



RESEARCH ARTICLE



| The sectorial context of workplace learning

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ABSTRACT

Workplace learning is always embedded in a context. The purpose of this study is to compare the characteristics of workplace learning in the market, public and civil sectors with the tool of literature review, and to identify the most important contextual factors for learning practice and effectiveness. The article thus contributes to the scientific discourse in the field of knowledge management and workplace learning research. In the following study, drawing upon classic literature and current empirical research findings, the characteristics of workplace learning in various sectors are first outlined along the themes of knowledge management, knowledge sharing, innovation, organizational learning, the purpose of learning, and the most significant knowledge elements. Subsequently, the main differences are summarized. Finally, factors for the analysis of comparative research on workplace learning are proposed, spanning individual, individual and organizational, organizational, and organizational and system levels.

KEYWORDS

workplace learning, sectors, knowledge management

THE CONTEXT OF WORKPLACE LEARNING

How does the sector of work determine individual on-the-job learning? What new trends and challenges are emerging in the labour market? Workplace learning is always embedded in a context. After the personal level of the individual, the next contextual level is typically the level of the organization, the sector, the sectoral environment, and the system, although additional intermediate levels can also be named (e.g., professional group, team, etc.). Although the effects of each level cannot be completely separated from each other, it is important to understand these environments in order to effectively develop workplace learning.

This study scrutinizes the level of the sector, a term that has a double meaning, as it is used in everyday discourse to demarcate the for-profit, non-profit, and public service spheres, and on the other hand, it is also an accepted term when distinguishing between different industries. In this study, we reserve the term sector to describe the three areas of the market, public service, and the civil sphere. It is important to emphasize that the market sectors and economic sectors form a complex system. It cannot be said that one includes the other or vice versa; the two approaches are subsets. As an example, we can cite a school, which can be state-, foundation-, or private-owned, but companies can also be owned by the state, or we can come across a social enterprise that is owned by a foundation.

The purpose of this study is to present the aspects of the sectoral context and identify its most important dimensions, which the profession and the research behind the study can rely on during the comparative analysis of learning taking place in different work areas. In line with this goal, the narrative approach was used as the methodology of the literature review. We employed a thoughtful and flexible approach, despite not following a formal systematic review methodology. Our criteria emphasized the direct relevance of articles to our research objective, publication quality, temporal considerations, methodological diversity, balance of perspectives, avoidance of redundancy, and adaptability. We aimed to provide readers with a comprehensive understanding of the research topic by including a range of articles, from seminal works to recent contributions, while ensuring credibility and diversity.

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Workplace Learning In Context

Katrin Zwirgmaier



Workplace Learning In Context:

Workplace Learning in Context Helen Rainbird, Alison Fuller, Anne Munro, 2004 Combines a critical analysis of the organizational and employment context of workplace learning with an understanding of theories of learning It brings new ideas and an understanding of the social context of the workplace

Workplace Learning Marianne van Woerkom, Rob Poell, 2010-06-10 This edited volume aims to evaluate the promises of workplace learning by addressing the following related questions What are current developments in theory that informs workplace learning research How can learning in the workplace be measured What is the impact of various organizational settings e.g team based work and call centres on workplace learning Which are the promising new avenues for research And which research based recommendations can be made to boost learning opportunities in various work contexts The topic is conceptualized as an interaction between the individual and the work context as a combination of individual and collective processes as a link between cognition and action and as a political process With a wide array of contributions from academics such as Stephen Billet Tara Fenwick and Victoria Marsick this volume will be an important research and reference tool with all those academics and practitioners who are interested in the field of human resource development Targeted at researchers post graduate students and reflective practitioners and managers interested in the area Workplace Learning provides must read material for anyone wanting to advance the theory research and or practice of learning in the workplace

Context-aware Workplace Learning Support, 2006 *Towards Integration of Work and Learning* Marja-Leena Stenström, Päivi Tynjälä, 2008-10-08 Marja Leena Stenstrom and Pai vi Tynjal a Changing Working Life as a Challenge to Education Recent macro level trends such as economic globalisation the development of the formation society changes in methods of production and the organisation of work and the growing significance of knowledge as a factor of production have created a new context for the relationship between education and working life In this new context the use of work experience as an educational and learning strategy has become one of the most important developments both in vocational education and training VET and in higher education Although the tradition of making work an integral part of education has varied at different levels of the educational system the challenges that systems of education currently face are very similar in many respects These include the challenge of equivalence as regards the level of academic standards the challenge of developing pedagogical practices for different forms of work related learning and the impact that work related learning has on the identity of the educational organisation the teacher and the learner The diversity of the systems through which work experience is realised the varying levels of training of workplace trainers and the lack of industrial experience of vocational school teachers have aroused discussion about how to guarantee and assess the quality of the learning taking place in different workplaces and of the work based learning system as a whole See e.g Boud Griffiths Guile Griffiths 2001 The key pedagogical

question regarding collaboration between education and work is how to build a firm connection between theory and practice or abstract thinking and practical action and between the development of general skills and specific vocational skills *The SAGE Handbook of Workplace Learning* Margaret Malloch, Len Cairns, Karen Evans, Bridget N O'Connor, 2010-09-21 This Handbook provides a state of the art overview of the field of workplace learning from a global perspective The authors are all well placed theoreticians researchers and practitioners in this burgeoning field which cuts across higher education vocational education and training post compulsory secondary schooling and lifelong education The volume provides a broad based yet incisive analysis of the range of theory research and practical developments in workplace learning The editors draw together the three essential areas of Theory Research and Practice and Issues and Futures in the field of Workplace Learning In addition final chapters include recommendations for further development Key researchers and writers in the field have approached workplaces as the base of learning about work that is work based learning There has also been emerging interest in variations of this idea such as learning about through and at work Many of the theoretical discussions have centred on adult learning and some on learners managing their own learning with emphasis on aspects such as communities of practice and self directed learning In Europe and Australia early work in the field was often linked to the Vocational Education and Training VET traditions with concerns around skills competencies and on the job learning The idea that learning and workplaces had more to do with real lifelong and lifewide aspects than traditional training regimens has emerged in the last decade Since the mid 1990s the field has grown world wide as an area of theory research and practical work that has not only expanded the interest but has also legitimized the area as a field of study reflection and progress The SAGE Handbook of Workplace Learning draws together a wide range of views theoretical dispositions and assertions and provides a leading edge presentation by key writers and researchers with insight into the field and its current state It is a resource for researchers and academics interested in the scope and breadth of Workplace Learning

Extraordinary Learning in the Workplace Janet P. Hafler, 2011-01-04 The contributing authors of this multidisciplinary text agree that workplace learning truly is extraordinary when it is marked by structural congruence and a positive synergy among the intended and formal preparation of professionals that tacit learning occurs within the hidden curriculum and that the subsequent demands both formal and tacit are embedded in subsequent workplace settings Thus for this text these authors explore research and practice literature related to curriculum instruction and assessment of professionals learning in the workplace and the implications for best practices But what makes this book truly unique is that the authors examine that literature in the context of four professions education nursing medicine and clergy at the point of those professions wherein students are learning during the degree program stages of their education *Extraordinary Learning in the Workplace* is broken into four main sections Part I explores curriculum both formal and hidden Part II focuses on conceptions and theories of learning and instruction and is intended to inform the work of educators with regard to components of professional

education that occur in the practice settings of the workplace Part III covers assessment using medicine as its example to argue that assessment has remained largely unchanged for years thus making the multiple choice questions tests introduced in the 1950s the de facto gold standard for quality assessment And Part IV focuses on the training of the instructors visiting the three key themes of relationships activities or tasks and work practices Workplace Learning in Teacher Education Olwen McNamara, Jean Murray, Marion Jones, 2013-11-19 This book explores teacher workplace learning from four different perspectives social policy international comparators multi professional stances perspectives and socio cultural theory First it considers the policy and practice context of professional learning in teacher education in England and the rest of the UK with particular reference to professional masters level provision The importance of teachers and schools perceptions of improvement development and learning and the inherent tensions between individual school and government priorities is explored Second the book considers models of teacher workplace learning to be found in international research and practice to explore what perspective they can bring to understanding policy and practice relating to workplace learning in the UK Third it draws on cross professional analysis to get an intellectual and theoretical purchase on workplace learning by examining how insights from across the professions can provide us with useful perspectives on policy and practice The analysis draws particularly on insights from medicine and educational psychology Fourth the book cross fertilises research and practice across the field of education by drawing on insights from perspectives such as socio cultural and activity theory and situated learning cognition to discover what they can offer in analysing the theoretical and pedagogic underpinnings of teacher workplace learning In short the book offers a number of contexts for exploring how best to conceptualise and theorise learning in the workplace in order to generate evidence to inform policy and practice and facilitates the development of a more theoretically informed and robust model of workplace learning and teaching

The Fundamentals of Workplace Learning Knud Illeris, 2010-12-14 Fundamentals of Workplace Learning is a comprehensive guide to how people learn in the workplace and the issues and challenges involved Examining the essential aspects of workplace learning and unravelling the various influences which affect the success of work based learners Knud Illeris presents a holistic model to explain how diverse individuals can be encouraged and invited to learn at work Approaching workplace learning from the perspective of learners as human beings with complex social and psychological needs as opposed to resources to be managed this book examines in detail the key issues surrounding workplace learning including The workplace environment as a learning space Workplace learning as competence development A multitude of different kinds of workplace learning arrangements Job transcending learning initiatives The interaction between formal and informal learning environments The challenges presented by specific groups early school leavers elderly workers and the new young generation Presenting conclusions on workplace learning and possibilities for the future this book focuses on a way forward while detailing the fundamentals of successful workplace learning It will appeal to everyone involved in understanding and improving learning in

the workplace including educationalists business students managers personnel and educational leaders **Informal Learning in the Workplace** John Garrick,1998 Informal learning has become an extremely important issue as post industrial workplaces seek to harness its productive potential Managers and HRD practitioners have attempted to deploy informal learning in the design of corporate cultures however most discussions of the subject have tended to be uncritical expositions which do not challenge the underlying economic philosophical and organisational rationale Uniquely this book goes against this tendency It critically examines definitions of informal learning and focuses on its application in a variety of workplace contexts It features theories of informal learning the unmasking of contemporary corporate rhetoric the implications for accounts of workplace learning of poststructuralist and post modern perspectives Incorporating case studies based on interviews with practising managers and HRM practitioners and a detailed glossary of key concepts and issues this book will be a valuable reference for students of workplace learning Improving Workplace Learning Karen Evans,Phil Hodkinson,Helen Rainbird,Lorna Unwin,2007-01-24 Across the western world there is a growing awareness of the importance of workplace learning seen at the level of national and international policy as well as in the developing practices of employers training providers and Trades Unions Authoritative accessible and appealing it presents key findings on work based learning bringing together conclusions and investigating a variety of workplace contexts to show how such learning can be improved An extensive practical treatment brought to life with illustrations from both the public and private sectors this book has a unique combination of breadth of coverage and depth of understanding Grounded in rich and detailed empirical studies this volume challenges conventional thinking An important new addition to the Improving Learning series it focuses on guidelines for improving learning by marrying the very best theory and practice to provide an accessible and authoritative guide to workplace learning Practitioners policy makers students and academics with an interest in learning at work will find this an invaluable addition to their bookshelves *E-Learning in the Workplace* Minhong Wang,2017-09-18 This book analyzes the nature and requirements of workplace e learning based on relevant theories such as adult learning community of practice organizational learning and the systems thinking By integrating considerations on organization pedagogy and technology a performance oriented e learning framework is then presented where performance measurement is used to 1 clarify and link organizational goals and individual learning needs 2 direct learning towards work performance and 3 support social communication and knowledge sharing and management in the workplace E learning and related emerging technologies have been increasingly used by organizations to enhance the skills and performance of knowledge workers However most of the efforts tend to focus on the technology ignoring the organizational context and relevant pedagogies of workplace learning Many e learning projects in the workplace settings fail to connect learning with work performance and align organizational goals and individual needs in a systemic way Moreover there is insufficient effort on externalizing and transferring tacit knowledge embedded in practices and expertise based on which to maintain and expand

knowledge assets for sustainable development The book presents a systemic theoretical framework design principles and implementation methods together with a case study to demonstrate the use and effectiveness of the performance oriented approach to workplace e learning in which organizational social and individual perspectives are integrated in a systemic way The performance oriented approach to workplace e learning enables self regulated and socially constructed learning activities to be clearly motivated and driven towards the goal of performance improvement and makes learning at the organizational social and individual levels integrated in a systemic way The effects of individual and social learning support and organizational learning environment on employees motivation to use performance oriented e learning are also investigated

Informal Workplace Learning and Employee Development Malgorzata Rozkwitalska-Welenc, Beata A. Basinska, Alicja Dettlaff, 2024-06-03 The new paradigm in employee development assumes that employees should proactively direct their learning and growth Most workplace learning is basically informal and occurs through daily work routines peer to peer interactions and networking and typically brings about significant positive outcomes to both individuals and organizations Yet workplace learning always occurs in a predefined context and this context has recently changed Hereafter many people have been delegated to work from home or any other remote location Many employees would like to maintain remote or hybrid work design in the future as well In this research monograph the authors explore an unexplored topic in social science research concerning proactive employee development through informal learning in new ways of working NWW The monograph will be of interest to students and researchers in organizational studies organizational behavior organizational psychology and organizational learning as well as human resource professionals concerned with employee development and the changing nature of work

Working to Learn Karen Evans, Phil Hodgkinson, Lorna Unwin, 2004-06-01 The workplace is an important site for learning in today's society This book examines the changing nature of the work and effect that this has on the skill and knowledge requirements of individuals its implications for employment and ways in which these changing requirements can be met

The SAGE Handbook of Workplace Learning Margaret Malloch, 2010-10-04 This handbook provides an overview of workplace learning from a global perspective

Expansive Learning in Professional Contexts Christian Beighton, 2016-08-24 This book discusses approaches to organizational learning from a materialist point of view Inspired by research into Police Firearms training features of expansive learning inform the development of perspectives on training which challenge traditional modes of research and delivery The book critically reviews a range of approaches to expansive learning and organizational research establishing the bases and limitations of an Expansive Learning Index whose aim is to support collaborative provision in the context of work based research Reflecting on this process it stresses the strangeness and mobility of workplace learning and develops a philosophical pragmatics for professional development Approaches to knowledge and enquiry which place language and subjectivity at the heart of development are challenged by a more pragmatic approach to expansive learning its consequences for training research and

professional development lead to a discussion of the need for immanent forms of professional ethics *Informal and Incidental Learning in the Workplace (Routledge Revivals)* Victoria J. Marsick, Karen Watkins, 2015-06-11 Today rapid change is a constant challenge in the workplace and thousands of individuals need to be involved in continuous learning Traditional training approaches however do not emphasise informal and incidental learning Furthermore since informal learning is seldom designed learning outside of a structured experience may lead to mistaken or dysfunctional learning Strategies for improving informal learning are urgently needed This book first published in 1990 responds to this need by taking a challenging look at many assumptions about workplace learning outside of the classroom and by proposing methods to improve it They develop a theory of informal and incidental workplace learning based on current developments in training and human resource development which they illustrate with readable and illuminating case studies which tell vivid stories of adult education and human resource development practice *Informal and Incidental Learning in the Workplace* is essential reading for researchers and practitioners of human resource development and also for students of education and adult learning

Organizational Knowledge Silvia Gherardi, 2009-02-04 This book makes an important contribution to our understanding of practice based organizational learning and knowing Based on the author's detailed study of safety practices in different corporate settings The author uses this study to empirically describe how learning knowing and organizing are practised Centred on the concepts of knowing in practice and the texture of organizational knowledge Gives a rich account of how organizations learn and how corporate practices and policies evolve

Technology-Enhanced Professional Learning Allison Littlejohn, Anoush Margaryan, 2013-10-30 *Technology Enhanced Professional Learning* addresses the need for continuous workplace learning that derives from the emergence of new specialized and constantly changing work practices While continuous learning is fundamental to enabling individuals to function in and productively shape contemporary workplaces digital technology is increasingly central to productive workplace practice By examining the intersection of human learning processes emergent work practices and patterns of use of digital technology to support learning and work this edited collection brings the disparate fields of professional learning and technology enhanced learning together to advance theory and practice in both realms

Work-Related Learning Jan N. Streumer, 2006-03-14 Work related learning can be broadly seen to be concerned with all forms of education and training closely related to the daily work of new employees and is increasingly playing a central role in the lives of individuals groups or teams and the agendas of organizations However as this area of study becomes more prominent debates have opened about the nature of the field as well as about its configurations and effects For example some authors have a broad definition of WRL and define it as learning for work at work and through work ranging from formal through semi structured to informal learning Others prefer to use the concept of WRL mainly in connection to informal incidental learning processes during work leading to competent workplace learners Formal and informal learning are distinguished from each other with respect to the level of intention

implicit non intentional incidental versus deliberative intentional structured Another point of discussion originates from the different theoretical backgrounds of the authors the learning theorists versus the organizational theorists The first group is mainly interested in the question of how learning comes about the second group is predominantly interested in the search for factors affecting learning

Workplace Learning Keith Forrester, John Payne, Kevin Ward, 1995

Reviewing **Workplace Learning In Context**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Workplace Learning In Context**," an enthralling opus penned by a very acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

https://thebrandexperience.com/files/detail/default.aspx/talking_mysteries_a_conversation_with_tony_hillerman.pdf

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