results of the qualitative analysis of the data collected from focus groups implemented in the different countries of the consortium under **WP3. Implementation of Research to Identify the Views of Employers and Employees as far as Learning in the Workplace is Concerned**, Activity 3.5 QUALITATIVE ANALYSIS OF THE RESULTS OF THE FOCUS GROUPS AND COMPOSITION OF PARTNER REPORTS. The aggregate report that is developed under Activity 3.6 COMPOSITION OF AN AGGREGATE REPORT PRESENTING THE RESULTS OF THE RESEARCH will serve as a **basis for the development of learning activities and tools appropriate for the transformation of organisations into “Learning Workplaces”** as well as of **training material aiming to inform employers and employees about workplace learning and the significance of transformation of organisations into “Learning Workplaces”**.

## REPORT STRUCTURE

The report starts with a description of the focus group target groups and their characteristics, so as to clarify the research sample. A description of the data analysis’ methodology and the “mega (major) categories”, that is, common categories created through data analysis, follows to explain how the analysis resulted to those categories and how they will be analysed further. After the participants’ profile and the data analysis’ methodology are described, the tables for the condensation of the data collected from each question are provided, summarising the answers of the participants in the different partner countries. The last section of the report is dedicated to conclusions deriving from the data analysis, focusing on the views of employers and employees regarding workplace learning and the implementation of learning activities in the workplace for the establishment of a holistic learning culture within organisations.

The report includes figures and tables that, through visual representation, can help the reader get a clearer understanding of the data provided in the report and the conclusions drawn.

### Aggregate report results' Structure

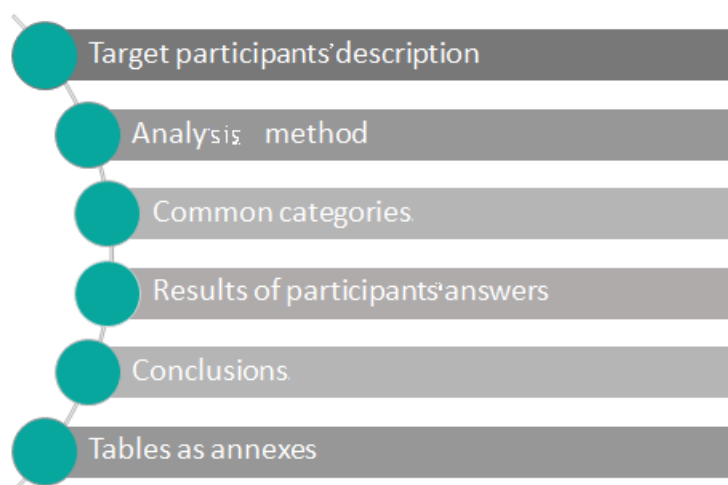


Figure 1: Aggregate Report Results Structure

## ANSWERS ANALYSIS METHODOLOGY

In order to complete the national reports, the focus group facilitators in the different partner countries transcribed, coded, and categorised the participants' answers to each question, condensing them from "meaning units" to "categories". Despite the fact that analysing the points of view of the participants considering all the elements that they bring into the discussion provides much information, the researchers in the partner countries tried to consider all the points raised by the participants to conclude on a comprehensive analysis of the provided answers.

### Classification of answers

The categories on which the researchers concluded, which appear in the different tables below, can be grouped in "mega" or "major" categories, whose aim, content, or background information differ from one another. These categories are five, as follows:

#### 1. Learning Methodology

The participants explained that the organisations should have a clear methodology of setting up an effective and efficient learning plan, including all the actors within the organisation and adding value to the organisation's know-how. For this reason, the learning plan should match the organisation's structure and needs at both department and employees' level. Furthermore, they mentioned that the learning plan's design should correspond to the targeted needs and other variables, such as workload, hybridisation of resources, etc. Therefore, *this category includes all the aspects related to methodology development and implementation.*

#### 2. Motivation, Feedback, and Collaboration

The participants pointed out that motivation is the main factor for achieving "learning in the workplace", since it becomes the reason for acquiring more skills and it increases the feeling of usefulness among employees. It also improves communication and collaboration amongst departments, creating a knowledge-sharing environment. Thus, all the actors within the organisation feel useful and that their opinion is taken into consideration. *This category gathers all the aspects related to soft skills' development for the creation of a positive environment and the exchange of knowledge.*

#### 3. The "Learning Houses" Strategy

The participants brought into the discussion that the organisations should have a company brand related to continuous learning, establishing an identity linked to the improvement of quality of their products and services. Therefore, a great start for the employees would be to have the opportunity to improve their knowledge and acquire a better understanding of the market. *This category contains all the points pertaining to organisation's internal learning philosophy and the creation of a learning identity.*

#### 4. Investment in Learning and Consequences

Investment is a crucial factor in running activities or implementing learning plans, otherwise the likelihood to develop an effective and efficient learning strategy decreases due to limited availability of resources. In addition, participants' answers focus on the *consequences that companies face* both economically and in terms of efficiency, and also on the *return on investment.*

#### 5. Learning "Handicaps"

The participants referred also to some barriers to develop and implement learning plans that the organisations could come across, which, however, are manageable. This depends on *each country's culture, labour market situation, labour market trends, labour rights, etc.*, which can influence the



decisions for the implementation of a learning plan. Thus, organisations should consider these variables when designing learning plans.

### Aggregate report results: Common categories



Figure 2: Aggregate Report Results: Common (“Mega”) Categories

For the above, analysis took place to conclude on categories that were predominant and main elements were attributed to those categories. Once “mega” or “major” categories were identified, the participants’ answers were explained around these categories and classified accordingly to facilitate further analysis and come to concrete conclusions. However, some facilitators used other methods to complete the tables. The answers analysed through other methods were highlighted and considered in the partner reports.

### Answers in Lists

Regarding the answers deriving from lists, these were analysed depending on features’ criteria described in the project application document. This means that, for example, in the case of formal, non-formal and informal activities, answers in lists were analysed regarding online, blended, or in-person criteria as well as regarding the main preferences of each target group for the activities’ implementation and workload. Due to the various kinds of answers, these were divided into three categories: *internal learning process*, *specific activity or information*, and *learning provider*.

In this way, the activity lists provide an idea of how participants understand “learning in the workplace”. In addition, through the answers to these questions, it is possible to come to conclusions on the learning process preferences’ trend related with the increased use of online resources or the applicability of activities.

More specifically, it is possible to find out each target group’s tendency with regards to learning activities as well as the convergences between employers and employees to conclude on *a combination of learning activities that are necessary for “learning in the workplace”*.

On the other hand, benefits (advantages) and disadvantages’ lists provide answers on the way that organisations implement activities. These were analysed under the five above-described “mega” categories and were checked in comparison with the previous answers in the tables to come to conclusions on how they relate to them.

Both types of answers and their analysis approach provided results that are complementary to one another as well as conclusions that can provide direct insights into the definition of “learning in the workplace” and how to build an effective and efficient learning plan.

## PARTICIPANTS

### Profile

In the focus groups with employers, company owners, general directors, managing directors, members of Boards of Directors, and department managers participated. In the case of employees, all members of staff except for people at managerial positions were eligible and participated in the focus groups.

The participants’ characteristics (gender, age, years of work experience, position at which they work, size of organisation for which they work, country of origin etc.) helped analyse the data collected and identify patterns and trends. The analysis was conducted at target group (employers, employees) and answer (question) level.

Taking into consideration the participants’ profile helped come to conclusions on:

- The understanding of workplace learning and, subsequently, different definitions of “Learning Workplaces”
- The traditional way of learning in the workplace
- Views on learning in the workplace nowadays and appropriate/desirable learning activities
- Whether there is a “new generation” of employees that do not “fit” with the current trends in workplace learning and can contribute significantly to the transformation of workplaces into “Learning Workplaces”

### Numbers

Partner Country	Focus Group Type A: Employers	Mode of Implementation	Focus Group Type B: Employees	Mode of Implementation
Cyprus	7	Online	8	Online
Austria	9	Face-to-Face	9	Face-to-Face
France	6	Face-to-Face	12	Face-to-Face
Greece	8	Online	8	Face-to-Face
Spain	6	Online	6	Online
<b>Total</b>	<b>36 Employers</b>	<b>2 Face-to-Face 3 Online</b>	<b>43 Employees</b>	<b>3 Face-to-Face 2 Online</b>
<b>Total of Employers and Employees: 79</b>				

Table 1: Number of Participants and Implementation Mode per Focus Group



Partner Country	Gender of Employers (M/F)	Size of Organisation of Employers (Micro/SME/Large)	Gender of Employees (M/F)	Size of Organisation of Employees (Micro/SME/Large)
<b>Cyprus</b>	M = 2, F = 5	Micro = 2, SMEs = 1, Large = 4	M = 1, F = 7	Micro = 2, SMEs = 5, Large = 2
<b>Austria</b>	M = 5, F = 3	Micro = 5, SMEs = 3, Large = 0	M = 1, F = 8	Micro = 4, SMEs = 3, Large = 1
<b>France</b>	M = 6, F = 0	Micro = 3, SMEs = 1, Large = 2	M = 3, F = 9	Micro = 1, SMEs = 6, Large = 5
<b>Greece</b>	M = 8, F = 0	Micro = 8, SMEs = 0, Large = 0	M = 2, F = 6	Micro = 1, SMEs = 6, Large = 1
<b>Spain</b>	M = 1, F = 5	Micro = 2, SMEs = 3, Large = 1	M = 2, F = 4	Micro = 2, SMEs = 3, Large = 1
<b>Total</b>	<b>M = 22, F = 13</b>	<b>Micro = 20, SME = 8, Large = 7</b>	<b>M = 9 F = 34</b>	<b>Micro = 10, SME = 23, Large = 10</b>
<b>Total of Male = 31, Female = 47, Micro = 30, SMEs = 31, Large = 17</b>				

Table 2: Gender of Participants and Size of Organisations per Focus Group

## FOCUS GROUPS TYPE A: EMPLOYERS

### ANSWER ANALYSIS ON AN AGGREGATE BASIS

Q1: WHAT COMES INTO YOUR MIND WHEN YOU HEAR “ADULT LEARNING IN WORKPLACE”?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
It is a different way of working.	- Different way of working.	- Different way of working.	- Learning methodology: How to implement it
It has to do with education for all.	- Education for all.	- Inclusive education.	- Learning methodology: How to implement it
Education and development of personnel’s skills for managing changes at the workplace.	- Education for managing changes at the workplace.	- Managing changes at the workplace.	- Learning methodology: How to implement it
Organisations where employees can learn, negate previous knowledge, and re-learn.	- Employees can learn and re-learn.	- Continuous learning process.	- Learning methodology: How to implement it
Organisations that spread knowledge easily to avoid single points of failure.	- Knowledge spread to avoid single points of failure.	- Proactive knowledge spread.	Learning methodology: How to implement it
Spread of knowledge; even of knowledge that can be useful in the future and not at the moment; characteristic of proactive organisations. Organisations that convert learning into a “journey” for employees. Organisations where employees’ different learning styles are taken into consideration through relevant tools. Organisations where all employees learn easily and with flexibility – inclusive learning.	- Spread of knowledge as a characteristic of proactive organisations. - Conversion of learning into a “journey”. - Inclusive learning that takes into consideration employees’ different learning styles. - Easy and flexible learning.	- Proactive knowledge spread. - Learning as a “journey”. - Inclusive and flexible learning.	Learning methodology: How to implement it
Learning that leads to outcomes; applicable to employees’ different responsibilities and tasks.	- Learning applicable to employees’ different responsibilities, leading to expected outcomes.	- Applicable education.	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Education that can be applicable.	- Applicable education.	- Applicable education.	- Learning methodology: How to implement it
Education on all levels, which make employees feel that they can be useful and they thus offer more than they even are in position to offer.	- Comprehensive education that contributes to motivating employees who overcome themselves.	- Comprehensive and motivational education.	- Learning methodology: How to implement it
Beyond learning/training needs analysis and evaluation; commitment to new ideas from both the employers and the employees. Not an organisation that only promotes learning but which also learns itself from international changes.	- Learning needs analysis and evaluation that take into consideration new ideas from both employers and employees. - Offer of learning opportunities based on international changes on learning at the workplace.	- Commitment to new ideas of both employers and employees in learning. - Learning promotion based on international changes in learning at the workplace.	- Learning methodology: How to implement it
When adults are able to identify their training needs and lacks, their strengths and weaknesses and the means or tools to set up in order to bridge the gaps	- ability to self-evaluate, assess and validates one's own, strengths and weaknesses	- self-assessment	- Learning methodology: How to implement it
Adult learning shows polyvalence, curiosity, open mindedness and the desire to evolve. it can also show expertise in one specific field	- Adult learning in the workplace can lead to more expertise in a specific domain or more polyvalence	- personal and professional career evolution	- Learning methodology: How to implement it
Learning in the workplace allows you to test what you've learned in real life, different tools and systems exist in France such as POE: occupational preparation to employment / PMSMP: period of immersion in the occupational field	- Occupational situation integration with appropriate tools set up by the ministry of labour	- Occupational status and tools	- Learning methodology: How to implement it
A learning workplace means being trained, accompanied by; it requires exchanges between multiple people to learn from all to allow the transfer of the company's own and necessary knowledge and to cope with changes in your environment	- Workplace training, group of discussion and exchanges, transmission of knowledge, anticipation, innovation, and leads to autonomy	- Framework - Exchange - Knowledge - Adaptation - Autonomy	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Adult learning in the workplace can be in house training or external or apprenticeship. The goal is to have competent, autonomous and operational staff able to deliver their job on time with high quality and to tackle with difficulties obstacles and stress. it means the ability to anticipate and evaluate the training needs of one's employees	<ul style="list-style-type: none"> <li>- Inside or outside the company.</li> <li>- theoretical or practical</li> <li>- paid or time invested</li> <li>- tutoring</li> <li>- adaption to the company</li> <li>- evaluation and identification of the training needs</li> </ul>	<ul style="list-style-type: none"> <li>- internal framework to set up adult leaning in the workplace: staff, time, money, tools and methods</li> </ul>	<ul style="list-style-type: none"> <li>- Learning methodology: How to implement it</li> </ul>
Skills management/skills development leads to professional evolution and career development and sustainability of the company's job in spite of external difficulties that could come	<ul style="list-style-type: none"> <li>- willingness to invest on a long term on one's employees and to have them satisfied, happy, motivated, fulfilled</li> <li>- ability to face difficulties with equipped staff</li> </ul>	<ul style="list-style-type: none"> <li>- HR management at the heart of training strategy to maintain and keep staff</li> <li>- sustainability of the company</li> </ul>	<ul style="list-style-type: none"> <li>- Learning methodology: How to implement it</li> </ul>
It reinforces skills recognition, validation and employability of the staff. It gives value to adult learning by investing HR, money and time into it.	<ul style="list-style-type: none"> <li>- skills recognition and validation</li> <li>- employability and competitiveness</li> </ul>	<ul style="list-style-type: none"> <li>- skills recognition</li> </ul>	<ul style="list-style-type: none"> <li>- Learning methodology: How to implement it</li> </ul>
At the beginning of working life, everyone has a basic knowledge which doesn't match with the required specific knowledge in the workplace.	<ul style="list-style-type: none"> <li>- At the beginning there's no specific knowledge.</li> <li>- There's no match between university and working life.</li> </ul>	<ul style="list-style-type: none"> <li>- No specific knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning methodology: How to implement it</li> </ul>
Employees need trainings with structured course materials.	<ul style="list-style-type: none"> <li>- Focused and structured courses materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Organization of the courses.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning methodology: How to implement it</li> </ul>
Valuing learning experience through real self-experiences both personally and professionally.	<ul style="list-style-type: none"> <li>- Personal and professional experiences as a total learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>- Total learning experience concept.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning methodology: How to implement it</li> <li>- "Learning houses" strategy</li> </ul>
Enterprises must implement easier methodologies and make small actions to disseminate the information and the training.	<ul style="list-style-type: none"> <li>- A correct methodology and small actions are more effective.</li> </ul>	<ul style="list-style-type: none"> <li>- Effective methodology.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning methodology: How to implement it</li> </ul>
The need of a real companies' transformation to training and knowledge places.	<ul style="list-style-type: none"> <li>- Necessity of companies' transformation to "learning houses".</li> </ul>	<ul style="list-style-type: none"> <li>- Companies' transformation.</li> </ul>	<ul style="list-style-type: none"> <li>- "Learning houses" strategy</li> </ul>

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Acquiring knowledge through informal and non-formal education extra activities that allow to the employees have more experience which not appears in the CV.	- Informal and non-formal education as another way to learn and have more experience.	- Ways to learn.	- Learning methodology: How to implement it

Table 3: Definition of "Learning in the Workplace" (Type A)

Regarding the **definition of "learning in the workplace"**, participants from all the countries expressed opinions around the **implementation of a learning methodology** and the **need for a "learning house" strategy for a brand quality**.

Employers believe that creating a learning space inside organisations requires a solid methodology, which includes **the entire organisation's structures**. This means that the actors should create **learning processes and material focused on each target group within the organisation and its characteristics**. In this way, **the learning methodology will apply to organisations both vertically and horizontally**.

In addition, organisations should complement **new technologies and online learning resources with traditional methods and basic tools** in the form of **"learning by doing"** to achieve a complete learning methodology.

Consequently, organisations will adopt a motto saying that they are "learning houses", which could guarantee innovation and quality within them. For this propose, a concrete strategy is required, based on the fact that learning should be a fulfilling experience.

The Austrian participants' answers should be noted here, since their facilitators ask them to fill in their definitions in cards. In this way, they "brainstormed" on concepts related to "workplace learning", which let the Austrian partners collect different approaches to the main research concept, put them in groups, and coding them.

Q2. CAN YOU PROVIDE EXAMPLES OF "LEARNING IN THE WORKPLACE" IN YOUR ORGANISATION? (FORMAL, NON-FORMAL, INFORMAL)

PROCESSES OR PROGRAMMES	SPECIFIC ACTIVITIES	PROVIDERS
Internal program of courses	Power point with activities	Instructor role in each area
Sales academy	Training for clients	Colleagues
LAEK, employers pay organization in cooperation with Adult learning center and organising course to develop employees' skills	Team meetings	Virtual campus
Trainers of Vocational Training, reward for the employees selected to be certified and facilitate the spread of knowledge in the organisation	Workshops	Other associations
Training employees in coaching and promoting coaching form employees to employees	Marketing: social media, newsletter	

**Work Package [3] [Implementation of Research to Identify the Views of Employers and Employees as far as Learning in the Workplace is Concerned, 3. 6 Composition of an Aggregate Report presenting the Results of the Research]**

Apprenticeship, allowing an adult to go back to an alternate rhythm some weeks at work, some weeks at school for both theoretical a practical learning	Graphic facilitation
Hybrid training (in-person, blended, e-Learning)	Project management
Individual training, negotiated separately with each employee	BU courses
Get a one-month training on duties for the new employees in the company by employees that are already working in the company	Design thinking
	User-centred design
	Seminars
	Training
	Online training
	Entry training
	Brainstorming
	Digital information
	Learning by doing
	Sharing experiences
	Product technical information
	Information sheets
	IT-skills
	Job shadowing
	Mentoring
	Individual desk research
	Group work
Simulation of professional projects	
Labour risk training	
FME3: UX/UI-design	

Table 4: Examples of “Learning in the Workplace” (Type A)

Employers shared a huge number of **learning activities** which could be mainly implemented in person, but they could easily become suitable for a blended way of learning, since some of them are implemented in this way too. Moreover, according to them, it would be better if organisations took advantage of **online tools to boost employees’ learning**.

At the same time, organisations implement learning programmes or processes focused on **training tailored to employees’ needs and aspirations**. Also, their programmes are focused on the **exchange of information amongst employees and the improvement of interdepartmental communication, boosting and valuing informal learning**.

On the other hand, they also aim to boost **employees’ initiative to research for learning resources on their own**. In this way, employees can suggest what they are most motivated about or think that it is more necessary for them.



For this reason, employers opt for **blended learning programmes**, which are more adapted to their employees' needs and let them **the possibility to exchange their knowledge to boost synergies** and create a positive atmosphere with several positive outcomes.

Q3. WHY DO YOU THINK THAT "LEARNING IN THE WORKPLACE" IS IMPORTANT FOR YOUR ORGANISATION? WHY DO YOU NEED "LEARNING IN THE WORKPLACE" IN YOUR ORGANISATION?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
To improve the performance of organisations and/or organisations' departments that appears ineffective.	- Improvement of ineffective organisations and organisations' departments.	- Solution to ineffective organisations.	"Learning houses" strategy
As a reward system (especially for younger generations of employees); nowadays' employees recognise that learning means continuous improvement and effectiveness which contributes to safeguarding their position, being well-paid, earn their and their families' living.	- As a reward system for the new generation of employees.	- Reward system. - Learning as a means to safeguard your position and salary.	- "Learning houses" strategy
He has real feedback from his employees' team due to it was trained by him. They learn both workplace and their clients' experience.	- There's real feedback when the instructor role is integrated. - The employees gain new skills through different ways.	- Boosting feedback	- Motivation, feedback and collaboration
If the CEOs don't believe in training, this is vertically transferred to the whole company making complicated the training work.	- CEOs as a key factor in the learning in workplace process. - This philosophy should be transferred to the whole company for a successful implementation. - Learning strategy must be part of the strategic general plan.	- Learning strategy process. - Vertical communication.	- Motivation, feedback and collaboration
Enterprises must tend the investment of the resources if they want to transform in learning workplaces.	- Learning in workplace must have an important resources investment as a first step.	- Resources investment.	- Learning investment and consequences
Learning plan must affect economically to the companies, thus they will include it in their goals.	- Learning plan must have economic consequences to be relevant.	- Economic consequences.	- Learning investment and consequences
Training courses are important for the networking.	- Through training courses, the employees can make new contacts.	- Networking.	- Motivation, feedback and collaboration

**Work Package [3] [Implementation of Research to Identify the Views of Employers and Employees as far as Learning in the Workplace is Concerned, 3. 6 Composition of an Aggregate Report presenting the Results of the Research]**

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
The professor is not the only one important due to the rest of assistants could be future clients, collaborators, providers, etc.			
VET providers are the main talent source which aim is the employability.	- VET providers look for the employability of the trainees/employees.	- Employability.	- Motivation, feedback and collaboration
The hybridization of the learning is required because the old learning modalities are too tested. The most important is that the employee has an exciting learning experience. Transforming an enterprise in a learning house, this is an indispensable action.	- Employees should have an exciting learning experience. - Enterprises should have an innovative learning plan.	- Learning innovation. - Fulfilling experience.	- Learning investment and consequences - Motivation, feedback and collaboration
Then also that you keep up the competition from the company, or from the individual company, or from the project, so that you maintain your market value and your position, not fall behind somehow.	- Well trained employees keep the company ahead competition - Increase market position, value of company - trainings help to head up in case of downward trends	- well trained employees are a competitive advantage - training can stop downward trends	- Learning investment and consequences - "Learning houses" strategy
It is very important that people recognize a meaning in their activity by learning, because otherwise they feel superfluous	- People need to see a reason why in their learnings	- People need to understand the purpose of learning	- Motivation, feedback and collaboration
The important thing is to develop our personality through work; as long as you develop yourself you will enjoy your work.	- Working environment is impacting personality development - When you develop yourself, you enjoy your work	- Continuous self-development creates job-satisfaction	- Motivation, feedback and collaboration
Not every employer is interested in the personal development of his employees, so employees have to create space for personal development.	- Not every employer enforces self-development of employees - Employees have to create space for self-development	- Employers do not necessarily enforce the self-development of the employees	- Motivation, feedback and collaboration
But sometimes companies are afraid when employees continue education and learning; they fear that the payment will have to increase.	- Sometimes companies are afraid of salary increases, when employees continue education	- Fear of salary increase after education	- Learning investment and consequences

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
But companies who offer just goods or services may have a problem in the market in the long run, because the new currency is confidence and trust; the confidence component has become most important and this needs to be conveyed by employees, who have the knowledge	- Confidence and trust are key in the long run and need to be conveyed by trained employees	- Confidence and trust are key success factors, for this reason employees need training	- Motivation, feedback and collaboration
A staff flow more expert and more polyvalent leads to a company that can navigate in hard waters without drowning. Training to be expert in one specific field or to be more polyvalent, especially in times of pandemics, is key to have a company that can be agile and fit into one's own time instead of having a dinosaur that cannot survive in 2020.	- agile, polyvalent and smart company able to fit into one's time - ready to face current challenges and emergencies	- adaptability, expertise and polyvalence	- Motivation, feedback and collaboration - "Learning houses" strategy
Staff who can learn, evolve, move, discuss, debate are usually boosted and motivated because they feel they are taken into consideration and that the hierarchy is respecting them by giving them the possibility evolve and grow and to speak freely about their needs	- it can lead to self-fulfilment of the adults, boost, motivation	- self-fulfilment - loyalty	- Motivation, feedback and collaboration - "Learning houses" strategy
Employees get the skills and competences they need for the workplace, Internal training will identify knowledge gaps and update skills	- Develop staff motivation (recognition of competence, ability to train) - Strengthen the adequacy of skills to the needs of employees	- Skills, motivation - Adjustment, skills, employees	- Motivation, feedback and collaboration
Recognition of the expertise of a staff: giving someone the means to evolve and trust him/her in order to develop new competences that will be used for the strengthening and development of the company: motivate and build loyalty among the staff	- motivation, loyalty, trust - recognition and validation of learning lead to expertise	- motivation - recognition	- Motivation, feedback and collaboration
Learning leads to acquiring new knowledge and skills which in its way can lead in developing new services and products	- Learning leads to new skills, - Learning leads to new knowledge	- Learning leads to new services and products as employees are more skills	- Learning investment and consequences

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
	- Will be used for new services and products		
The employer will have more informed and updated employees	- Employer with more informed, updated employees	- Learning leads to obtaining more information and update knowledge	- Learning investment and consequences

Table 5: Importance of “Learning in the Workplace” (Type A)

Once all facilitators asked about the **importance of “learning in the workplace”**, the collected results showed that **investment, motivation and collaboration** let organisations implement a “learning house” strategy.

Participants concluded that investment is decisive to create this learning space since it leads to a **return on investment (ROI)**, reflected directly on products and services and **improving productivity and competitiveness**.

Therefore, **employees’ motivation complemented with continuous feedback and collaboration** let them create new experiences and increase their freedom level, so as to propose new tools and methodologies, and feel more useful.

Again, these previous categories fall into the “mega” category of creation of a “learning house” strategy, as a competitive advantage for organisations.

Q4. DO YOU SEE THE BENEFIT OF TRANSFORMING YOUR ORGANISATION INTO A **LEARNING WORKPLACE?** (EMPLOYERS PROFIT FROM PROVIDING OPPORTUNITIES FOR ADULT LEARNING IN THE WORKPLACE, AS WELL AS FROM THE MAIN BENEFITS ACROSS THREE DIMENSIONS: INNOVATION, MOTIVATION IN THE WORKPLACE, AND ECONOMIC BENEFITS).

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Corporate social responsibility (CSR) aims to contribute to societal goals of a philanthropic, activist, or charitable nature by engaging in or supporting volunteering or ethically-oriented practices. CSR can contribute to firm profits, particularly if brands voluntarily self-report both the positive and negative outcomes of their endeavours. Companies increase long-term profits by operating with a CSR perspective	- Corporate social responsibility (CSR) is investing on human capital and ethical modes of operation and usually it leads to profit - CSR is a good way to work on the image and fame of the company and also on its values and how the transmission of values operates from up to down approach	- ethics - societal environment - values and transmission of heritage	- "Learning houses" strategy - Motivation, feedback and collaboration
Training (teaching and learning) should be a constant element in the work place. When staff reaches the point in which there is no more to	- integrate training into daily work practice - have CPD as a key and obliged standard at	- value of CPD at work as an obligation standard	- "Learning houses" strategy

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
learn, then there is no need to stay. Training its staff allows for a company to buy new markets, develop new tools and to have a staff more and more expert, able and competent. In addition, training (professional training) is a right to which every worker is entitled the right to (in the French system)	work because all staff is entitled the right to learn and to teach		
Training is sometimes seen as a waste of time because the gains are not always used immediately but on a long-term internal training is of benefit and the time that seemed to lost is actually well invested and allows for productivity	- Giving more importance to training	- Training	- "Learning houses" strategy
Integrate adult learning in the company's strategy Develop training best practice in the work place for a better integration and team work and cost reduction Staff carries the values of the company and show them outside Meet the needs of the company Give value to the trainer	- training and adult learning are important because of strategy, best practice, team work, cost reduction, values	- value training - value trainees - value trainers	- "Learning houses" strategy
Adult learning leads to codification of what is taught. there has to be written proofs of the training and written memo so it leads to a written knowledge capitalisation	- codification and written outcome	- codification - specific frameworks	- "Learning houses" strategy
These kinds of learning activities improve enterprise's branding. The company is strongly interested in develop the concept "learning house".	- Enterprises can create a "learning house" brand to improve their quality.	- Branding. - Learning houses.	- "Learning houses" strategy
The instructor has real feedback from the employees about their experience and how to improve it for a better implementation in the job place.	- Employees' feedback is useful to improve enterprise learning and services.	- Boosting feedback	- Motivation, feedback and collaboration
Employees are motivated and believe that learning activities are useful and has updated info.	- Learning activities give motivation and updated info to the employees.	- Employees' motivation.	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Enterprises as a “learning houses” allow them to find new market opportunities and boost networking.	- Learning houses are a great opportunity for another way of networking.	- Enterprises synergies.	- "Learning houses" strategy - Motivation, feedback and collaboration
Organisations’ development makes employees more satisfied and productive and productivity increases income. When employees start working all together, productivity increases.	- Employees’ satisfaction due to learning at the workplace leads to productivity and income increase. - Teamwork increases productivity.	- Productivity and income increase.	- Learning investment and consequences
Motivation increase.	- Higher motivation.	- Higher motivation.	- Motivation, feedback and collaboration
More content employees which make them more innovative at work.	- More content and thus more innovative employees.	- Content and innovation in-crease.	- "Learning houses" strategy - Learning investment and consequences
High quality of work.	- Higher work quality.	- Higher work quality.	- Learning investment and consequences
Less mistakes on the job.	- On-the-job mistakes decrease.	- Higher work quality.	- Learning investment and consequences
Better, more tailor-made procedures.	- More tailor-made procedures.	- Procedures of higher quality.	- "Learning houses" strategy
Benefits for both employers and employees.	- Benefits for all.	- Beneficial workplace.	- "Learning houses" strategy
It will make the personnel feel more professional.	- Feeling of professionalism among employees.	- Professionalism.	- Motivation, feedback and collaboration
Teamwork building, which brings employees closer to one another and makes them feel better when being at work.	- Teamwork building that makes employees feel better when being at work.	- Teamwork building.	- Motivation, feedback and collaboration
More loyal employees, who do not think of leaving their job (especially the “millennials” who seek for constant self-development).	- More loyal employees, less personnel turnover.	- Loyalty in-crease.	- "Learning houses" strategy - Motivation, feedback and collaboration



MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Benefits are that the fluctuation is lower, and the products and services will be produced in better quality	- Lower fluctuation and better quality of products and services	- Quality increase within the products, lower fluctuation	- Learning investment and consequences
The development of the company is another benefit, the direction is sustainability; Employees will consider this and work on their own development in a sustainable way, this is helping to achieve sustainable goals and to implement sustainability projects	- Beneficial company development by more self-development of employees and achieving sustainable goals and implementing sustainability projects	- Development of the company towards more sustainability within projects, goals and employee self-development	- "Learning houses" strategy - Learning investment and consequences
The interests of employers and employees have to match and ideally a win-win situation is the outcome	- You have a win-win situation when interests of employers and employees are similar	- Interests of employers and employees should be similar	- "Learning houses" strategy - Motivation, feedback and collaboration
For employees it is a motivation to learn when they know that they will get another job quickly in case the company face troubles or in case they may be dismissed	- Positive motivations of employees to strengthen their position in the labour market especially when the company runs into troubles	- Continuous learning is a positive motivation for career path or in case of potential head count reduction	- "Learning houses" strategy
Provision of Learning is a benefit and being in a workplace that can guarantee the employees development it is combined with providing more benefits for the employees which will lead in them having more commitment to their employment. It is important to mention that committed employees show higher productivity and lower the turnover rates of an organisation	- Learning is a benefit. - Providing learning to employees is providing more benefits. - More benefits lead to higher commitment. - Higher commitment leads to more productivity and less turn-over.	- Learning may affect both productivity and attitudes of employees	- Learning investment and consequences

Table 6: Benefits of "Learning in the Workplace" (Type A)

In this question, employers' opinions about the **benefits of learning in the workplace** coincided with the previously presented categories.

To start with investment, participants believe that learning gain **increase productivity and quality**, while employees **incorporate new know-how and innovative tools returning positively on the investment**.

Regarding employees' motivation, they think that "learning in the workplace" **increases internal feedback**, which allows for **continuous learning amongst employees and employers**. Accordingly, employees can have **networking opportunities** that let them learn new methods and improve their own ones.

Finally, the implementation of a learning strategy within organisations is crucial for their **development towards the direction of sustainability** within projects, goals, and employee self-development.

Q5. CAN YOU PROVIDE EXAMPLES OF BENEFITS WHICH “LEARNING IN THE WORKPLACE” HAS BROUGHT TO YOUR ORGANISATION?

LEARNING METHODOLOGY	MOTIVATION, FEEDBACK AND COLLABORATION	“LEARNING HOUSES” STRATEGY	INVESTMENT AND CONSEQUENCES	LEARNING “HANDICAPS”
preservation of knowledge	contributes to reduced personnel turnover and employees’ loyalty	certification of internal trainers	development	
knowledge and know how gain	programme on employees’ wellness	going along with change successfully	competitiveness	
	Soft skills development	better image and fame	lasting customer relationships	
	Updated employees		long-term survival of the company	
	Motivation of employees		more productivity	
	With online courses: to bring employees of different places closer		more attractive offering	
	Competitiveness		fast and accurate response	
	Productivity		new ideas	
	Specialized employees		sustainability	
	To be a reference in the labour market		competitiveness gain	

LEARNING METHODOLOGY	MOTIVATION, FEEDBACK AND COLLABORATION	“LEARNING HOUSES” STRATEGY	INVESTMENT AND CONSEQUENCES	LEARNING “HANDICAPS”
	<p>Synergy amongst employees</p> <p>Real feedback</p> <p>Fast adaptability of employees</p> <p>appreciation of employees</p> <p>satisfaction, because you're able to help others</p> <p>more confidence</p> <p>good climate between employees</p> <p>participation in the various seminars brought a freshness on the employees and grow the commitment to the company</p>		<p>ability to tackle new challenges and to answer emergencies and priorities that may be unforeseen</p>	

Table 7: Examples of Benefits of “Learning in the Workplace” (Type A)

Q6. CAN YOU PROVIDE EXAMPLES OF “DAMAGES” WHICH “NON-LEARNING IN THE WORKPLACE” HAS BROUGHT TO YOUR ORGANISATION?

LEARNING METHODOLOGY	MOTIVATION, FEEDBACK, AND COLLABORATION	“LEARNING HOUSES” STRATEGY	INVESTMENT AND CONSEQUENCES	LEARNING “HANDICAPS”
relearning existing knowledge	Reluctance of employees to work.	risk of losing employees	Mistakes at work, wrong actions/decisions.	Missing market opportunities
knowledge is lost	Antagonism between employees.	faulty project development	Less innovation capacity	
inefficient training	Lack of communication	more unattractive offering	Loss of regular and new clients	
	Less employees' confidence	bad fame and image, loss of the values of the company	stagnation	
	bad atmosphere		missing changing customer needs	
	employees don't feel appreciated		technical development not up to date	
	loss of confidence and trust		less productiveness	
	absenteeism			

Table 8: Examples of “Damages” caused by “Non-Learning in the Workplace” (Type A)

Q7. WHAT MAKES IT DIFFICULT FOR YOU TO TRANSFORM YOUR ORGANISATION INTO A LEARNING WORKPLACE? WHAT ARE THE BARRIERS?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Employees who do not believe in education, who do not enjoy learning.	- Employees who do not believe in learning and do not enjoy it.	- Lack of belief in learning and willingness to learn.	- Learning handicaps
Different organisations and/or departments of organisations have different educational needs, i.e., there is a necessity for different learning approaches. The type of organisation defines the kind of necessary education and relevant approach.	- There is a necessity for different learning approaches due to different organisations and departments' needs.	- Different learning approaches	- Learning methodology: How to implement it
Some organisations do not have the capacity to turn into learning workplaces.	- Lack of capacity for being transformed into a learning work-place.	- Lack of capacity.	- Learning handicaps
Employers who do not believe in their employees' competences and their development; who consider that the problem is that their employees are lazy and they should recruit new.	- Employers who do not believe in their employees' competences and development.	- Lack of belief in employees' competences.	- Learning handicaps
Resistance to change, especially by older employees who have adopted specific habits at work and do not want to change them. Seeing their job as a repetitive routine.	- Resistance to change consolidated habits at work. - Job as a repetitive routine.	- Resistance to change your work routine.	- Learning handicaps
Reluctance of employees to learn because of protracted stay at the same condition, under the same circumstances; to move out of their comfort zone, despite employer's eagerness to invest on their learning.	- Reluctance of employees to move out of their comfort zone and learn despite employer's eagerness.	- Employees' reluctance to move out of their comfort zone regarding learning.	- Learning handicaps
Timing: under difficult circumstances such as the current Covid-19 pandemic, employers would be unwilling to invest on personnel's training.	- Bad timing which leads to employers'	- Bad timing and unwillingness increase	- Learning methodology: How to implement it
The majority of employers are not willing to invest on creating training departments in their organisations; they consider this an unnecessary cost. Cost is a hindrance to transforming organisations into learning workplaces.	- Mentality that developing training departments is an unnecessary cost.	- Cost of developing training departments.	- Learning investment and consequences

Work Package [3] [Implementation of Research to Identify the Views of Employers and Employees as far as Learning in the Workplace is Concerned, 3. 6 Composition of an Aggregate Report presenting the Results of the Research]

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
The time barrier since the enterprise has the hard task of combine the learning with the regular activity or possible emergencies. Sometimes there are schedule learning activities which are affected for emergencies.	- Time barrier is the most important one due to the learning department must consider the work fluctuations.	- Schedule learning plan.	- Learning handicaps
Time barrier is related with the organization and design of learning plans barrier since there are a lot SMEs who don't have the enough resources.	- Some SMEs don't have enough resources to organise and design learning plans.	- Organization and design barrier - Organization resources.	- Learning methodology: How to implement it
There's a budget/investment barrier, although it is not important because there are a lot of grants or subsidies despite bureaucracy.	- The budget/investment barrier is the less important one. - SMEs have the opportunity to apply for grants or subsidies.	- Grants or subsidies.	- Learning investment and consequences
Money, money, money, who should pay for this?	- Financial resources are the key drivers	- Enough budget	- Learning investment and consequences
During the first Corona peak 1 million employees were sent on short time work, unfortunately this was never combined with the request to education; It could have been implemented very easily, e.g., that employees have to read three books about a business-related topic, that would have been an innovative approach!	- Short time work during the first corona crises should have been used for mandatory learning e.g., like reading 3 books	- Short time work should be linked to obligatory adult (self) education programs	- Learning methodology: How to implement it
A small company (business man) recommended to the employee in short-time work to educate himself and to decide on the issue, whether books or seminars it was left to the employee: he/she billed then to many hours and the employer was forced to take him from the short-time work because he could no longer afford it, the employee had billed too many hours and worked too little	- In case learning hours are added to short time work, majority of hours have to be spent on work. Otherwise, the government will not take over funding	- Allocation of hours towards education needs to be clearly addressed and fixed before educations starts	- Learning methodology: How to implement it
Many companies are interested but deny it because of short term profit considerations; Managers have often employment contracts for 3-4 years, so they are not	- Companies are often interested in learning activities, but the management contracts are terminated by 3-4 years	- Managers with short term contracts are not interested in long term	- Learning handicaps

**Work Package [3] [Implementation of Research to Identify the Views of Employers and Employees as far as Learning in the Workplace is Concerned, 3. 6 Composition of an Aggregate Report presenting the Results of the Research]**



MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
interested in long term development, we all don't know what will happen in 3 years	and then the most important goal is profit	educational programs for their employees	
It is also possible that the fluctuation is higher because some of the employees may get very good offers from the competition later on	- Trained employees may receive good job offers from competition	- Higher fluctuation of well-trained employees	- Learning handicaps
The war of talents is a problem, because when an employee is well trained by the company, he/she may be receiving an attractive offer from another company	- War of talents will create attractive job offers from other companies for the well-trained employee	- Better education risks headhunting	- Learning handicaps
Sometimes excellent qualified people may be "bad" teachers and cannot ensure the knowledge transformation process	- Job experts are not automatically good teachers	- Job experts may not be capable enough to manage the knowledge transfer	- Learning handicaps
There is a lack of time, of means (tools and procedures), of human resources and of money. Adult learning is always less a priority than some other topics: there is a constant in France that CPD comes when the workflow is stable, there is no problem nor emergency and there is a small window of time dedicated to it. That is not so often.	- lack of time, of means (tools and procedures), of human resources and of money - adult learning is never a top3 priorities when there are emergencies and problems to tackle	- lack - a non-priority topic	- Learning handicaps
Resistance to change is a natural reaction when employees are asked to change. Change is uncomfortable and requires new ways of thinking and doing. People have trouble developing a vision of what life will look like on the other side of a change. So, they tend to cling to the known rather than embrace the unknown. Employees don't fear change, though, they fear the unknown. They fear being changed.	- fear of changes and the unknown from both employer and employee	- fight resistance to change	- Learning handicaps
Sustained activity does not always allow employees to pass on knowledge due to lack of time and lack of staff. Being a trainer is not improvised in the terms of skills and know-how. Being a trainer is a real job and an employer should also identify the potential	- Lack of time - lack of staff - lack of skills - train the trainers	- Time - staff - skills - train the trainers	- Learning methodology: How to implement it

**Work Package [3] [Implementation of Research to Identify the Views of Employers and Employees as far as Learning in the Workplace is Concerned, 3. 6 Composition of an Aggregate Report presenting the Results of the Research]**

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
trainers' profile and train them to be trainers			
“Do we have the internal capacity to set up an adult training plan, catalogue and a clear and comprehensive strategy?” Employers need support, methods, tools to set up an internal pedagogical framework	- capacity to set a comprehensive training plan and pedagogical - tools	- know how - defining a training strategy	- Learning methodology: How to implement it
Moreover, there's a learning implementation barrier, both online training and in-person training due to they have different networking capacities. It's a methodology point. If an enterprise would like to implement online learning, it must work it previously with the employees in order to develop these qualitative skills.	- Online and in-person trainings have different networking capacities. - Implementing the online learning, the enterprise must develop the employees' qualitative skills related with this way of learning.	- Implementation barrier. - Online qualitative skills.	- Learning methodology: How to implement it
There are free online courses which are really useful for SMEs though some of these needs' contents improvement.	- Online courses could help SMEs in their learning plans.	- Well-implemented online courses.	- Learning methodology: How to implement it
Teleworking is the new reality and online learning will be boost. But transfers the “in-person methodology” to the online one is a mistake. The employee could understand it as a non-relevant way. The enterprises must create a digital learning plan with the maximum resources.	- Enterprises must set their learning methodology since teleworking is the new reality. - If there's no clear digital learning plan the employee could lose the motivation.	- Online adaptability. - Online methodology.	- Learning methodology: How to implement it

Table 9: Barriers to “Learning in the Workplace” (Type A)

In connection with the afore-mentioned barriers, employers believe that an appropriate and efficient methodology and how to implement it, **investment on learning**, and **other external “handicaps”** are the main barriers to workplace learning that they can identify.

The main barrier to implementing a learning methodology is the **workload fluctuation** from which they suffer daily, which makes difficult the time control and the planning of activities for a correct resources' management approach for their organisations.

On the other hand, to a lesser extent, employers said that investment barriers are still a challenge as far as **allocating the correct amount of resources to learning** is concerned, since it affects directly their human capital

and most of SMEs cannot offer learning opportunities without some financial help. For this reason, they think that it would be better if there was more discussion on finding open-access learning resources.

Lastly, there are external handicaps which affect the learning methodology implementation such as **the resistance to change both for employees and for employers** and the **capability level for managing knowledge transfer**.

Q8. WHAT WOULD BE ADDITIONAL MOTIVATION FOR TRANSFORMING YOUR ORGANISATION INTO A LEARNING WORKPLACE?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Employees' development through learning at workplace improves employers' professional profile too (motivation for employers).	- Improvement of employers' professional profile through development of their employees.	- Improvement of employers' professional profile.	- Motivation, feedback and collaboration
Employees feel that they work at a safe workplace; a place that provides them with all necessary knowledge and information through training for doing successfully their job (motivation for employees).	- Sense of safety and of provision of all necessary knowledge for doing successfully their job.	- Sense of safety and provision of all necessary knowledge.	- Motivation, feedback and collaboration
Enterprises have a lot of public bodies' audits related with the grants or subsidies which represents a serious problem. As a part of the process, they have to prepare a huge number of reports and sometimes they are punished due to a small mistake.	- Public bodies' audits are a serious problem for the enterprises. - Enterprises have to prepare a lot of hard reports.	- Bureaucracy efforts. - Time barrier	- Learning investment and consequences
If there would be official funding by the government, however this would look like	- Any kind of state funding would encourage	- Government funds are necessary	- Learning investment and consequences
A tax relief would be very beneficial	- Company tax reduction for using educational programs	- Tax reduction for education	- Learning investment and consequences
Non-profit companies should receive a bonus as well	- Non-profit companies should be subsidised as well	- Financial bonus for profit and non-profit companies	- Learning investment and consequences
When the government would pay the salary, that would be a help: e.g., when the employee is sick, the salary is paid by the governmental health insurance, in case of trainings or workshops the government should also cover the salary costs	- Like with sickness leaves, educational leaves should be funded by government	- Government to take over salary costs during adult training periods	- Learning investment and consequences

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
A certain number of educational trainings as part of the career path	- Mandatory educational training as part of career path	- Staff is forced to education in order to reach the next career level	- Motivation, feedback and collaboration
Company level: Meet challenges Be competitive Be visible on the market Attract new clients Develop new business Resist to unforeseen and crisis Keep the values and make them known, going more into CSR Develop adaptability and develop appropriate responses	- to ensure the company growth and development of activity - to keep knowledge and knowhow inside the company and to stay competitive	- company profit and growth - competitiveness	- Learning investment and consequences
Staff level: To build up loyalty, to have staff coming to work because of motivation and passion, to offer more than a job, more than a salary, to offer values, development and evolution	- to anticipate staff turnover and unforeseen things - to allow for staff performance, to support and encourage ambition and to allow for career evolution	- loyalty - personal growth and ambition	- Motivation, feedback and collaboration
Sometimes skills rarity leads to train not expert people to take on some missions because the profile wanted is nowhere to be found on the market. importance to have an external network follow up staff ageing and staff competences in order to ensure that the company has all the skills in the panel of staff available in order to allow a better anticipation and preparation to face uncertainties and difficulties	- the importance to make sure that the company has all the skill sets inside - to avoid losing a skills' set when a staff is leaving: sharing and polyvalence	- rarity of competences - anticipation - continuity - evolution	- Motivation, feedback and collaboration
Competitiveness for the company	- Competitiveness for the company	- Competitiveness for the company	- Learning investment and consequences

Table 10: Additional Motivation to “Learning in the Workplace” (Type A)

Regarding this question, employers mentioned **investment on learning** and **motivation** as such, as additional motivations.

Firstly, the investment can boost the learning plans’ implementation, if organisations get some help from relevant authorities through financial bonuses or tax reductions. In addition, they explained that governments should take over the salary costs during training periods.

Secondly, gaining know-how and values through employees’ personal development means that they could **create a specific professional profile, which they consider as empowering.**

**Q9. WHAT WOULD YOU EXPECT FROM STAKEHOLDERS (MINISTRIES, EMPLOYERS, PUBLIC EMPLOYMENT SERVICES (PES), TRADE UNIONS, AND TRAINING PROVIDERS) FOR TRANSFORMING YOUR ORGANISATION INTO LEARNING WORKPLACE?**

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Employers will be willing to invest time and money for certifying their organisations as	- Employers need to be provided with good practices and proofs that	- Necessity for good practices and proofs’ provision.	- Learning methodology: How to implement it
There’s no correct public-private communication or synergies due to the bureaucracy and miscommunication.	- Public entities don’t allow creating others opportunities.	- Public-private synergies.	- Learning investment and consequences
The CPD reform in France has started in 2019 and the procedure has been very blurred for a long time. There is a plurality of actors / stakeholders that have a say in this reform and its procedure and it makes it difficult to follow and understand for both an employer and an employee. The annual budget for learning in the workplace / CPD is not growing; the administrative procedure is long and time consuming and often for the SMEs and Micro E, there is no competent staff dedicated to these specific missions inside the company. In addition, the contact between companies and the bodies responsible for Adult learning funding and the trainings centers able to deliver this kind of trainings is weak and not regular.	- the financial envelope does not allow to answer all the staff learning needs - administrative procedure time consuming - lack of competent staff able to deal with that inside the companies - irregular contact between: companies, training centers, and training bodies responsible for funds	- clearer information and procedure - more budget - more competent staff - more communication	- Learning investment and consequences
Companies often lack tools to evaluate the staff training needs and then to evaluate the staff learning results after a training. the question of the validation, recognition and certification is not always a discussion topic	- tools to identify and evaluate training needs and learning objectives/ results - certification is a current challenge	- tools to evaluate - certification procedure	- Learning methodology: How to implement it
To lighten the cost of adult training; or to give a financial support to companies that develop and support adult training (internal and	- financial support - administrative simplification	- finances - admin	- Learning investment and consequences

**Work Package [3] [Implementation of Research to Identify the Views of Employers and Employees as far as Learning in the Workplace is Concerned, 3. 6 Composition of an Aggregate Report presenting the Results of the Research]**

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
external). To set up a training request to a training certified body is heavy and long procedure, often to obtain less than 40% of the financial costs of the training. the co-funded is too small			
Teaching another person requires skills to value and time to find. Training takes place at the detriment of production. The need to have a proper skills development guide and methodology to follow and carry out regular staff interviews and evaluation	- Dedicated staff with time - financial compensation - device and tools	- Remuneration - interviews and - evaluation tools	- Learning methodology: How to implement it - Learning investment and consequences
They should really look after the needs of a company and should take responsibility in this question; this would help to create a customized support for companies	- Customized support for different branches and organization types	- Customized programs for different industries and different types of organizations	- Learning methodology: How to implement it
It would be good if there is a label or something like that to show that a company is a “learning promoting company”, that would really help a lot and bring appreciation from the free market	- Official quality certificate f.i. “Learning Promoting Company” would be an asset and help to differentiate on the market	- Official certificate “Learning Promoting Company” would help	- Learning methodology: How to implement it

Table 11: Stakeholders’ Support in Workplace Transformation (Type A)

Regarding **stakeholders’ support in workplace learning**, the majority of employers agreed that organisations need more **support in methodology implementation and an increase in their economic resources for investing in learning**.

The participants think that **getting familiar with good practices in workplace learning** as well as **the provision of clearer information and more specific processes** are the basic tools for elaborating an appropriate learning plan using their own methodology.

They also believe that a **specific certificate for organisations’ adaptation to “learning houses”** could motivate them to find information from reliable sources.

On the other hand, they think that **synergies amongst public and private organisations** could help them **obtain information and opportunities like funds**.

Q10. WHAT TYPE OF CHANGES AND LEARNING ACTIVITIES ARE YOU WILLING TO INSTALL IN YOUR ORGANISATION IN ORDER TO TRANSFORM IT INTO A LEARNING ORGANISATION?



MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
<p>Personnel may need development of skills such as stress management and resilience. Learning, thus, should not focus only on how to do their job properly but also on their soft skills.</p> <p>Balance between work and personal life.</p> <p>Sometimes anxiety and stress are not caused by employees themselves but are the result of internal work factors, like hierarchy issues, managers' inefficiency etc. that may psychologically burden employees.</p>	<ul style="list-style-type: none"> <li>- Development of soft skills such as stress management and resilience along with the development of on-the-job skills.</li> <li>- Ensuring a balanced work and personal life.</li> <li>- Confrontation of the psychological burden transferred to employees by internal work factors that they are not responsible for.</li> </ul>	<ul style="list-style-type: none"> <li>- Soft skills development along with on-the-job-skills.</li> </ul>	<ul style="list-style-type: none"> <li>-Motivation, feedback and collaboration</li> </ul>
<p>Enhancement of employees' resilience; psychological preparation of employees.</p>	<ul style="list-style-type: none"> <li>- Enhancement of employees' resilience and psychology in general.</li> </ul>	<ul style="list-style-type: none"> <li>- Resilience enhancement.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning methodology: How to implement it</li> </ul>
<p>Employers should find key employees from within the organisation to man the training department of the organisation or undertake the task of implementing a training programme probably along with a consultant.</p>	<ul style="list-style-type: none"> <li>- Manning of the training department with key employees from the existing personnel.</li> <li>- Implementation of training under consultation by an expert.</li> </ul>	<ul style="list-style-type: none"> <li>- Training by key existing employees or through contribution by an expert.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning methodology: How to implement it</li> </ul>
<p>The HR department of the organisation along with the development department and probably the IT department should undertake the task.</p>	<ul style="list-style-type: none"> <li>- Collaboration of HR, development and IT department</li> </ul>	<ul style="list-style-type: none"> <li>- Interdepartmental collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation, feedback and collaboration</li> </ul>
<p>It needs very good top-down communication; the managing staff to "communicate" effectively their training strategy to their subordinates.</p>	<ul style="list-style-type: none"> <li>- Very good "communication" of the training strategy from the managing staff to their subordinates.</li> </ul>	<ul style="list-style-type: none"> <li>- Top-down "communication" of the training</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation, feedback and collaboration</li> </ul>
<p>Make use of existing HR personnel. In the case of small organisations or organisations' branches though, they may find it difficult to proceed with the opening of HR departments, especially because of the small number of employees or their field of work (e.g., investment companies); in their case, training will need to be provided to all by all.</p>	<ul style="list-style-type: none"> <li>- Use of existing HR departments and personnel.</li> <li>- In cases of small organisations or branches where no HR departments exist, training of existing personnel to train the others.</li> </ul>	<ul style="list-style-type: none"> <li>- HR departments use or training and use of existing personnel.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning methodology: How to implement it</li> </ul>

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Incorporate virtual reality headsets to combine updated learning materials and “learning by doing” like in a real case.	- Virtual reality headsets as a real opportunity to update employees.	- IT opportunities.	- Learning methodology: How to implement it
Online courses to introduce the new reality of teleworking amongst the employees.	- Enterprises boost online courses for this new reality.	- Online learning opportunities.	- Learning methodology: How to implement it
We would have to know and check all kind of activities, which are installed right now	- Before starting we need an overview of existing programs	- Overview of existing programs	- Learning methodology: How to implement it
Within knowledge management, a company could start to promote this project because employees have a lot of knowledge and that is often not known at all	- Knowledge management project should be used to collect company knowledge	- A knowledge management project	- Learning methodology: How to implement it
But informal knowledge is very difficult to exchange; In former times we were smoking and this smoking brakes brought together different people from different departments, white-collar and blue-collar worker, they exchanged verbally; This smoking breaks were stopped and the informal exchange stopped as well, because no one would write an official e-mail on the topic, so informal knowledge is very difficult to exchange	- Informal knowledge is very difficult to exchange, in former time there were the smoking breaks which was very helpful	- Exchange of informal knowledge is very difficult to organize	- Motivation, feedback and collaboration
A moderate working atmosphere is necessary without pressure, so that the employees may spend a few hours a week doing something else, without the supervisor	- Moderate working atmosphere is key, leaving some free hours for the employees	- Moderate working atmosphere, free hours for employees	- Motivation, feedback and collaboration
A climate for exchange and permission is very important	- A working atmosphere of exchange and permission is key	- Working atmosphere allowing exchange	- Motivation, feedback and collaboration
Internal training and internal CPD delivery by peers in order to value the staff, to value the internal richness, strengths and complementarity	- peer to peer learning and teaching - peer to peer assessment	-peer to peer learning and teaching - peer to peer assessment	- Learning methodology: How to implement it
Specific tools developed by the French government for the companies such as POE: occupational preparation to employment /	-tools for professional integration and mentoring / peer to peer	- peer to peer and facilitation of professional integration into a specific job	- Learning methodology: How to implement it

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MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
PMSMP: period of immersion in the occupational field			
A training for trainers And a training to form a couple of key staff able to set up the company plan and strategy for adult learning (tools, guide, methods, communication, evaluation of the needs, regular staff interviews etc.) in order to realise also how much administrative work this can generate in terms of reporting to funders, capitalisation and memo notes for the company	- training of trainers - training of key staff to develop a company's training process	- framework	- Learning methodology: How to implement it

Table 12: Changes and Learning Activities for Workplace Transformation (Type A)

The majority of employers pointed out that the key to changes and learning activities with which organisations should begin to transform is a **well-targeted methodology** and **employees' soft skill development and motivation**, which will allow for **creating a balance between work and personal life**. These can contribute to establishing an "attractive" workplace environment.

Part of the discussion around this question focused on how to develop workplace strategies to make use of tools or implement learning plans, such as **identifying key employees to deal with training tasks, combining actions between main related departments**, such as the HR, Innovation, or IT department, or **strengthening informal learning through information and knowledge exchange amongst employees**. Also, employees should be **provided with tools that let them improve their soft skills and help them to better collaborate, both internally and externally** or by exchanging knowledge. Thus, the **implementation of modern learning approaches** (such as the participation in online courses or the use of virtual reality headsets) could combine theoretical and practical learning resources.

Then, this is complemented by the implementation of an appropriate methodology. Organisations need a learning **strategy which involves the entire workplace** for achieving to establish an inclusive learning environment. That is why organisations should involve all the actors, **recollect information**, and **check their already implemented plans**.

Q11. WHAT DO YOU FEEL ABOUT THE ACTIVITIES THAT WE HAVE SUGGESTED? WHICH ARE THE GAPS IN THE ACTIVITIES? WHAT ELSE WOULD YOU LIKE TO ADD TO THESE ACTIVITIES?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
The most important thing for activities is to be designed with vision.	- Activities designed with vision.	- Activities with vision.	- "Learning houses" strategy

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Improve enterprises' collaboration to create synergies and create strong alliance in front of public institutions. Furthermore, create better synergies with these public entities.	-Create strong enterprises' collaboration to create new opportunities.	- Enterprises' synergies. - Common projects.	- "Learning houses" strategy
Boost learning in workplace means branding.	- Improve the enterprises resources for learning could help them to improve their brand quality.	- Branding. - Learning houses.	- "Learning houses" strategy

Table 13: Feedback on the "LEARN" Activities Suggested (Type A)

A "learning house" strategy is the main suggestion amongst employers. Therefore, they appear focused on the vision value and a learning strategy elaboration that could help to a quality brand approach.

At the same time, they think that it could help to establish synergies with other organisations and create accessible implementation methods.

It is interesting to emphasise on the way that the Austrian facilitators got this information from the participants, since they made a preferences' ranking amongst suggested activities, reaching up to 10 different activities.

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Q9. LET'S GO BACK AND LOOK AT WHAT CAME UP AND MAKE ADDITIONS

No answers were provided to this question.

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Q10. IS THERE ANYTHING YOU WOULD LIKE TO ADD?

No answers were provided to this question.

## FOCUS GROUPS TYPE B: EMPLOYEES

### ANSWER ANALYSIS ON AN AGGREGATE BASIS

Q1: WHAT COMES INTO YOUR MIND WHEN YOU HEAR “ADULT LEARNING IN THE WORKPLACE”?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Everything that someone may learn at the workplace in order to help them do their job better and progress further.	<ul style="list-style-type: none"> <li>- Employees Learn new things for their job</li> <li>- to use it to progress in the same job</li> </ul>	- Learn new skills for the Job	- "Learning houses" strategy
Organizations which are organizing seminars that help us to learn more on the job as well as skills for safety in the workplace, first aid, etc.	<ul style="list-style-type: none"> <li>- Organizations offer seminars</li> <li>- develop job related competences, develop horizontal competences</li> </ul>	<ul style="list-style-type: none"> <li>- Structured learning for new skills on the job</li> <li>- Structured learning for horizontal competences</li> </ul>	- "Learning houses" strategy
The knowledge that is transferred among employees and help to do the work better.	- Knowledge transfer among employees	- Tacit knowledge	- "Learning houses" strategy
The skills that employees may transfer to each other. With employees we mean those of all levels, entry level, middle managers, managers, directors etc.	- Skills transfer among employees	- New Skills via transfer	-Motivation, feedback and collaboration
The training that someone receives when they start their job in order to be able to do it and get to know the organization culture as well.	<ul style="list-style-type: none"> <li>- Entry training</li> <li>- Developing skills</li> <li>- Getting acquainted with Organisational Culture (OC)</li> </ul>	<ul style="list-style-type: none"> <li>- Training for new skills</li> <li>- Learning OC</li> </ul>	- "Learning houses" strategy
<p>A learning organisation goes beyond just “learning at workplace” which refers more to training while at work; it is about continuous expansion of the organisation’s “book of knowledge” and pool of learning ideas both internally and externally as well as about spread of knowledge to all employees without discriminations based on their work position.</p> <p>It goes beyond lifelong learning to Search of new ideas both from the part of employees and from that of external stakeholders.</p> <p>It goes through all levels of an organisation and it involves all</p>	<ul style="list-style-type: none"> <li>- Inclusive continuous expansion of the organisation’s “book of knowledge” and pool of learning ideas from both internally and externally.</li> <li>- Beyond lifelong learning to the continuous search for new ideas by both employees and employers.</li> <li>- Through all levels of an organisation, involving all employees.</li> </ul>	- Inclusive continuous search for new learning ideas from both internally and externally	- Learning methodology: How to implement it.

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
employees. the spread of knowledge and continuous			
Both the organisations spread knowledge to employees and employees spread knowledge among them; the latter don't learn only from outside the organisation but also from inside, especially from those who are more experienced. So, it is both about knowledge spread and about gaining new knowledge through training programmes and other forms of training.	-Top-down and among employees', internally and externally, formal and of other forms spread of knowledge and gaining of new knowledge.	- Interactive, internally or externally, formal or other forms knowledge spread.	- Learning methodology: How to implement it.
One group at a work setting which learns from within or from an external trainer and which is more or less interactive; where learners work all together.	- Learning from within of from external trainers. - Interactive process. - Learners work all together.	- Interactive internally or externally led learning pro-	- Learning methodology: How to implement it
It does not refer to only one department, but it transverses the whole organisation and it considers all.	- A process that transverses the whole organisation and refers to all staff.	- An inclusive process.	- Learning methodology: How to implement it
A series of scheduled/planned and often funded training offered by the organisation to its employees; it is led by the organisation which takes decisions on this. It may refer to informal learning too but it mainly brings in mind training on practical skills on employees' specialisation to gain expertise in what they are occupied with at work. So, it is a win-win situation.	- Planned and often funded training led by organisations. - Mainly formal learning on practical skills and secondarily informal learning. - A win-win situation.	- Planned and funded training mainly in formal form, on practical skills.	- Learning methodology: How to implement it
At the beginning nobody has the correct knowledge. The theoretical knowledge and the reality don't match. Thereby employees get their experience through "learning by doing".	- Theoretical knowledge and reality don't match and employees learn through "learning by doing"	- Ways of learning.	- Learning methodology: How to implement it
In some SMEs the learning process is by employees' own ways and following direct injunctions of the boss.	- Some SMEs don't have learning plan and employees don't have the chance to have a "learning period"	- Enterprises' transformation.	- Learning methodology: How to implement it - "Learning houses" strategy

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MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Employees get some know-how through colleagues and job shadowing.	- Colleagues are the main source of knowledge.	- No specific knowledge.	- Motivation, feedback and collaboration
Employees should research about courses and information by themselves and even this there's some times that this knowledge still doesn't match with the reality.	- Employees should invest a lot of time to research some courses opportunities or new information if they want to update themselves.	- Ways of learning.	- Motivation, feedback and collaboration
Learning process should be continuous and become better during professional lifelong.	- The knowledge increase during the professional lifelong.	- Ways of learning.	- Motivation, feedback and collaboration
Informal education is the most useful one through "learning by doing" because allow to employees learn from their colleagues.	- "Learning by doing" is the most useful way to learn and easier way to adaptability.	- No specific knowledge	- Learning methodology: How to implement it
It means Learning by doing, learning individually, learning informally, non-formally and formally. Self-learning and the ability to get along through a process (or specific tasks) by oneself along with the ability to ask for support and to identify the right person to ask for it se	- learning by doing - ability to ask for support - ability to identify the right person for support - ability to identify one's own strengths and weaknesses	- experiential learning	- Motivation, feedback and collaboration - Learning methodology: How to implement it
A basic set of skills delivered or passed on by the employer when someone accepts a job, then it is up to the employee to improve his or her knowledge, attitudes and knowhow by the research of material supporting the development of learning and training skills.	- the company gives a general set of skills the first day, then the employee has to take his/her learning path in hand and develops it	- an active participation from the employee in order to identify and develop the learning path to follow the obligation for the employer to give a basic new comer skill set	-Motivation, feedback and collaboration
The adult learning in the workplace should starts since the first day at work and be never ending as the process of learning is a matter of daily practice. Adult learning in the workplace for an employee goes usually though a good integration into the team, some work in pair, tutoring / mentoring and a good peer to peer approach and attitude. all that allows for a career evolution on the long term	- adult learning is a continuous process (CPD) it can happen in different formats, different moments, different methods	- integration into a team - career evolution - peer to peer willingness to learn	- Motivation, feedback and collaboration - Learning methodology: How to implement it

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MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Learning in the workplace allows you to test what you've learned in real life, to be in line with the company's expectations. It requires appropriate support	- Occupational situation - apprenticeship - integration path	- Occupational status framework: tools and guide	- Learning methodology: How to implement it
Specific tools to implement such as AFSET (an action of training in a professional situation) it is under the law of September 5 <sup>th</sup> 2018 about the freedom to choose one's own professional future. AFSET is a pedagogic path allowing to better build one's own professional goals by testing a job in total immersion in a company.	- immersion, integration - requires time - legal framework	- Occupational status framework: tools and guide	- Learning methodology: How to implement it
Developing new skills, allowing the staff to grow and go from point A to B or even further to perform (self-perform and perform for the company to stay highly competitive)	- skills to get in order to perform and stay competitive	-increase in skills - self performance - business performance	- "Learning houses" strategy
The duty / obligation of a company to train its staff and to transmit its values, knowledge and knowhow for the staff to be involved, well, equipped and able to perform. It allows for the staff to be fully aware and conscious of the choices and possibilities for career evolution, career assessment and evaluation, career changes; and for the company to have long term involvement and motivation from the staff that is able and equipped to do tasks, and able to change the tasks, being polyvalent in difficult period such as a pandemic.	- Duty of a company to form and train the staff. Adult learning allows the staff to be conscious of possibilities for career evolution; and the company to have polyvalent and performing staff involved in their missions	- adult learning is a duty / obligation from the employer	- "Learning houses" strategy

Table 14: Definition of "Learning in the Workplace" (Type B)

In general, employees agreed that the definition of "learning in the workplace" is related to **methodology, direct resources' investment, motivation and collaboration, and the overall learning strategy.**

According to the participants, an effective and efficient methodology should require from all organisation's actors to get involved in the learning process. This is why organisations should consider all kinds of learning methodologies and all employees' availability for learning.

Within this context, the discussion brought out that soft skills’ development is related to motivation increase, team cohesion and team goals’ fulfilment, and the creation of an active work community.

The element of investment in learning is crucial for the realisation of big changes into an organisation, which may relate to digitalisation and other innovation processes. This path of change defines a strategy for organisations in which employees’ know-how is one of its biggest assets. Thus, it is crucial to make the employees feel part of the organisation’s value system and increase the desire for improvement within the organisation.

Finally, the Austrian facilitators’ approach to this question should be highlighted, who concluded on codes and categories through a funnel process in the form of clouds of concepts.

**Q2. CAN YOU PROVIDE EXAMPLES OF “LEARNING IN THE WORKPLACE” IN YOUR ORGANISATION? (FORMAL, NON-FORMAL, INFORMAL)**

PROCESSES OR PROGRAMMES	SPECIFIC ACTIVITIES	PROVIDERS
“Learning and Development”: goal/plan’ setting by employees for the coming year on formal, non-formal or informal learning.	Masters	Community college
Soft skills development	Degrees	Technical schools
Elaboration of a personal learning plan for the year ahead related with his/her qualification	Project manager	Online universities
Regular e-learning modules available for each staff	Process manager	Web mentors
“Performance Appraiser”, motivation for employees to seek for training	Exchange of information	YouTube
	Test	Mentor sponsorship
	Lectures	Colleagues
	Team tests	Online training
	Exchange of information with colleagues	
	Internal protocol	
	Guide	
	Memo in sheet	
	“in house” training	
	Simulation and immersion	
	Question oneself	
	Work in pair	
	Peer to peer teaching and learning	
	Self-assessment	
	Brainstorming	
	Round tables	
	Job shadowing	
	Coaching	

PROCESSES OR PROGRAMMES	SPECIFIC ACTIVITIES	PROVIDERS
	Conferences	
	Teambuilding	
	Data-analysis	
	Change management	
	Leadership	
	Languages online courses	
	Problem solving	
	Mentoring	
	Learning by doing	

Table 15: Examples of "Learning in the Workplace" (Type B)

Employees' common answers focused on specific activities which are implemented in person within organisations but could change easily be converted into mixed-implementation activities according to the tools available.

The participants also mentioned activities which helped them develop their soft skills, management and problem-solving practical learning highlighting the value for employees to learn from their colleagues, and job shadowing.

For this reason, employees put emphasis on the learning processes or programmes of all kinds, focusing on their needs and boost for their motivation.

Therefore, employees' preferences are more related with learning activities that improve their soft skills and management tasks tools or know-how. Thus, employees increase their motivation and build a collaborative atmosphere based on knowledge feedback.

Q3. WHY DO YOU THINK THAT "LEARNING IN THE WORKPLACE" IS IMPORTANT FOR YOU AND YOUR ORGANISATION? WHY DO YOU NEED "LEARNING IN THE WORKPLACE" IN YOUR ORGANISATION?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
The existing knowledge of employees and within the organisation can be enriched with new, useful knowledge.	Enrichment of existing knowledge with new, useful knowledge.	- Enrichment of existing knowledge.	- Motivation, feedback and collaboration
It is a motivation for employees-potential learners.	- Motivation for employees to develop.	- Means of motivating employees.	- Motivation, feedback and collaboration
It is important because learning allows for wellbeing and self-fulfilment. When staff is feeling well, healthy, a tightly knit team, productivity increases. In addition, the employees understand the values of the companies and transmit	- Employee's fulfilment leads to productivity - values and images of the companies transmitted by happy staff - quality of the work produced when staff is	- happiness and motivation - good image outside - quality and competitiveness	- Learning investment and consequences

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MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
them outside giving the company the image of a business that is fruitful and that take cares of the happiness and wellbeing of its staff. happy staff delivers quality works and contributes to the promotion of the image of the company that can be more and more prosperous because of efficient staff that can never stop innovate and develop new tools, clients, services in order to meet the current challenges in the field	happy, equipped and trained		
It is important because it leads to Polyvalence and Adaptability. 2 key standards in crisis period (such as pandemics) when a staff polyvalent can ensure that the work is done even if the mission is not the one he has been hired for and when a staff is adaptable he can easily moves step by step according to the market, the crises, the challenges and solve problems with these adaptability skills	- Polyvalence and adaptability lead to effectiveness and productivity	- search for efficiency	- Learning investment and consequences
Employees get the skills and competences required for the job and for the company's development. Being trained and being a trainer is both a position in which everyone can extend one's skills and to evolve inside the company	- Develop staff motivation (recognition of competence, ability to train) - develop employees' versatility	- Versatility - skills and motivation	- Learning investment and consequences - Motivation, feedback and collaboration
Internal training will identify knowledge gaps and update skills	- Strengthen the adequacy of skills to the needs of employers	- Adjustment and development of skills	- Motivation, feedback and collaboration
Trained and versatile employees will be able to change positions, occupy vacancies (leave, sickness ...) and the company will be able to	- reactivity, polyvalence and responding quickly to customer demand	- Customers, demand	- Learning investment and consequences

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MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
respond to customer requests without pending them.			
Learning leads to acquiring new knowledge and skills which in its way can lead in developing new services and products	<ul style="list-style-type: none"> <li>- Learning leads to new skills,</li> <li>- Learning leads to new knowledge</li> <li>- Will be used for new services and products</li> </ul>	<ul style="list-style-type: none"> <li>- Learning leads to new services and products as employees are more skills</li> </ul>	<ul style="list-style-type: none"> <li>- Learning investment and consequences</li> </ul>
When you learn more on how to do your job then you will do it in less time and maybe have more time for more tasks. This will increase productivity.	<ul style="list-style-type: none"> <li>- Learn more on doing one's job</li> <li>- More tasks in less time</li> <li>- Higher productivity</li> </ul>	<ul style="list-style-type: none"> <li>- Less time per task thus higher productivity</li> </ul>	<ul style="list-style-type: none"> <li>- Learning investment and consequences</li> </ul>
Humans are curious and when challenged to learn new things they can flourish. This can help them both mentally and socially, besides the obvious development of skills for the job	<ul style="list-style-type: none"> <li>- Human curiosity</li> <li>- Via learning leads to growth</li> <li>- Social, mental and of course on the job</li> </ul>	<ul style="list-style-type: none"> <li>- Learning leads to growth in several aspects of life</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation, feedback and collaboration</li> </ul>
The employer will have more informed and updated employees	<ul style="list-style-type: none"> <li>- Employer with more informed, updated employees</li> </ul>	<ul style="list-style-type: none"> <li>- Learning leads to obtaining more information and update knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation, feedback and collaboration</li> </ul>
There's no than much enterprise commitment about learning.	<ul style="list-style-type: none"> <li>- Enterprises should believe more in learning investment.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning resources investment</li> </ul>	<ul style="list-style-type: none"> <li>- Learning investment and consequences</li> </ul>
I think it's important and necessary. Things are changing, and you have to stay up to date and the corona is also very ....	<ul style="list-style-type: none"> <li>- Things are changing</li> <li>- Necessity to stay up to date</li> </ul>	<ul style="list-style-type: none"> <li>- Change</li> <li>- Necessity of learning</li> <li>- Up to date</li> </ul>	<ul style="list-style-type: none"> <li>- Learning investment and consequences</li> </ul>
Everybody that was not online had to learn how to bring everything online	<ul style="list-style-type: none"> <li>- Learn how to work online</li> </ul>	<ul style="list-style-type: none"> <li>- digitalization</li> </ul>	<ul style="list-style-type: none"> <li>- Learning investment and consequences</li> </ul>
The world changes so fast that you can learn or stay behind you know what I mean? Not only with the technologies it's just like these, we are still talking like dinosaurs for the newer generations so it's really important to keep improving as organizations and not only as professionals.	<ul style="list-style-type: none"> <li>- World changes fast, learn – not to stay behind</li> <li>- New technologies</li> <li>- Keep improving as organisations</li> </ul>	<ul style="list-style-type: none"> <li>- Change</li> <li>- New technologies</li> <li>- improvement</li> </ul>	<ul style="list-style-type: none"> <li>- Learning investment and consequences</li> </ul>
I think it's (learning) the only way to get better and better every day	<ul style="list-style-type: none"> <li>- Learning to become better</li> </ul>	<ul style="list-style-type: none"> <li>- Improvement</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation, feedback and collaboration</li> </ul>

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MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
For me the environment is also important. It's important to learn about the things. It's that learning creates a vibe for the employees. Even if the paycheck is not so good, if we have something to learn, and if the environment that you're working in is offering a lot of new experiences, and new skills and new knowledge then it creates more vibes for the employer.	<ul style="list-style-type: none"> <li>- Learning creates a vibe for the employees</li> <li>- Possibility to learn compensates lower pay check</li> <li>- New experiences</li> <li>- Vibes for the employer</li> </ul>	<ul style="list-style-type: none"> <li>- Better understanding for employees</li> <li>- Learning as a job-add-on- More experience</li> <li>- Better understanding of employer</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation, feedback and collaboration</li> </ul>
I think at the time of the crisis, everyone had to learn how to use the internet in a proper way and how to use zoom. And a lot of people had to change to e-commerce. And on the other side it's very important to learn how to relax. Because it's a really tough time.	<ul style="list-style-type: none"> <li>- Learn how to use the internet</li> <li>- Change to e-commerce</li> <li>- Learn how to relax</li> </ul>	<ul style="list-style-type: none"> <li>- Digitalization</li> <li>- E-commerce</li> <li>- Relax</li> </ul>	<ul style="list-style-type: none"> <li>- Learning investment and consequences</li> </ul>
Corona was an example of how learning is really important to keep up. Because someone could have to do home office and use zoom. And we thought we were prepared, we thought we were online based	<ul style="list-style-type: none"> <li>- Learn to keep up to date</li> </ul>	<ul style="list-style-type: none"> <li>- up to date</li> </ul>	<ul style="list-style-type: none"> <li>- Learning investment and consequences</li> </ul>
Yeah, but I mean before we thought that we were in the technology area but then we found out that we really weren't as good as we thought. We had liked a computer and that's pretty much it, you know. And we had to adapt very very fast. Because we had no other option actually.	<ul style="list-style-type: none"> <li>- Necessary to adapt very fast</li> </ul>	<ul style="list-style-type: none"> <li>- Adaption</li> </ul>	<ul style="list-style-type: none"> <li>- Learning investment and consequences</li> </ul>
To the point where the world changes so fast I think in schools and universities it's by the time you finished everything is already changed so	<ul style="list-style-type: none"> <li>- Change is fast – not prepared for that fast change</li> </ul>	<ul style="list-style-type: none"> <li>- change</li> </ul>	<ul style="list-style-type: none"> <li>- Learning investment and consequences</li> </ul>

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MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
you're prepared for a world that really does not even exist anymore.			
<p>What I think because I'm a teacher I think we prepare the students only with basics and we have to try to tell them that they have to motivate themselves. It's not our issue to motivate them. We can open doors and we show them different kinds of ways and steps they can do. But now we really see that the students have to motivate by themselves. Because when they just listen or watch you on zoom, you don't know what they're gonna do besides that. They can go for a walk, they can wash their clothes, whatever. And they can join in whenever they want so I think it's a huge challenge how to prepare all this new learning stuff for them. So, it's more self-motivation, self-reliable, they have to realize. Students in former days, this is just half a year but if you come here a teacher and lecturer motivate me that I should learn this. And suddenly the students that we have to learn how to prepare stuff so that they are motivated by themselves to learn their issues. And I think this is huge challenge for everyone. Also, self-motivation in an organization. Because when our universities change, it's slower compared to what happens in your life maybe. Because first you're in school, then you're in university. First degree, next degree, whatever and then you are somewhere. At a</p>	<ul style="list-style-type: none"> <li>- Students are only prepared with basics</li> <li>- Self motivation is needed.</li> <li>- Preparation for online-learning is difficult</li> <li>- Difficult to get people self-motivated</li> <li>- Life changes faster than education-system.</li> </ul>	<ul style="list-style-type: none"> <li>- lack of skills</li> <li>- self-motivation</li> <li>- online-learning difficulties</li> <li>- change</li> </ul>	<ul style="list-style-type: none"> <li>- Learning investment and consequences</li> </ul>

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MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
workplace. And we want to stay there forever.			

Table 16: Importance of “Learning in the Workplace” (Type B)

Regarding the importance of “learning in the workplace”, employees pointed out **investment and motivation** as significant aspects.

These factors allow employees to develop and improve their soft skills, increasing their motivation further and contributing to their **personal development and work well-being in general**.

On the other hand, participants consider that **investment in human capital** leads organisations’ steps towards **innovation** and increase **market power and competitiveness**. Through an innovative learning plan, organisations could introduce digitalisation to increase **workplace productivity and efficiency**.

Q4. DO YOU SEE THE BENEFIT OF TRANSFORMING YOUR ORGANISATION INTO A **LEARNING WORK-PLACE**? ADULT SKILL LEARNING IN THE WORKPLACE CAN GENERALLY ENHANCE AN INDIVIDUAL’S PERSONAL DEVELOPMENT AND POTENTIALLY PROVIDE THEM WITH THREE KINDS OF BENEFITS ACROSS THREE DIMENSIONS: ECONOMIC, WELLBEING AND SOCIAL.

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Employee wellbeing through well-being strategies is nowadays common targeting in especially Cyprus’ big organisations and it brings the best out of employees while at work.	- Employee wellbeing through well-being strategies which bring out the best out of employees.	- Employee well-being.	-Motivation, feedback and collaboration
A structured system for identifying training needs is considered important in organisations so as to motivate employees to improve. Motivating employees is very important.	- Training systems in organisations motivate employees to improve which is very important.	- Motivated employees.	- Motivation, feedback and collaboration
Recognition (certification) of employees’ new qualifications and skills.	- Recognition of new skills and some-times certification of new qualifications.	- Certification of new qualification	- Motivation, feedback and collaboration
The participation in different learning opportunities such as internal or external training courses or even participation in conferences and other activities or in professional unions make employees more socially active except	- Participation in different learning opportunities which contributes to both employees’ development and making them more socially active.	- Social skills’ increase through learning.	- Motivation, feedback and collaboration

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MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
from contributing to their work development.			
Maybe they teach you more than you think because you're learning something, and people don't expect from you to know everything, so you are more stress free.	- It is expected that you know everything, learning reduces stress/pressure	- Reduces pressure on employees	- Learning methodology: How to implement it
And it also depends on that whoever is giving you the tasks understands what is included in your job. So as we said before the time factor that is really important that you have to learn if you want or if you have to learn something new, that you have this research that you can take your time. That's also I think the best way. That you learn, but you need to do it in your pace.	- Learn what is needed in your job - Time factor is important.	- Learn in own pace - Learn what is needed	- Motivation, feedback and collaboration
So, very often if you want to improve certain skills you need to do it in your own time. And very often they bring your own one. I am not saying that the companies should just pay for courses but I think really to put in the right balance and see if I invest then this person has better skills and probably can do better jobs and is gonna be more productive then this has a value, right? Maybe on Saturday morning I don't wanna go to a workshop. Maybe I just want to stay home and have coffee with my daughter. And I think all these things need to be taken in count when they are discussing the learning in the workspace.	- Sometimes learning has to be done in free time – not good.	- Sometimes learning has to be done in free time – not good.	- Learning methodology: How to implement it
And to sum it up who pays for which skills, and you're definitely right, that's not learning in workplace, that's learning next to your workplace in your free time.	- Important to identify in which skills should be invested - Balance of training and freetime	- Planned skill development	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
I am very happy that I have kids so I can learn from them but very often they show me and not I show them. So most time we learn from the young and not like in former days from the old ones.	- most time we learn from the young and not like in former days from the old ones	- learning from the younger generation	- Learning methodology: How to implement it
I think organizations are utilized by grouping different departments together and having common projects where they learn from each other like if I work with someone in the IT department maybe they used this spread design or whatever then I could use that too for my projects but I learned from them how to do that. Learning from each other just throughout individual departments.	- Used to think/work in groups - Could learn from each other	- Learning from each other	- Learning methodology: How to implement it - Motivation, feedback and collaboration
I think that's important for organizations to realize. To bridge the gap between this generation of difference and it has worked but here because we normally always work the other way round.	- To bridge the gap between generation	-Close generation gap	- Learning methodology: How to implement it
In a pandemic period: Rapid changes in the nature of work and digitalization are creating challenges for organizations in several industries. Doing business is getting more globalized and intercontinental. New work paradigms, like telecommuting and remote working, have changed the traditional definition of "work". With this transformation of when, where and how people are willing to work, also comes a change in how they approach learning new skills to cope with the new work model. It is incumbent upon organizations to support their workforce in transitioning to the new learning paradigms. Not doing so can prove to be a huge competitive disadvantage.	- New work paradigms, like telecommuting and remote working, have changed the traditional definition of "work". With this transformation of when, where and how people are willing to work, also comes a change in how they approach learning new skills to cope with the new work model. - companies must support the transition	- new approach in developing skills - new and fast needs of learning new skills to be polyvalent, expert and adaptable - needs for the company to support the transition	- Learning methodology: How to implement it - Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Training allows skills to be developed directly related to the position or peripheral activities. However, training in the workplace requires time to train and be trained at the expense of one's core business. This must be taken into account by management. short term vs long term impact and investment	<ul style="list-style-type: none"> <li>- Integrating training into day-to-day work</li> <li>- short term vs long term impact and investment</li> </ul>	- best practice at work	- Motivation, feedback and collaboration
Training allows to reviving the company's values, to promote understanding and discussion, to strengthen the team spirit of employees	<ul style="list-style-type: none"> <li>- Transmit the company's values, knowledge</li> <li>- build a good team spirit</li> </ul>	<ul style="list-style-type: none"> <li>- Values</li> <li>- team work</li> </ul>	- Learning methodology: How to implement it

Table 17: Benefits of “Learning in the Workplace” (Type B)

The advantages of workplace transformation are mostly identified in **employees’ motivation** generated by the transformation process and also boosting the process. **Employees’ personal and professional development** achieved by workplace transformation consequently leads to **social benefits**.

Q5. CAN YOU PROVIDE EXAMPLES OF BENEFITS WHICH “LEARNING IN THE WORKPLACE” HAS BROUGHT TO YOU AND YOUR ORGANISATION?

LEARNING METHODOLOGY	MOTIVATION, FEEDBACK, AND COLLABORATION	“LEARNING HOUSES” STRATEGY	INVESTMENT AND CONSEQUENCES	LEARNING “HANDICAPS”
Job shadowing	More content employees and more balanced relationships between employees and between employees and employers.	keeps an organisation and adaptable	Efficiency increase	
“Intra-promoted” learning	Employees more competent to handle both “soft issues” and on-the-job topics	best place to work		

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LEARNING METHODOLOGY	MOTIVATION, FEEDBACK, AND COLLABORATION	“LEARNING HOUSES” STRATEGY	INVESTMENT AND CONSEQUENCES	LEARNING “HANDICAPS”
build a mastermind	Respect and loyalty increase	fit in the context		
diversity	More motivated personnel and competitive	responsibility and involvement		
job enlargement	Exchange with colleagues	better image and notoriety		
more knowledge	Fulfilling experience			
	felt appreciated			
	felt valued			
	better teamwork, trust and energy			
	passion at work			

Table 18: Examples of Benefits of "Learning in the Workplace" (Type B)

Q6. CAN YOU PROVIDE EXAMPLES OF DAMAGES WHICH “NON-LEARNING” IN THE WORKPLACE HAS BROUGHT TO YOU AND YOUR ORGANISATION?

LEARNING METHODOLOGY	MOTIVATION, FEEDBACK, AND COLLABORATION	“LEARNING HOUSES” STRATEGY	INVESTMENT AND CONSEQUENCES	LEARNING “HANDICAPS”
No certificates	Lack of employees' motivation	need to change organisation	High personnel turnover rates	

LEARNING METHODOLOGY	MOTIVATION, FEEDBACK, AND COLLABORATION	“LEARNING HOUSES” STRATEGY	INVESTMENT AND CONSEQUENCES	LEARNING “HANDICAPS”
Knowledge implementation difficulties	work stagnation	disadvantages in competition	Employees’ inefficiency	
Time barrier increase	Anxiety, stress and other		Innovation decrease	
takes longer to perform a task	Lack of feedback		lack of opportunities	
not easily adaptable	Lack of soft skills development		Locking up and struggling to adapt to change	
	bored of the routine		decrease in sales	
	difficulties to follow up which lowers the self esteem			
	absenteeism			
	routine, stagnation and desire to change, staff turnover			

Table 19: Examples of “Damages” caused by “Non-Learning in the Workplace” (Type B)

Q7. WHAT MAKES IT DIFFICULT FOR YOU TO TRANSFORM YOUR ORGANISATION INTO A LEARNING WORKPLACE? WHAT ARE THE BARRIERS?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Employers are not well aware about existing learning opportunities for their personnel: e.g., through subsidised training programmes, the so called “vital training” (in Cyprus, by the Cyprus	- Employers are not well aware on existing learning opportunities of differs types for their personnel, especially on non-formal	- Limited awareness on learning opportunities of different types.	- Learning methodology: How to implement it

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MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Human Resource Development Authority), social learning (participation/attendance in conferences, etc.), participation in professional unions, experiential learning etc. They are not well aware especially on non-formal and informal learning opportunities.	and informal learning opportunities.		
Limited human resources and material, especially in the case of small enterprises and SMEs: employees absent for training cannot be substituted.	- Limited human resources which do not allow for employees' substitution when absent for training and limited material.	- Limited human resources and material.	- Learning handicaps
Employers' mentality on the impact that training may have on their employees and on how this will benefit them.	- Employers' mentality that training may not benefit employees.	- Scepticism to-wards employees' training.	- Learning handicaps
The insufficient or incorrect evaluation done after on-the-job or other trainings which deprives the employer of a clear idea of the benefits from the training and its efficiency.	- Insufficient or incorrect training evaluation which do not reveal the relevant benefits.	- Insufficient or incorrect training evaluation.	- Learning methodology: How to implement it
That sometimes there is no spread of the new knowledge in the organisation; employers do not make good use of the new knowledge that employees have gained through training.	- No spread within the organisation and not good use of the newly gained knowledge.	- No spread of new knowledge.	- Learning methodology: How to implement it
Non-clear goal setting, non-alignment (non-mirroring) of the organisation and employees' goals (of each employee, one by one).	- Non-alignment between the organisations and employees' goals.	- Non-clear goal setting.	- Learning methodology: How to implement it
Despite the availability of techniques for measuring employees' development, such as exit interviews, training evaluations etc., sometimes there are no genuine reward systems for employees who follow trainings; the employer does not believe in rewarding them for their effort to develop and this discourages them.	- There are no genuine reward systems for employees who follow trainings and this discourages them.	- Non-genuine training reward systems.	- Learning methodology: How to implement it
Non-change of the employees' performance, reluctance to change, which discourages	- Employees' non-improving performance and reluctance to	- Employees' reluctance to change.	- Learning handicaps

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MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
employers from adopting a mentality in favour of training.	change which discourages employers.		
The training topics: in some organisations, technical and/or on-the-job trainings are of priority due the nature of these organisations.	- Technical, on-the-job training topics in priority due to the nature of some organisations.	- One-sided training topics.	- Learning methodology: How to implement it
The workload for employees deriving from certain trainings, especially those that lead to certifications.	- Excessive work-load of trainings that lead to certification.	- Excessive training	- Learning methodology: How to implement it
Public organisations and local authorities are usually slower in adopting learning mentalities for their employees and procedures such as training needs' analysis or evaluation of training are done in obsolete ways or with insufficient evaluation criteria.	- Public organisations and local authorities are slower in adopting learning mentalities and use obsolete training tools and insufficient evaluation criteria.	- Obsolete learning procedures, tools and criteria.	- Learning methodology: How to implement it
Employees' unions, especially in the case of the public sector, make it difficult for such organisations to change, their learning mentality included.	- Employees' unions make it difficult for the learning mentality to change.	- Employees' unions.	- Learning methodology: How to implement it
Employers in many cases do not quantify the losses caused by the continuous turnover of their personnel, so as to realise that training offers to their personnel can cost them less.	- No calculation of losses caused by personnel turnover, so as to realise that training cost which can counteract high turnover may be less.	- Comparison between learning cost and benefits	- Learning investment and consequences
The information is not accessible, not clear, not understandable, not actionable, not credible nor trusted, not relevant, not timely	- Lack of dedicated and competent HR. - lack of time lack of money	- lacks and barriers for learning to be on a top3 priority list	- Learning handicaps
Companies recognize that effective, integrated and coordinated communication is integral to carrying learning / training goals to build a better, healthier future for staff. Often there is no strategic approach implemented and the communication is not effective. Companies can make a significant investment to meet the growing need for information, advice and	- Emergencies and short-term logic make it difficult for the staff to speak about his/her needs in learning and career evolution	- short term logic and emergencies vs career thinking evolution	- Learning methodology: How to implement it

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MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
guidance, towards CPD but often, emergencies, other priorities, problems, crisis, challenges come always first.			
In addition to the lack of know how to implement adult leaning in the workplace and lack of money and key human resource, there is also a lack of pedagogical know how in order to implement a proper CPD or adult training in the company. There are no official training paths to follow that can lead someone to the position wanted. The blurred management of this package is often connected to a withdrawal: internal trainings (like work in pair) never lead to a certification, so one day, when changing company, you cannot prove (except with practice) that you have the level and France is a country where diploma and certificates do matter. For external training, the request costs in time in money, in HR, and “I don’t know if I could have the position once certified with the training done so why would I take time that I don’t have to search how to go from point A to point B explaining my boss that I will still do my job but in less time because the training takes time and money.” How to give employees all the necessary information in order to build and co-build with the employer their learning journey?	- There is also a lack of pedagogical know how in order to implement a proper CPD or adult training in the company. There are no official training paths to follow that can lead someone to the position wanted. The blurred management of this package is often connected to a withdrawal: it costs time money and HR to set up a request, it is too long and not efficient	- lack of pedagogical know how inside the company to have a proper CPD strategy for the staff - need to give employees all the necessary information in order to build and co-build with the employer their learning journey	- Learning methodology: How to implement it
Yeah, so you need, a lack of resources might be a problem to transform a to learn in workplace.	- Lack of resources	- Lack of resources	Learning handicaps
I think learning is always a time issue	- Lack of time	- Lack of time	- Learning handicaps
There are not any specific barriers just lack of information.	- No barriers - Lack of information	- It can be done with proper info	- Learning handicaps

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
We are going through a heavy economic crisis for many years now and it seems that it will only be getting worse due to the pandemic. Economic resources are scarce so if those are required it is going to be quite a barrier for introducing learning workplaces.	- The economic crisis does not allow resources to be streamed in workplace learning	- For new activities more resources are required	- Learning handicaps
Taking employees out from workplace has direct consequences of employees' workload.	- Learning plan affects employees' workload directly.	- Schedule learning plan.	- Learning handicaps
There's a "usefulness" barrier since frequently employees have the feeling that some learning activities are "another training" and meaningless effort.	- Employees don't want to lose their time always in the same or similar activities.	- Employees' motivation.	- Learning handicaps

Table 20: Barriers to "Learning in Workplace" (Type B)

The main barriers identified by employees are related to **methodology, investment in learning, and other external obstacles**.

Employees believe that organisations need long-term and strategically planned investments in order to achieve a consistent and permanent transformation. Investment in learning **does not entail a short-term return**; thus, it is important that CEOs and managers have a **long-term vision for development and profit**.

Regarding the element of methodology, employees think that organisations should most of all **consider the internal structure and culture of the workplace**, in order to elaborate appropriate learning plans. This should combine **exploitation of preset goals and existing resources** as well as **time management** (without affecting employees' workload).

Finally, they believe that there are some **external "handicaps"**, such as the **limitation of market's available resources for a suitable methodology** as well as **learning scepticism and change resistance amongst both employers and employees**.

Q8. WHAT WOULD BE AN ADDITIONAL MOTIVATION FOR THE TRANSFORMATION OF YOUR ORGANISATION INTO A LEARNING WORKPLACE?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
When a key position can be provided by several persons it will prevent disruption of the activity and it will avoid to have only one person bearing a heavy weight on one's shoulders.	- ensuring business continuity and horizontal development	- business continuity	- Learning methodology: How to implement it



MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
when the company puts in place a training plan, then this allows for better organization of in-house training and better management of skills in the company when it comes to recruitment, staff departures, and keeping the internal knowledge and know how (tool: GPEC: forecast management of jobs and competences in the company)	<ul style="list-style-type: none"> <li>- prepare for changes</li> <li>- use tools such as GPEC</li> <li>- more flexibility</li> </ul>	<ul style="list-style-type: none"> <li>- changes lead to anticipation, preparation, organisation and flexibility</li> </ul>	<ul style="list-style-type: none"> <li>- Learning methodology: How to implement it</li> </ul>
It will give the image that the employer puts the employees first, before the money and before the competitiveness of the company. It is a sign of well-managed company in which employees are key to the success. Usually because there is always a lack of time, annual interviews are not done, or done too quickly because it is never the priority, the priority in client, money, business and performance. If a company puts training first then it is human side that comes first and it is a good sign.	<ul style="list-style-type: none"> <li>- to give time for assessment, evaluation (self or in pair or in group) regularly in order to talk about evolution, inside or outside the company</li> </ul>	<ul style="list-style-type: none"> <li>- career evaluation and evolution</li> <li>- well-being of the employees is the well-being of the company</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation, feedback and collaboration</li> </ul>
I think it's a top management issue. Well, if the company doesn't support this issue, then it's very hard to do it from bottom up. It has to be a strategic idea and if the strategic, and the leadership is with that it's much easier. The fighting from bottom up is always harder.	<ul style="list-style-type: none"> <li>- Top management issue/support needed</li> <li>- Learning Workplace as strategic idea of an organization</li> </ul>	<ul style="list-style-type: none"> <li>- Top management support</li> <li>- Strategic idea</li> </ul>	<ul style="list-style-type: none"> <li>- Learning methodology: How to implement it</li> </ul>
It's the culture of the company. If this mindset is already kind of in there its way easier to start turning things over. But if there is an obstacle in the leadership or in the management whoever is in charge. Then it's gonna be much harder. I think the culture of the company is very important.	<ul style="list-style-type: none"> <li>- Culture of the company is important.</li> <li>- With the right mindset it is easier</li> </ul>	<ul style="list-style-type: none"> <li>- Organizational culture.</li> <li>- Right mindset</li> </ul>	<ul style="list-style-type: none"> <li>- Learning methodology: How to implement it</li> </ul>

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Like I, every year have this talk with my boss and I had it in January and she asked me yeah, where do you see yourself developing? And if I think at some point my job could be too boring to me and I said yes at some point I could not develop. That is my personal opinion but if I think the job is too boring and I'm still young and I can't learn and change okay then just switch the employer. But if it's interesting and I can develop and it's fun then you will stay.	- Personal development	- Personal development	- Motivation, feedback and collaboration
Yeah, I agree, I think there will be extra motivation for organizations to change to a learning organization if like new generation wants this technical environment like at the same time, I think that depends on the culture like everyone said because they can say they want it and say they need it but they're not really prepared to transition, it won't actually work.	- New generation wants this technical environment.	- New generation. - Technical environment	- Learning methodology: How to implement it
Examples/case studies of how the Learning workspace has benefited other organizations could be used as a motivation for both employers and employees.	- Showcase what the learning workplaces can do for the employees and the employers	- Examples of benefits are very important for employers and employees	- Learning methodology: How to implement it
The presentation of explicit beneficial outcomes could be very motivational for both employers and employees. Outcomes could be: - Economic benefits - Acquire of new competences - More free time - Boost of wellbeing at the workplace - Creation of new knowledge which leads to innovation Etc.	- Show what the outcomes of one's workplace could be. - Those could be of various nature	- Outcomes for a specific organisation could make it more interesting for employers and employees	- Motivation, feedback and collaboration
Learning methods combined with other ones like mentoring, coaching, or 70-20-10 model (70% learning by doing, 20% listening and 10% watching).	- Traditional learning methods are not that much effective as always and require new	- Learning innovation. - Fulfilling experience.	- Motivation, feedback and collaboration - Learning methodology: How to implement it

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MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
	complementary methods.		
Increase enterprises' commitment about learning process.	- Employees-employers learning process deal.	- Employees' motivation.	- Motivation, feedback and collaboration
A training or online course as an obligation is useless. Employees appreciate that enterprises show them learning activities usefulness before implement it.	- Employees need to know learning activities usefulness to seek employees' motivation improvement.	- Employees' motivation.	- Motivation, feedback and collaboration
Empowering soft skills through workshops due to online courses loss social and networking side.	- Employees are missing networking opportunities due to the fact online courses increase.	- Networking.	- Motivation, feedback and collaboration
Increasing feedback amongst employees and employers about new methodologies and tools and implementing them.	- Employers should have no fear of new employees' learning outcomes implementation.	- Boost feedback. - Employees' motivation.	- Motivation, feedback and collaboration

Table 21: Additional Motivation to "Learning in Workplace" (Type B)

As additional motivation, employees mentioned the **improvement of the workplace environment** through an appropriate learning methodology.

Participants think that **getting continuous feedback** will help them **develop their soft skills** and will **make human values a priority**. Also, this will lead to putting **more of a focus on outcomes that provide fulfilling experiences and contribute to the improvement of employees' well-being**.

Organisations could achieve to create a learning development basis within workplaces by using real-life examples and studying real-life cases. This will help them upgrade existing tools or introducing new ones, and subsequently create a "new generation" of employers motivated to transform workplaces.

Q9. WHAT WOULD YOU EXPECT FROM STAKEHOLDERS (MINISTRIES, EMPLOYERS, PUBLIC EMPLOYMENT SERVICES (PES), TRADE UNIONS, AND TRAINING PROVIDERS) TO TRANSFORM YOUR ORGANISATION INTO A LEARNING WORKPLACE? WHAT WOULD YOU EXPECT FROM EMPLOYERS TO TRANSFORM YOUR ORGANISATION INTO A LEARNING WORKPLACE?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
The Cyprus Human Resource Development Authority's role is crucial to such a transformation, since	- Support from the Cyprus Human Resource Development	- Special support by flexible responsible authorities.	- Learning "handicaps"

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
it is the authority responsible of trainings in organisations. The fact that it is a quite inflexible organisation, the way it subsidises training programmes and informs employers and employees on them, all these should be reviewed.	Authority, responsible of such trainings. - Organisation inflexible in promoting and subsidising trainings.		
Since on employees' annual payslips a certain amount is cut off for purposes of training schemes, this should change the culture in each organisation, so as to make use of this reality to both the organisation's and its employees' benefit. Also, the employees themselves should take this into consideration.	- Employers should change their mentality regarding training given that certain salary amounts are anyway dedicated to trainings. - Employees should be aware about their obligatory salary cuttings for training.	- Mentality change and awareness on training provisions.	- Learning "handicaps"
The employees' unions should contribute to this transformation too, through the training programmes they themselves also implement and irrespective of any other motivations that they may have.	- Employees' unions to contribute irrespective of the trainings they offer themselves and beyond any other motivations.	- Genuine contribution of employees' unions.	- Learning "handicaps"
The Ministry of Labour can also support the mission of the Cyprus Human Resource Development Authority.	- Relevant Ministry collaboration with the responsible Authority.	- Coordination of responsible authority	- Learning "handicaps"
The Cyprus Human Resource Development Authority should contribute to the establishment of certain certification schemes which aim to such transformation (subsidies, bonuses etc.).	- Establishment of subsidised certification schemes by the responsible Authority.	- Subsidised certification schemes	- Learning "handicaps"
Employers should be willing for such a transformation.	- Employers should be positive to this.	- Employers' willingness.	- Learning "handicaps"
Education/Training centres should modernise the content of their courses to be in line with such a transformation (specialised courses, courses that correspond to specific needs) as well as their means and methods of training. Connection and alignment of external actors, such as training centres with organisations that aim at this	- Modernisation of training content, means and methods by training centres. - Connection of external actors and alignment with requirements. - Creation of a common network for adult learning at the	- Adoption of a common mentality by external actors.	- Learning "handicaps"

**Work Package [3] [Implementation of Research to Identify the Views of Employers and Employees as far as Learning in the Workplace is Concerned, 3. 6 Composition of an Aggregate Report presenting the Results of the Research]**

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
transformation; adoption of a common mentality. Creation of a common network for adult learning at the workplace which will add value to the process and can contribute to the promotion of this idea and of a win-win situation between employers and employees.	workplace which will add value to the process.		
Plan: Where you map out what is required to get you where you need to go, and by when Learn: Where you acquire performance-enhancing knowledge and practice the skills to address the plan Apply: In the form of doing what you learned to improve performance Sustain: By taking steps to consistently update and upgrade skills and learning needed to meet and exceed performance standards Measure: Assessing your accomplishments (or lack thereof!) against the plan Analyse: Taking it all in and strategizing for your next steps It is important to understand that to support CPD is a constant and ongoing process. The stages aren't necessarily time-bound. Each can take a few seconds or several days to complete. And it doesn't have to be a linear process either. For instance, one could start with the Measure phase, and start creating a Plan based on the outcomes of those measurements.	- learning is not about one approach or one system, there are plenty of strategies, but it is about setting up a framework to follow - need to have a methodological guide and protocol to follow	- Plan, Learn, Apply, Measure, Analyse your staff CPD	- Learning methodology: How to implement it
They have to support the company so the company can offer that.	- Support company to make learning workplace possible	- Make learning workplace possible	- Learning methodology: How to implement it
It's about facilitating. In the structures so we can move forward. It's not about giving money. I don't think that's the way to go but if they could settle the frameworks	- It's not about money, it's about facilitation and support, setting frameworks	- Facilitation - support	- Learning methodology: How to implement it

**Work Package [3] [Implementation of Research to Identify the Views of Employers and Employees as far as Learning in the Workplace is Concerned, 3. 6 Composition of an Aggregate Report presenting the Results of the Research]**

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
where the companies can say okay, I need to reinvent myself, I need to do this, I need to do that. Then I have to give the support.			
If that is available, you need to make sure that this is available for everybody. If people don't know that this exists and they don't know how they can apply, it's useless	<ul style="list-style-type: none"> <li>- available for everybody</li> <li>- people need to know about the possibilities</li> </ul>	<ul style="list-style-type: none"> <li>- Availability for everyone</li> <li>- Visibility of possibilities for everyone</li> </ul>	- Learning methodology: How to implement it
To not just apply a methodology and expect it to work but to further test it and revise it when needed in order to result to optimum situation.	<ul style="list-style-type: none"> <li>- Employers should become more involved than just apply a methodology</li> <li>- Need to install a feedback and revision system</li> </ul>	<ul style="list-style-type: none"> <li>- The learning workplaces need to be piloted and revised.</li> </ul>	- Learning methodology: How to implement it
Their need a change of paradigm: to focus on strengths and let employees grow their value for the company.	<ul style="list-style-type: none"> <li>- Changing the point of view and focus on employees' strengths and empowered.</li> </ul>	<ul style="list-style-type: none"> <li>- Effective methodology.</li> </ul>	- Learning methodology: How to implement it
They should be offering to learn also in higher ranges like management. When it's about learning everybody should be included.	<ul style="list-style-type: none"> <li>- offering to learn also in higher management</li> <li>- learning everybody should be included</li> </ul>	<ul style="list-style-type: none"> <li>- Learning in all hierarchy levels</li> <li>- Include everybody</li> </ul>	- Learning methodology: How to implement it
The thing is, if you leave the organization, certificates are the only thing that counts afterwards. I mean we live in western Europe we love diplomas. We have those for everything. So, it's the only way we have found to prove our experience. I'm not saying I agree, because I don't but apparently, we need to collect them like it is like this in our society.	<ul style="list-style-type: none"> <li>- Certificates are important</li> </ul>	<ul style="list-style-type: none"> <li>- Certificate for learned skills</li> </ul>	- Learning methodology: How to implement it

Table 22: Stakeholders and Employers Support in Workplace Transformation (Type B)

Regarding stakeholders' support in workplace transformation, employees hope for **tangible support in methodology implementation** and are worried about some external "handicaps".

They pointed out the **promotion and evaluation of time investment by all relevant actors** to create a learning plan for the continuous development of employees.

When it comes to external "handicaps", employees expect the **intensification of authorities' efforts for a more detailed investigation of reluctant attitudes and obstacles to support changes in the workplace.**

**Work Package [3] [Implementation of Research to Identify the Views of Employers and Employees as far as Learning in the Workplace is Concerned, 3. 6 Composition of an Aggregate Report presenting the Results of the Research]**



In this question, the French and Greek facilitators divided the participants' answers into expectations by stakeholders and by employers. In this way, they came to more concrete conclusions on their views on expectations for support in the transformation.

**Q10. WHAT TYPE OF CHANGES AND LEARNING ACTIVITIES ARE YOU WILLING TO INSTALL IN YOUR ORGANISATIONS IN ORDER TO TRANSFORM THEM INTO LEARNING ORGANISATIONS?**

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Adaptation to technological advancements, modern learning approaches etc.	- Following the technological advancements. - Adopting modern learning approaches.	- Adopting learning approaches based on technology.	- Learning methodology: How to implement it
Recognition (certification) of employees' new qualifications and skills.	- Provision of certification to employees for new qualifications.	- Certifying the new qualifications.	- Learning methodology: How to implement it
To take into careful consideration the organisation's specific goals, so that to secure relevant funding for training and other learning options.	- Factoring in specific organisational goals so as to secure funding.	- Focusing in specific organisational goals.	- Learning methodology: How to implement it
Monitoring of results and measurement of impact of each training upon its implementation.	- Monitoring of training results. - Measurement of training impact.	- Monitoring and measurement of training outcomes.	- Learning methodology: How to implement it
Employees' annual performance assessment.	- Annual performance assessment.	- Performance assessment.	- Learning methodology: How to implement it
On organisation level, education and training of the personnel should become one of the organisation's main aims.	- Personnel's education and training to become one of organisation's main aims.	- Focusing on education and training.	- Learning methodology: How to implement it
Each employee could prepare and present to the employer his/her potential annual training plan.	- Preparation and presentation of potential annual training plans by employees themselves.	- Self-preparation of individual annual training plans.	- Learning methodology: How to implement it
For each potential training programme of the organisation, an action and implementation plan should be designed from before.	- Preparation of training action and implementation plans.	- Planning the training from before.	- Learning methodology: How to implement it
For me the approved working together really works. At the university level because you learn more and you are not over learning when you work in a group.	- Learn more in groups than alone	- Group work	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Also, interactive learning. Not just seminars, it's more convenient.	- Interactive learning instead of seminars	- Interactive learning	- Motivation, feedback and collaboration
This is something that the employers need to decide according to what they are willing to put into it and what they are expecting to get back.	- Employers will take the decisions for their organisations.	- Not something that apt to employees' opinion and decision	- Motivation, feedback and collaboration
Developing soft skills combined with technical issues and increasing courses or workshops about them.	- Creating new learning methodologies.	- Learning innovation. - Fulfilling experience.	- Motivation, feedback and collaboration

Table 23: Changes and Learning Activities for Workplace Transformation (Type B)

Employees commented on changes in both **methodology implementation** and **employees' motivation**.

They believe that, through a **well-targeted and monitored learning plan**, personal initiative and decision-making can lead to appropriate learning approaches and, subsequently, to useful outcomes for employees and the organisation in general. Also, a well-structured learning strategy should entail **which methods are more appropriate to implement as well as guidelines for their implementation**.

Employees provided some practical examples on their learning development, which have direct consequences on their workload and work experience. These include the **possibility of certified learning, interactive learning, and the application of specific learning methods** (e.g., employees' annual learning assessment or elaboration by employees on their own learning plan to improve their softs skills and incorporate new tools in their job). In addition, the participants stressed the necessity for the **integration of new technologies in the workplace to establish modern learning approaches and the monitoring of the results of trainings upon their implementation**.

These tools and outcomes can improve teamwork and increase the time dedicated to assess, evaluate, share, or discuss learning goals and learning methods.

Q11. WHAT DO YOU FEEL ABOUT THE ACTIVITIES THAT WE HAVE SUGGESTED? WHICH ARE THE GAPS IN THE ACTIVITIES? WHAT ELSE WOULD YOU LIKE TO ADD TO THESE ACTIVITIES?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
The LEARN methodology and activities seem appropriate for installing learning workplaces. However, the final outcome is based upon the actual methodology and implementation of those activities.	- Appropriate activities - It is important to see the implementation and methodology	- If the activities are implemented successfully then those will be enough.	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEAN-ING UNITS	CODE	CATEGORY
The fact that LEARN involves both employers and employees are very promising, as both of them need to be on the same page for something like this to be successful.	- Inclusion of both employers and employees is a very good idea	- Both employers and employees should have a say in this	- Motivation, feedback and collaboration

Table 24: Feedback on the "LEARN" Activities Suggested (Type B)

All the comments of the participants on the suggested activities were around two points: **methodology and motivation**. These two appear to gain a special place in the present qualitative study, since employees consider that they constitute the main elements for the development of a "Learning Workplace", including its improvement in terms of processes and work environment.

Q12. LET'S GO BACK AND LOOK AT WHAT CAME UP AND MAKE ADDITIONS

No answers were provided to this question.

Q13. IS THERE ANYTHING THAT YOU WOULD LIKE TO ADD?

No answers were provided to this question.

## CONCLUSIONS

The analysis of the focus group results has shown that the **methodology suggested in learning plans** and the **involvement of all the actors within organisations in the learning process** constitute the basis for the transformation of a workplace into a “Learning Workplace” as well as for achieving optimum results through this transformation.

Investment in learning is a key element for taking all kinds of actions towards that transformation and the creation of a brand learning identity, linked to the quality of products and/or services provided by organisations.

As for the **definition of “learning in the workplace”**, the research has shown that it is **linked to well-designed processes** and it should be **tailored to employees’ needs**. Employees should have a clear understanding of the workplace transformation vision and should be aware of the aspects that need to change and what is important for them to change. In this way, all workplace actors will be increasingly motivated to acquire new skills and get familiar with new learning tools as well as to be part of the processes of exchanging knowledge and creating synergies, which can significantly impact the organisation’s products and services.

The points of view of both employers and employees (main workplace actors) collected and analysed in this study provide **a clear idea of the elements to take into consideration when setting up a learning strategy**, supported by the provision of practical examples from the side of employees and an apparent focus on methodology from the side of employers.

The participating **employees** considered the benefits regarding their workload and experience deriving from activities that enable interactive and certified trainings. Some of them pointed out learning approaches such as the annual learning assessment of employees or the elaboration by employees on their own learning plans to improve their soft skills and incorporate new tools in their daily practice. Additionally, some others stressed out the necessity for integration of new technologies in the workplace, which can support the establishment of modern learning approaches and the monitoring of the results of trainings upon their implementation.

The participating **employers** discussed how to develop their workplace strategies to integrate new tools or learning plans pertaining to the identification of key employees to undertake training tasks, the collaboration of key related departments (such as the HR, Innovation, or IT department), or the enhancement of informal knowledge exchange amongst employees. Furthermore, according to the employers, the employees should have tools that help them improve their soft skills and enable collaboration, both internally and externally, which can also contribute to knowledge sharing.

The **learning activities** that an organisation should implement to gradually become a “Learning Workplace” should be aligned with the five categories of “building blocks of an effective workplace learning strategy”, as suggested in the Final Report of the ET 2020 Working Group 2016-2018 “Promotion of Adult Learning in the Workplace”:

- **The Vision of Adult Learning in the Workplace:**

Encouraging employers to adopt a learning culture that supports career-long learning and ensure that adult learning in the workplace puts learners to a lifelong learning pathway, supported by guidance systems and the validation of prior learning, contributes to the establishment of a strong “learning-in-the-workplace” culture. For this to be achieved, an effective learning methodology is required that will help create an all-encompassing foundation for gradually adopting a competence and skills’ development approach. This should include taking all kinds of learning initiatives (related to formal, non-formal, and informal learning). Moreover, the new learning approach should both be directly linked to the work context (e.g., language learning through learning health and safety standards) and set the learners to a

lifelong learning pathway; for example, enrolling in a basic skills' programme can be followed up by enrolling in other programmes, potentially leading to a formal qualification. This may also result in other outcomes, such as acquiring a newly found joy/interest in learning.

- **Commitment, Governance, and Coordination:**

“Learning in the workplace” requires a basis securing the long-term commitment of all stakeholders and ensuring the effective coordination between them and the proper assignment of roles and responsibilities. Other aspects include also the communication about adult learning in the workplace using the language of those who need to be encouraged, while also ensuring sustainable co-funding systems in which everyone could see the benefit of investing in adult learning in the workplace.

- **Planning and Ensuring Relevance of Adult Learning in Workplace:**

To promote “learning in the workplace”, organisations need to ensure that adult learning in the workplace puts learners to a lifelong learning pathway and is tailored to adult learners’ needs. Education or training provided to adults need to consider their characteristics, background, needs, demands, and prior experience. This does not necessarily mean that there should be an exclusive focus on practical or technical, work-related skills; organisations (should) also value transversal and basic soft skills, which are also essential in the work environment. Ensuring that learning is responsive to employers’ needs and contributes to wider benefits (such as increased competitiveness and innovation) requires an effective skill monitoring and forecasting system that can inform the provision of skills, whoever is responsible for it (employers, Public Employment Services, trade unions, training providers, government programmes etc.).

- **Monitoring and Evaluation:**

To maintain the relevance and effectiveness of policies for adult learning in the workplace, there should be a system in place to monitor the implementation of the policy and identify opportunities for improving them.

To conclude with, **“learning in the workplace” means designing and managing an effective and efficient learning methodology, and, consequently, implementing a learning strategy for skills’ development (with an emphasis on soft skills), through the establishment of a learning culture that encourages employees to increase their motivation and feeling of usefulness.** Therefore, organisations should have a **concrete learning plan** in place and a well-defined learning approach as part of the overall workplace strategy, **directly linked to the work life context and considering employees’ practical needs and aspirations.** To achieve this and the aspired workplace transformation, organisations should ensure that they reach learning goals through **continual monitoring of this employee-oriented learning strategy.**