

UNIVERSITY OF LATVIA  
FACULTY OF EDUCATION, PSYCHOLOGY AND ART  
DEPARTMENT OF PEDAGOGY

**WORKPLACE LEARNING IN SOLVAY BUSINESS  
SERVICES LATVIA**

MASTER THESIS

AUTHOR: LĀSMA SALIŅA  
ID. NO. 1b09146  
ADVISER: Dr.habil.paed.IRINA MASLO

RIGA 2019

LATVIJAS UNIVERSITĀTE  
PEDAGOĢIJAS, PSIHOĻOĢIJAS UN MĀKSLAS FAKULTĀTE  
PEDAGOĢIJAS NODAĻA

**MĀCĪŠANĀS DARBAVIETĀ SOLVAY BUSINESS SERVICES  
LATVIA**

MAĢISTRA DARBS

AUTORS: LĀSMA SALIŅA  
STUDENTA APLIECĪBAS NR. 1b09146  
ZINĀTNISKAIS VADĪTĀJS: Dr.habil.paed.IRINA MASLO

RĪGA 2019

## ABSTRACT

The author of Master Thesis “Workplace Learning in Solvay Business Services Latvia” is Lāsma Saliņa. It contains of 81 pages. This represents 5 tables, 30 pictures, 62 sources of bibliography and 5 appendices. The aim of Master Thesis is to research how do employees in Solvay Business Services Latvia (further in text- SBS Latvia) perceive workplace learning and what are their needs within this matter.

The objectives of Master Thesis are:

1. To analyse the theory according to the chosen topic and to prepare an overview of the results of the analysis;
2. To conduct a survey and interview of the employees of the institution;
3. To summarize, analyse and characterize the results of the survey conducted in the institution;
4. Draw conclusions.

To assess the situation of workplace learning, survey and an interview was organized which is a sociological research method. Monographic method or descriptive method was also used.

Thesis is structured in accordance with the objectives previously set. The first chapter is devoted to the theoretical background. It introduces concept of workplace learning, describes chosen workplace and highlights elements of learning and development and issues in learning. The second chapter addresses adult learner needs and possible interventions when creating organizational and individual learning strategy, the third chapter analyses the views of employees within the author’s practical research. It presents the research findings of survey and narrative interview with employees.

It has been concluded that now employee and employer have to be flexible and communicate on what are the learner needs in this moment and what interventions are appropriate and accessible for each case. Education institutions will need to work more closely than ever to develop skills and competences and cooperate with employers in work-based learning opportunities to provide employers the skilled workforce they need for professions that do not exist yet.

The author's main proposal is a Gotit! Project of video recording and live stream in Riga office that would make learning in SBS Latvia accessible to all and modern.

**Key words:** elements of learning and development, issues in learning, learner needs, organizational and individual learning strategy

## ANOTĀCIJA

Maģistra darba „**Mācīšanās darbavietā Solvay Business Services Latvia**” autore ir Lāsma Saliņa. Darba apjoms ir 81 lappuses. Tajā ir izmantotas 5 tabulas; 30 attēli; 62 literatūras avoti un 5 pielikumi. Šī darba mērķis ir izpētīt, kā Solvay Business Services Latvia (turpmāk tekstā- SBS Latvia) darbinieki uztver mācīšanos darbavietā un kādas ir viņu vajadzības šajā jautājumā.

Darbam izvirzīti šādi uzdevumi:

1. Analizēt teoriju atbilstoši izvēlētajai tēmai un sagatavot analīzes rezultātu pārskatu;
2. Veikt uzņēmuma darbinieku aptauju un interviju;
3. Apkopot, analizēt un raksturot iestādē veikto apsekojumu rezultātus;
4. Izdarīt secinājumus.

Lai varētu izvērtēt mācīšanos darbavietā tika izstrādāta aptauja un noorganizēta intervija, kas ir socioloģiskās pētniecības metodes. Tika izmantota arī grafiskā un monogrāfiskā metode - aprakstošā metode.

Pirmā nodaļa iepazīstina ar mācīšanās darbavietā koncepciju, apraksta izvēlēto darbavietu un mācīšanās un attīstības elementus, kā arī problēmas mācīšanās procesā.

Otrajā nodaļā ir aprakstītas pieaugušo mācīšanās vajadzības un iespējamās iejaukšanās, veidojot organizācijas un individuālo mācību stratēģiju.

Trešajā nodaļā apskatīti pētījuma rezultāti aptaujai un intervijām ar darbiniekiem.

Darbā secināts, ka mūsdienās darbiniekam un darba devējam ir jābūt elastīgam un jākomunicē par to, kādas ir apmācāmo vajadzības un kādas intervences ir piemērotas un pieejamas katrā gadījumā. Izglītības iestādēm būs nepieciešams ciešāk nekā jebkad agrāk strādāt sadarbojoties ar darba devējiem, lai attīstītu prasmes un kompetences, un ar darbu saistītās mācīšanās iespējas, lai sniegtu darba devējiem kvalificētu darbaspēku, kas viņiem nepieciešams profesijām, kas vēl nav izdomātas.

Autores galvenais priekšlikums ir Video ierakstīšanas un tiešraides projekts Rīgas birojā, kas padarītu mācīšanos SBS Latvia pieejamu visiem un mūsdienīgu.

**Atslēgas vārdi:** mācīšanās un attīstības elementi, mācīšanās problēmas, pieaugušo mācīšanās vajadzības, organizācijas un individuālā mācību stratēģija

## **TABLE OF CONTENTS**

INTRODUCTION	6
1. WORKPLACE LEARNING	8
1.1. Workplace description	9
1.2 Workplace learning for adult	14
2. LEARNER NEEDS AND POSSIBLE INTERVENTIONS IN WORKPLACE	24
2.1. Adult learner needs	24
2.2. Job related adult learning intervention	27
3. EMPIRICAL RESEARCH ON WORKPLACE LEARNING IN SBS LATVIA	34
3.1. The Analysis of the Survey	34
3.2. The Analysis of Interview	47
RESULTS	55
CONCLUSIONS	57
APPENDICES	65

## INTRODUCTION

Contribution to employee development by identifying and implementing learning needs is one of the stages in achieving the goals set by the company. The process of identifying learning needs is complex and needs to be able to answer several questions. What will managers deal with 20 years from now managing staff that grew up in different countries speaking different languages? The capabilities of people and organizations to adopt will be essential. Viewed like this, workplace learning and development is a topic of critical importance. Why the learning process is important, which employees need training, what training is needed and how will the training be provided?

It is the responsibility of management to engage in the development of its employees, creating the necessary conditions for them (Zilīte, 2013). Managing beliefs, set values and a set of social norms are essential in the company. Institutional culture, tradition will also determine whether learning is considered to be a value, or it is taken for granted that everyone learns, whether errors are used to improve, or are supported and encouraged those who want to learn or are latest technology demanded for the process.

Within the framework of this thesis, author's workplace Solvay Business Services Latvia has been studied.

The success of the institution and the pursuit of its objectives require continuous development. The studied institution needs professional staff that are familiar with the field represented by the institution, as well as follow the industry news and opportunities to improve the efficiency of the institution. Therefore, it is important to evaluate the competences of the employees and determine the need for learning.

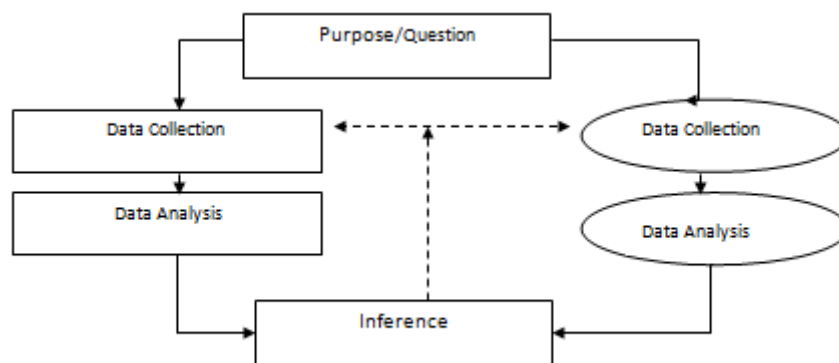
**The aim** of the thesis is to research how do employees in Solvay Business Services Latvia perceive workplace learning and what are their needs within this matter. The **objectives** are as follows:

1. To analyse the theory according to the chosen topic and to prepare an overview of the results of the analysis;
2. To conduct a survey and interview of the employees of the institution;
3. To summarize, analyse and characterize the results of the survey conducted in the institution;

#### 4. Draw conclusions.

To reach the aim of the Master Thesis the Author concentrates on the following **research question**: on what are the learning issues, needs and possible improvements on workplace learning in SBS Latvia?

The **methodology** used is monographic method, analysis of legislative and intranet documents of the institution, survey and interview analysis of results, synthesis to get conclusions and proposals.



*Figure 1 Mixed Method Design* (Tashakkori; Teddlie, 2010)

#### Outline of chapters

**Chapter 1** introduces concept of workplace learning, describes chosen workplace and highlights elements of learning and development and issues in learning.

**Chapter 2** addresses adult learner needs and possible interventions when creating organizational and individual learning strategy.

**Chapter 3** presents the research findings of survey and narrative interview with employees.

#### Chronology

Calendar of research can be found in this link:

<https://docs.google.com/spreadsheets/d/1ti4yEjVCcKIJ2IzBKzSqUqCFCFIQWo7KeBeEIRIJDI/edit?usp=sharing>

## 1. WORKPLACE LEARNING

To understand why the topic is so important for employer and employees we can get acquainted with a paragraph from article “Involvement of Employers in Educating Employees as a Solution to the Problem of a Skilled Workforce Shortage in Latvia” by Līce (A.Līce) in 2017 reveals that “...The problem of skilled labour availability will intensify in the future and the competition among employers for skilled workforce will increase. The companies engaged in the network of the national employers’ organisation offer work placements or work-based learning as a method to attract and educate their prospective employees 3 times more frequently than companies on the national level. They are also highly interested in competence development of their employees. On average 5 different competence development methods are used simultaneously in one company.” If we just look at the name of article and look around, we know that due to negative migration of the working-age population, the unconformity between the education system and job market. For employer this would mean more stress on work-based learning to give their employees skills applicable for the position. For employee this would mean no counting on working in the field they have graduated and with only the skills gained in the study period. R. Teare highlighted these issues already in 1998. Lifelong learning and self-regulated learning have become a need to get a good job. LinkedIn has made it easier to find qualified people because it lets recruiters search profiles for specialized skill sets (Wilén, 2014). Electronic job boards, recruitment websites, and social media platforms such as LinkedIn are not simply more efficient electronic versions of paper based job postings, instead Internet based technology has changed the nature of recruitment practices, and job seeker expectations (Yu, 2014). SBS Latvia uses several methods to develop employees- classroom and on the job training (mentoring by experienced employees), opportunity to attend conferences, paid education & professional courses, online platforms for instructions etc. These are basically the same 5 competence development methods that Līce (A.Līce) mentioned in her article, when surveying 98 employers. Adult participation in continuing education is low in Latvia- only 5.7% in 2015 in comparison to the EU average according to Eurostat. 17.8% of Latvians who did not participate, could not because of the lack of employer support, 35% could not due to their work schedule. Later in we will see the main issues named by employees in SBS Latvia for workplace learning. Lifelong learning pays attention to the time factor- it means education lifelong, which may occur independently or periodically (Ceļā uz mūžizglītību, 2007). The concept of knowledge embodied in

adult and lifelong learning insists that thinking and understanding develop as people interact, consciously and critically in their social context. It insists that there is no fixed or final stage of development and that the teacher-learner relationship is changed within andragogical approach of learning (Teare, 1998).

## **1.1. Workplace description**

The company description has to be taken in consideration as Thesis will not tend to reflect all the company. The job-related topic was chosen by author as this is her workplace. SBS Latvia was founded on December 17, 2009, but as a VAT payer company was registered on January 8, 2010. Originally founded as Cytec Latvia Ltd. - a subsidiary of Cytec Netherlands BV, which was part of the Cytec Industries Inc Group, but since 9 December 2015 SBS Latvia is part of the chemical company Solvay S.A. group. Solvay S.A. was purchased by Cytec Industries Inc., with full consolidation on January 1, 2016, followed by a change of company name from Cytec to Solvay.

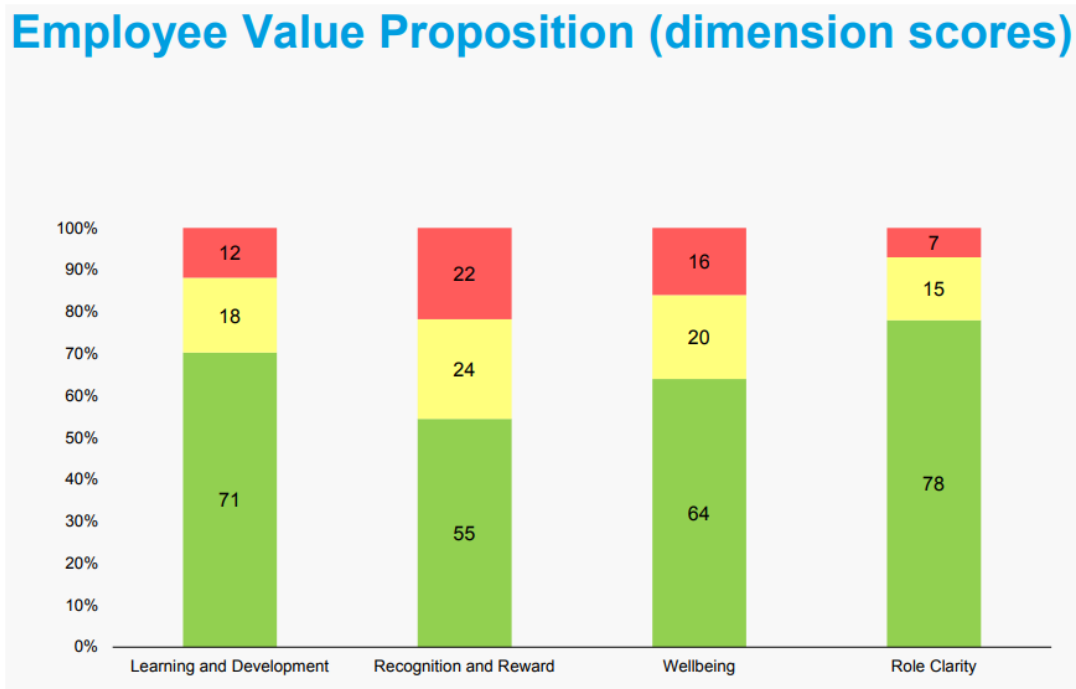
Solvay S.A. is an international chemical industry company founded in 1863 in Belgium. The main office building is located in Brussels, the capital of Belgium. The company is engaged in the production and development of specialty materials and chemicals and the sale of relevant products. The company's products are widely used worldwide, such as aeronautics, industrial coatings, mining chemicals and plastics, specialty additives. Solvay S.A. created chemicals and materials used to perform important functions in products made by customers.

The company operates in more than 53 countries, employing about 30,000 employees. SBS Latvia currently employs 184 people. Solvay S.A. is an influential company in the world whose success is its ability to provide customers with better quality products and to do its best to improve the quality of life not only for people, but also for the quality of nature - by protecting it with different protection norms and reducing emissions.

There are other service centres under Solvay S.A. with the same or similar functions as Latvia- in Lisbon (Portugal), Curitiba (Brazil) and Bangkok (Thailand).

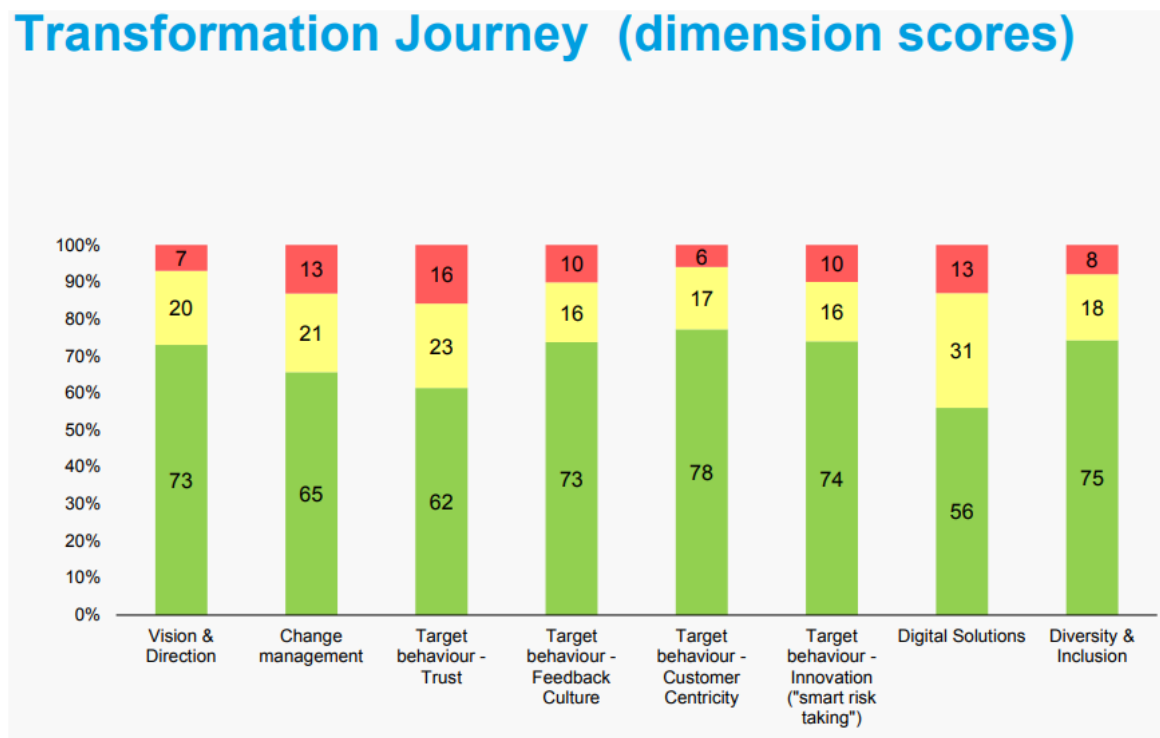
As per 2018 Solvay Engagement Survey data employees highlight learning as an important value of our company. The response rate was 87% totalling 20769 respondents.

This shows global trend of the workplace although in this thesis more specific Latvia will be researched (2018 Solvay survey).



*Figure 1.1.1 Employee Value Proposition (Solvay intranet)*






Figure 1.1.2 shows target behaviours of company. As we see, digitalization is one of eight targets as in many other companies in year 2019.



*Figure 1.1.2 Transformation Journey (Solvay intranet)*

Nowadays, a workplace attracting and retaining skilled employees should look something like below (Deloitte, 2017).

**Figure 4. Factors that contribute to a positive employee experience**

Simply Irresistible Organization™ model				
				
<b>Meaningful work</b>	<b>Supportive management</b>	<b>Positive work environment</b>	<b>Growth opportunity</b>	<b>Trust in leadership</b>
Autonomy	Clear and transparent goals	Flexible work environment	Training and support on the job	Mission and purpose
Select to fit	Coaching	Humanistic workplace	Facilitated talent mobility	Continuous investment in people
Small, empowered teams	Investment in development of managers	Culture of recognition	Self-directed, dynamic learning	Transparency and honesty
Time for slack	Agile performance management	Fair, inclusive, diverse work environment	High-impact learning culture	Inspiration
<b>Cross-organization collaboration and communication</b>				

Deloitte University Press | [dupress.deloitte.com](http://dupress.deloitte.com)

*Figure 1.1.3 Simply Irresistible Organization Model (Deloitte, 2017)*

But to match the employee expectations is not the only challenge in the workplace, more facts and details are discussed in the following paragraph.

To share some newer statistics below some data from Education and Training Monitor 2018, Country analysis of Latvia can be found.

Latvia continues to modernise its vocational education and training (VET) system with a focus on strengthening work-based learning and curricula reform in the context of declining enrolment and employment outcomes of VET graduates. Enrolment in upper secondary VET in Latvia saw a slight decline to 38.1 % in 2016 compared to previous years and to the EU average of 49.3 % (UOE, 2016). Students enrolled in VET had some exposure to work based learning (UOE, 2016); however just 53.9 % of VET graduates aged 20-34 in 2016 report

having acquired a more substantial work experience in the form of mandatory traineeships (LFS AHM, 2016). The employment rate of recent VET graduates in 2017 dropped to 69.1 %, compared to 74.8 % in 2016, well below the EU average of 76.6 % in 2017. The Council of the European Union has adopted a country specific recommendation to Latvia under the 2018 European Semester to "increase the labour market relevance of vocational education and training, and foster upskilling of low-skilled workers and jobseekers". In 2017, a new ESF supported project of 25.7 million EUR was launched aiming to involve 3.150 students by the end of 2022, as well as providing the possibility for 11.025 students to participate in a (shorter-term) training practice in a company. However, by the August 20 2018 only 840 students were in work-based learning with the support of the project. After the adoption in 2015 of the Latvian Qualifications Framework and follow-up legislative actions, the Vocational Education Law was amended in 2017 to introduce a modular approach in vocational training. In 2017, participation in adult learning stood at 7.5 %, well below both the EU average of 10.9 % and Latvia's own Europe 2020 national target of 15 %. Measured over a 12 month period, the share of adults in Latvia who have had a learning experience was 47.5 % - slightly above the EU average of 45.1 % (AES, 2016). This suggests that a substantial proportion of adults do access training in Latvia, but less frequently than the EU average. Furthermore, a relatively small proportion (27.2 %) of employees working in private sector companies with ten or more employees have been provided with training by their employer – as compared to the EU average of 40.8 % (Eurostat). The Employment Council has sought to create a high quality, sustainable and comprehensive adult learning system that can quickly adapt to market needs. The new system promotes public VET schools as active providers in the adult learning market. Measures to increase their ability to offer learning opportunities to companies, and to remove obstacles to achieving this goal, were considered, in particular in terms of teachers' availability and financial resources. A process for sectoral collective agreements on the professional development of employees was initiated. A working group established by the Prime Minister prepared proposals to facilitate the involvement of state VET schools in adult learning. In terms of the educational attainment of adult population, in Latvia a relatively small share of adults – 9.6 % – have not acquired at least an upper-secondary qualification, compared to an EU average of 22.5 %. But the share of low-qualified adults in employment in Latvia was larger - 58.4 % - compared to the EU average of 55.6 % (European Commission, 2018).

By all of the above it can be concluded that participation in adult learning continues to be a challenge despite measures to boost it.

To see what is are focus areas in workplace learning for talent development in 2019, they have been listed below:

1. Identify and assess skills gaps
2. Increase engagement with learning programs
3. Develop career frameworks
4. Provide consistent and valuable learning to employees globally
5. Train for soft skills
6. Deliver company specific insights to close organizational skills gaps
7. Understand the impact of technology and automation on skills development (LinkedIn Learning's ,2019)

At the same time there has been rapid development in ideas about the sort of learning that is necessary and desirable. Learning can no longer be conceived of as merely the acquisition of a syllabus or curriculum. If one examines job advertisements or interviews personnel managers, it becomes obvious that general skills and personal qualities are considered at least as important as professional qualifications. In contemporary everyday life, such skills and qualities are also essential both to manage the complex functions of modern life and to maintain the common and democratic functions of society (Illeris, 2003).

Obstacles for employer support in various sources for engaging in workplace learning are usually two-time & money. But we will see in the survey if really the most effective learning methods named by employees are the most expensive?

All organizations, whether large or small, provide opportunities for people to think, observe, solve problems and learn from action-oriented outcomes. This corpus of knowledge and expertise derived from workplace learning is reflected in the relative strengths and weaknesses of the enterprise as whole. People receive benefit and wisdom from those who themselves gained expertise from doing applying, making mistakes and taking corrective action. The meaning of work is shifting under the new circumstances which demand learning renewal throughout working time. Such learning is increasingly, focused on work and is action learning in that involves “real time” and “real place” problem solving. Work as an

educational principle is being increasingly recognised so that the knowledge and practice are being brought together to form a new curriculum (Teare, 1998).

## 1.2 Workplace learning for adult

Legislation in Latvia does not have a clear definition of workplace learning (Golca, 2017). Vocational Education Law also does not include it, but in broader context we can find Procedures by which Work-based Learning is Organised and Implemented (Cabinet Regulation No. 484, 2016) and Ministry of Education and Science has elaborated guidelines for organizing and implementing work-based learning (Izglītības un zinātnes ministrija, 2017).

Workplace learning in Thesis is understood as:

$L(\text{learning}) = P(\text{programmed knowledge}) + Q(\text{learning from doing/questioning})$  (Tear, 2018)

### *Learning in adulthood*

Most definitions frame learning in the terms of learning outcomes. For example, Salas(Salas at al, 2012) stated that “Learning is a desired outcome of training when one acquires new knowledge or behaviour through practice, study or experience”. Similarly, Kraiger et al. (1993) defined learning as a relatively permanent change in affect, behaviour, or cognition. Such definitions describe the outcomes of learning but not the learning itself. [...]Schallert, and Reynolds (Schallert and Reynolds, 2009) defined learning as a multidimensional, dynamic process that produces an enduring change as a result of the relationship “between the nature of the learner and the object of learning as ecologically situated in a given time and place as well as over time” (Brown, 2018). We also acknowledge the distinction between education and learning. Education emphasizes the educator, whereas learning emphasizes the person in whom the change occurs or is expected to occur. Learning theorists see learning as a process by which behaviour is changed, shaped, or controlled. Other theorists prefer to define learning in terms of growth, development of competencies, and fulfilment of potential. (Knowles, 2005) Learning implies the integration of two very different processes, namely an external interaction process between the learner and his or her social,

cultural or material environment, and an internal psychological process of acquisition and elaboration. Many learning theories deal only with one of these processes (Illeris, 2003).

Maslin (2001), for instance, suggests five main learning theories:

- Dualism: the human person is a composite of two completely separate entities: body and mind. However, contemporary brain scanning techniques have demonstrated that brain activity can be seen as a result of the body receiving sensations, which suggests that there is a close interconnection between them;
- Mind/brain identity: a monist theory that claims that only physical substances exist and that human beings are just part of the material world; therefore, mental states are identical with physical ones, which raises fundamental problems about the nature of culture and meaning;
- Logical or analytical behaviourism: ‘statements about the mind and mental states turn out, after analysis, to be statements that describe a person’s actual and potential public behaviour’. The objections include rejecting the idea that behaviour is the driving force of human being, and other forces, such as meaning or even thought itself, are significant;
- Functionalism: the mind is a function of the brain. Such a theory rules out meaning, intentionality, irrationality and emotion;
- Non-reductive monism (Illeris, 2008)

### *Work*

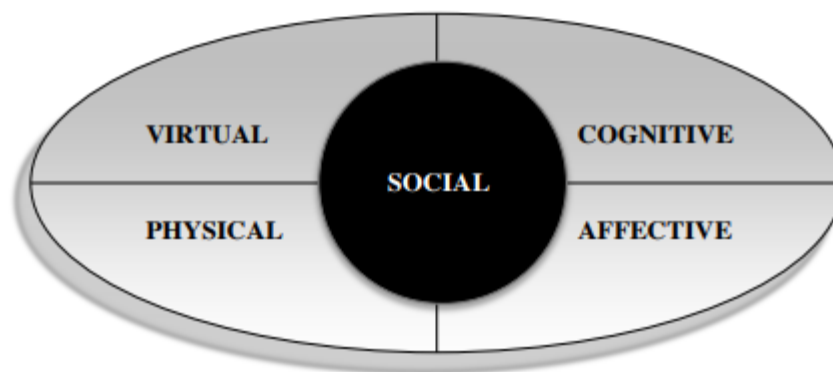
In ancient Greece work was seen as ‘interfering with the duties of citizens, distracting them from the important pursuits of politics, art, philosophy and what they called leisure’. Work is defined as more than employment for remuneration nowadays. It can be also the place where individuals are employed. We see work as an enabled purposive effort by an individual to initiate activity or respond to an issue or problem in a range of situations for some perceived (by them) productive end. This emphasises that the action is intentional engagement by individual (Malloch, 2011).

### *Place*

Workplace learning is sometimes referred to as workplace training, professional development, skill acquisition, work practices or human resource development. Conceptualisations of learning spaces also differ in the ways in which physical, cultural, environmental, virtual or

intra- personal dimensions of learning are linked to contexts, cultures, activities, personal and professional development, workplace development and – indeed lifelong learning (Maslo; Lunardon, 2015). Nowadays there are considerations of place as more than a physical location for learning and work (Malloch, 2011).

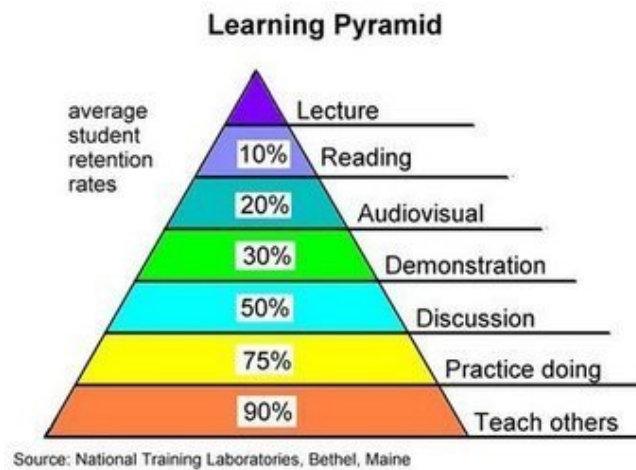
Adding another view to the one above is that learning takes place at the intersection of the facets of learning spaces depicted in Figure below (Ostendorf, 2017).



*Figure 1.2.1 Five Facets of Learning Spaces* (Ostendorf, 2017)

Individuals learn for themselves, but they also learn from other people- their managers and co-workers (social learning). They learn mainly by doing (experiential learning) and to much lesser extent by instruction. The ways in which individuals learn will differ and what they learn will depend largely on how well they are motivated or self-motivated. Discretionary learning (self-directed or self-managed) takes place when individuals of their own volition actively seek to acquire the knowledge and skills they need to carry out their work effectively. [...] The 70/20/10 model by Lombardo and Eichinger (Lombardo and Eichinger, 1996) explains that people’s development will be about 70 per cent from work experience, about 20 per cent from social learning and 10 per cent from courses and reading. In other words, by far the majority of learning happens in the workplace. A learning and development strategy needs to take this into account (Armstrong, 2016).

Similar theory is depicted below.



*Figure 1.2.2 Learning Pyramid* (online)

The key elements of learning and development are:

**Learning:** the process by which a person acquires and develops new knowledge, skills, capabilities, behaviours and attitudes. **Training:** the planned and systematic modification of behaviour through learning events, programmes and instruction that enables individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.

**Development:** the growth or realization of a person's ability and potential through the provision of learning and educational experiences. Learning should be distinguished from training: 'Learning is the process by which a person constructs new knowledge, skills and capabilities, whereas training is one of several responses an organization can undertake to promote learning (Armstrong, 2016).

Adult learning differences from childhood learning

1. Adults have strong needs to be self-directing. As we get older the self-concept moves from dependency on others to self-direction and autonomy.
2. Maturity brings experience which is a resource for learning.
3. As life readiness to learn becomes associated with a person's social role. We, therefore, internalise learning needs in response to our need to know.

4. As a person grows older and matures problem or project-centered learning takes over from subject-centered learning (Teare, 1998).

A fundamental objective of strategic learning and development strategy is to create a learning culture. Learning is the top-rated challenge among 2019's Global Human Capital Trends. People now rate the "opportunity to learn" as among their top reasons for taking a job. Leading organizations are taking steps to deliver learning to their people in a more personal way, integrating work and learning more tightly with each other, extending ownership for learning beyond the HR organization, and looking for ways to bring solutions we use in our daily lives into the learning environment at work (Deloitte, 2019). A learning culture is one in which learning is recognized by top management, line managers and employees generally as essential organizational process to which they are committed and in which they engage continuously. It is described by Reynolds as a 'growth medium' that will encourage employees to commit to range of positive discretionary behaviours, including learning that has the following characteristics: empowerment not supervision, self-managed learning not instruction, and long term capacity building not short term fixes. The steps required to create a learning culture proposed by Reynolds are:

- Develop & share the vision
- Empower employees
- Provide employees with a supportive learning environment where learning capabilities can be discovered and applied (peer networks, supportive policies, protected time for learning)
- Use coaching techniques to draw out talents
- Guide employees through their work challenges and provide them with time, resources and crucially, feedback.
- Recognize the importance of managers acting as role models.
- Encourage networks- communities of practice.
- Align systems to vision: get rid of bureaucratic systems that produce problems rather than facilitate work (Armstrong, 2016).

## *Workplace learning*

Workplace learning is experiential learning. It is learning on the job by carrying out the work and by observing what other people do (social learning). It is embedded in work activities and is mainly informal process (Armstrong, 2016). Carliner also has similar thoughts: “The vast majority of what is learned in organizations is learned not through formal programs, but through various resources, relationships, and experiences on the job (Brown, 2018).”

Workplace learning can be enhanced by coaching, mentoring, e-learning and planned experience. It can be supplemented by training interventions, but they are there simply to extend experiential learning. However, workplace learning should not be left entirely to chance. Line managers can facilitate it by giving new employees guidance on what and how they should do it. This should be a deliberate process using instruction and coaching techniques, which managers need to learn as part of their development programme. [...] But there are disadvantages. Relying on learning on-the-job can mean that employees are left to their own devices to pick up bad habits. It may be argued that formal training has its limits, but at least it can be planned and applied systematically. A further difficulty is that workplace learning depends largely on the willingness and ability of line managers to take responsibility for it. [...] This crucial aspect of learning may therefore be neglected unless the HR or learning and development function does something about it. The learning strategy should contain provisions for encouraging managers to take responsibility for workplace learning and for helping them to acquire that skill (Armstrong, 2016).

Interest in learning in the workplace dates from the mid 1980s to early 1990s when the idea that ‘academy’ was the only place where learning could take place began to be challenged. In this process reflective practice is crucial. Lave & Wenger and Eraut (2000) all see learning in the workplace as a form of social interaction, although Eraut at least is prepared to accept a wider range of influences than Lave and Wegner. The views of Guile & Young (2002) and Siebert (2009) et al. see workplace learning as being more similar to traditional learning. They question the assumption that learning at work is radically different from learning in the classroom. Due to the knowledge intensive nature of work and numerous changes in commerce and industry, employers require their workers to acquire more and more formal types of knowledge. Sieberts study claims that ‘propositional knowledge’ provided by the University allows students to challenge professional practice. Felstead et al (2005) survey reaffirms the view that workplace learning is a form of social interaction. Felstead uses 2 metaphors learning as acquisition (qualifications & training) which is till in ascendancy and

learning participation (social learning). Workplace learning theorists see workplace learning as a form of social interaction but disagree as to whether workplace learning is exclusively workplace situated or not. According to research findings of Head (2012) while employers were pleased that newly hired employees had online searching skills that exceeded their expectations [...]. Many employers were surprised that the majority of new employees rarely used any of the more traditional forms of research, such as making telephone calls [...]. Basically by using online sources they still have to develop adaptive strategies for solving problems in the workplace (for example, trial-and-error basis), that in the end would result in cultivating relationships-consulting a colleague that will help them to find quick answer and save time. In the study by Lloyd (2009) it was found that human relationships are key to development of information literacy in workplace. Ferguson (2009) notes that, while sites of information may be broader in a workplace context than they are in a higher educational institution, the focus remains on individual learning. Although it should be noted that the lessons from workplace information literacy studies show that, whilst learning itself is individual, information literacy workplace activity is generally collaborative (Crawford, 2013).

According to the American Library Association, information literacy is “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (EBSCO, 2017).

11 ways to learn in the workplace identified by Gerber (1998)

1. By making mistakes and learning not to repeat the mistake
2. Through self-education on and off the job\*
3. Through practising one's personal values
4. By applying theory and practising skills\*
5. Through solving problems\*
6. Through interacting with others
7. Through open lateral planning
8. By being an advocate for colleagues
9. Through offering leadership to others

10. Through formal training\*

11. Through practising quality assurance

\*seem to have some link to information literacy but the emphasis is very much on activity

As these 4 ways to learn in workplace are linked to information literacy, it is interesting to know that Irving (2006) studied found that although generally employers are not explicitly looking for information literacy skills, they are assuming that employees will come with these skills and that people generally think they have these skills (Crawford, 2013).

The key issues surrounding workplace are

- the workplace environment as a learning space
- workplace learning as a competence development
- a multitude of different kinds of workplace learning arrangements;  
Learning initiatives in connection with daily work-instruction and initial guidance;  
Meetings, seminars, internal courses; Learning through conversations and interviews;  
History workshops and future workshops; Experience groups and internal networks  
Sparring and support schemes- Guided learning; Mentoring schemes; Coaching,  
Ambassadors, super users and gardeners; Consultant supported employee development
- job-transcending learning initiatives;  
Self directed groups; Projects; Action learning; Job exchange & job rotation; External  
Networks
- the interaction between formal and informal learning environments;
- learning activities & programmes that include interaction between workplaces and public or private providers of vocational education and training generally offer the best possibilities for work-related learning processes that includes both professional qualifications and personal competence development, but the learning can easily become disjointed and of little practical use. The potentials from the interaction process are obvious, if considerable demands fulfilled.
- the challenges presented by specific groups: early school leavers, elderly workers and the new young generation (Illeris, 2011)

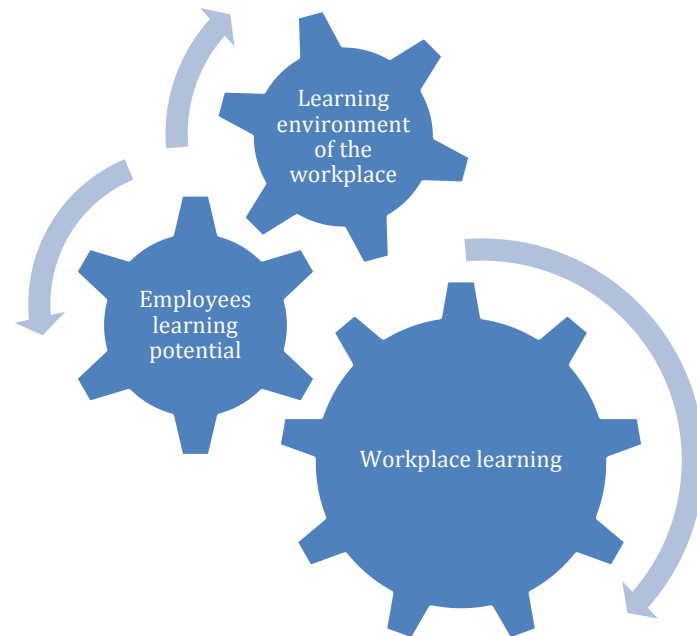
Some of the challenges that Evans mentions is to make realistic assessment of the progress that is being made towards achievement of a 'learning society'. Then the discourse about

nature of work modernization and its effect on employers' demand on skills and one participative forms of management has to be examined critically. The third challenge is to recognize explicitly that employers and employees have different interests in relation to training and development. The fourth challenge is to recognize the many different forms of workplace learning. Employers and policy makers also need to understand that traditional models of workplace learning need to be adapted to contemporary conditions. When people become more flexible to employers' needs this could mean reduced scope of flexibility in other aspects of their lives so social rights is a topic to keep an eye on (Evans, 2002).

It is only within the last 20-25 years that reference has been made to a great extent to the concept of workplace learning. Nevertheless, the development of workforce since 1920s at least has been in focus. Organisational learning, an approach launched in 1978 tends to be mainly management tool, but in this case learning has much more central position-the members of the organisation and not the organisation itself is that learns. Learning organisation is to some extent opposition (introduced 1990 Senge) - learning surpasses individual and can also be thought of as taking place at organisational level (Høyrup, 2012).

Work based learning or workplace learning are at some point similar and some different. Work based learning in the UK has been 'appropriated' as a different concept akin to basing qualifications in higher education on work assignment and other 'learning opportunities'. Evans, Guile and Harris continue to argue for a more inclusive stand and understanding of work-based learning to enhance learning for and through work (Malloch, 2011). When considering workplace learning we are very specifically looking at our work identity, which is partial identity, concerned with our experiences of ourselves as working individuals and as members of a working community. Work identity is mediating the influences of the interaction between learner and the environment (workplace), and on the other, the workplace

environment and its leaning possibilities are perceived trough the individual work identity. Work related learning takes place not only in the physical workplace, but also includes all such related connections as network and contact with customers etc.



*Figure 1.2.3 Workplace Learning (Illeris, 2011)*

Instead of traditional focus on organizational learning as related only to ‘correcting and solving problems’, we suggest that organizational learning is understood as the learning that arises from the everyday chores of the practice and brings a group of people together in social designation.[...] In this process, newcomers also learn the specific cultural values , discourses, emotions, traditions and meanings of artefacts already learned by the old-timers, and the organizational culture thus linked to the process of practise-based learning. These practise based learning experiences can be very valuable if company managements open up to the recognition of employees’ innovative capacities (Høyrup, 2012).

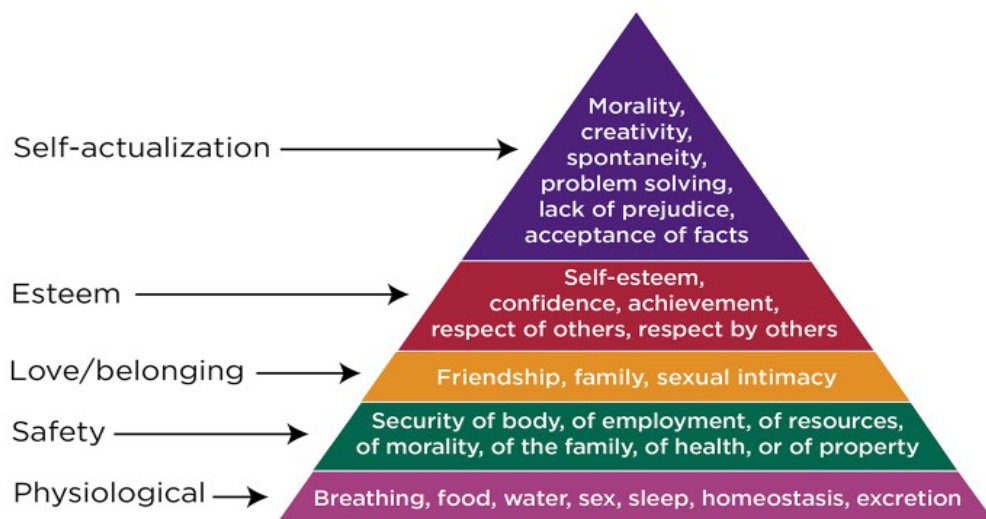
In this chapter we got to know what SBS Latvia is and understood that the adult learners value learning and development in this company. All theory above proves that workplace learning is an ambiguous concept and not all the authors can agree upon what it includes (formal / informal learning/ training?). We have discussed 5 learning theories, key elements of learning and development, as well as key issues surrounding workplace and 11 ways to learn in workplace.

## 2. LEARNER NEEDS AND POSSIBLE INTERVENTIONS IN WORKPLACE

After learning about workplace learning, another important part of this Thesis is to understand the definition of learner needs, as well as possible intervention in order to meet the needs. Not only has the study researched already introduced and available interventions in SBS Latvia, but in general overlooks also possible innovative tools. As in SBS Latvia employees are 18+ years old, the adult learner needs specifically have been researched.

### 2.1. Adult learner needs

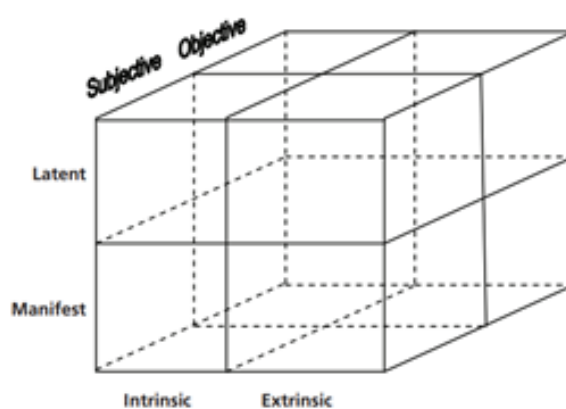
When speaking of person as a learner Peter Jarvis mentions that first we begin our learning process as infants learning from mothers and other people. “Learning almost becomes synonymous with consciousness, but we are not always consciously aware of the learning that takes place in our lives” “Learning is more than psychological phenomenon about which we can research and reflect, and so it also becomes matter of philosophical debate” Maslow added to this that we are all born with needs. He claimed that in most individuals there is both need to know and fear of knowing. Below an adapted Maslow’s pyramid:



*Figure 1.2.1 Adapted Maslow’s (1954) Pyramid of Needs*

S.Sava (2012) provides tri-dimensional nature of needs and their conditions depicted in the following cube emphasizing that there are many dimensions to educational needs.

Figure 1: The cube dimensions of needs



Source: Author's own

Figure 1.2.2 The Cube Dimensions of Needs (Sava, 2012)

S.Sava (2012) states that “even the definition of the need that all educational efforts are oriented towards varies according to the interests it is based upon. There is diversity not only regarding the categorical definition of need (subjective/ objective), but also regarding the interest-based identification and assessment of the need that is to be met”. Defining a need is related to the context that has created the respective need, as the difference between the existing situation and the desirable situation.

The context can have:

- sociological (in relation to the socio-cultural characteristics of the groups the individuals belong to), economic (in relation to the dynamic of (labour) market needs, the financial support put in place by certain policy measures, the efficient use of resources, the attitude of employers towards workplace and organisational learning),
- psychological (the way adults learn; their motivation, interests, expectations, and attitudes towards learning and personal development),
- educational (being aware of the benefits of learning for improving their life condition, and supporting them in reflecting on what they already know and are able to do, and on what they still have to learn to reach their professional and personal goals) connotations (Sava, 2012).

A needs assessment is conducted to determine which employees need training and what the content of the training should be. It is too often the case that training resources are wasted by training the wrong people or teaching the wrong content.



*Figure 1.2.3 Five Steps to developing an Effective Training Program* (Spector, 2012)

One of the major methods of needs assessment is to survey employees about their training needs. Choose a person you know who is currently employed in a job you have never held yourself. Interview him or her about the training needs for the job. Ask about 3-4 most important areas where training is needed. You should ask about following:

1. Job title
2. Areas in which training is needed
3. KSAOs that would be enhanced by the training

KSAO-knowledge, skills, abilities and other characteristics (Yu, 2014)

4. Tasks that would be facilitated by the training (Spector, 2012)

Armstrong mentions performance management as effective way to establish learning needs. This is done by reference to a role profile and analysing what individuals have to know and be able to do to perform their current jobs better and to enable them to develop in the future. The analysis provides the basis for personal development planning in which involves self-managed learning, but also requires support from the organization in the form of guidance, coaching, learning resource centres, e-learning, mentoring and formal internal or external training courses(Armstrong, 2016).

In an article “Evidence-based practise-its contribution to learning in managing workplace health risks” by A. Weyman “Learning organizations are skilled at creating, acquiring, and transferring knowledge, and at modifying their behaviour to reflect new knowledge and insights. While establishing systems for intelligence gathering though the development of a

comprehensive set of trail and lead indicators [...] Key issues surround what organization does with this intelligence(Biron,2012).”

The learning organizations’ characteristics mentioned in a book by Jarvis are: team working and learning; system of beliefs, goals and objectives; individuals, teams and organizational learning are valued, the development of new ideas is encouraged; everybody is encouraged to perform to their maximum.

As the last point to address regarding learner needs is that learning should be accessible for everyone. As later found in the results of survey we can still feel inequality in opportunities offered and this is also discussed in a theory. One example is explained below - Woman and on the job training.

Women appear to receive less on-the-job training than men, although the gap is probably narrowing.[...]If employers expect women workers to have shorter work lives, they are less likely to provide training to them.[...]While human-capital theory predicts that the traditional role of women child –rearing will lead to reduced incentives for training investments, it also suggests that as this role changes, the incentives for woman to acquire training will change (Hrenberg, 2018).

## **2.2. Job related adult learning intervention**

There are various definitions of intervention available as it could be used in several contexts, such as medical, pedagogical, social and psychological. Oxford Dictionary (online) provides a definition of intervention as an „action taken to intentionally become involved in a difficult situation in order to improve it or prevent it from getting worse; ” Missouri department of Health & Senior Service (online): “Interventions may be implemented in different settings including communities, worksites, schools, health care organizations, faith-based organizations or in the home. The impact could be made on individuals’ knowledge, attitudes, beliefs and skills as well as can be formed increased social support, supportive environments, policies and resources.” So as for workplace learning study it would be valuable to understand that intervention strategy is designed to provide positive change in workplace environment of learner knowledge or skills. The preparation of the intervention plan or project must initially consider the conceptual, and has to adapt to a forecast of actions

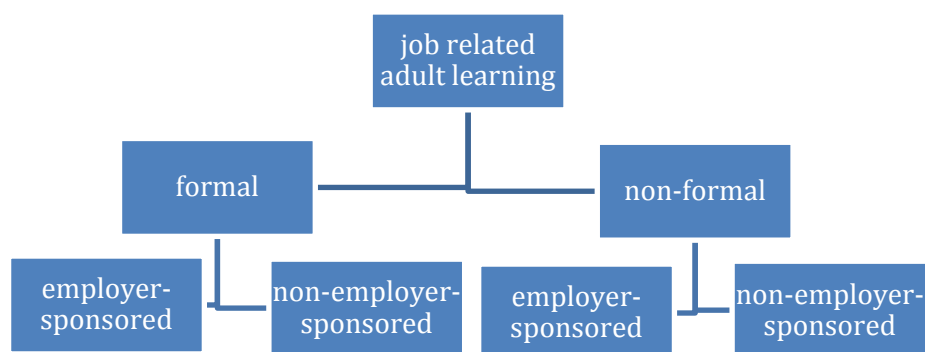
appropriate to the specific situation, to the subjects affected and the technical planning and programming assumptions (Palacios,2011).

Training as learning intervention is one of the major human resource activities of both large and small organizations in both private and the public sectors throughout the world. It is necessary activity for both new and experienced employees. New employees must learn how to do their jobs, whereas experienced employees must learn to keep up with the changes and how to improve their performance. In many organizations, a person will not be considered for a promotion until certain training has been completed and certain skills mastered. Learning in many jobs is a lifelong process that does not stop with a certain level of education (Spector, 2012).

According to Merriam-Webster Dictionary, in a learning context the term *train* means

- teach so as to make fit, qualified, or proficient
- to form by instruction, discipline, or drill

Trainability- the willingness and capacity to attain the level of proficiency that is required to perform effectively on the job. The instructional design of the training program, the individual's knowledge, skills, abilities, attitudes, and other characteristics, and the individual's ability to apply learning in non training situations is implied in this definition (Schmit, 2012). In the book "Adult Learning in Modern Societies: An international Comparison from a Life-course Perspective" we can view an image that illustrates basic types of job-related adult learning, which is present in each organization, also SBS Latvia, just the amount of each differs and it is valuable to see to what extent what will be done in the research part.



**Figure 2.2.1 Four Types of Job-related Adult Learning** (Blossfeld, 2014)

In the previous image more emphasis was on financial aspect, but in the one below split is based on the intended/incidental differentiation.

**Table 2.2.1 Types of Learning** (Biron, 2012)

	Intended	Incidental
Formal	A(Training)	D (Incidental learning that occurs in formal situations)
Non formal	B(Workplace, community)	E (Incidental learning that occurs in non-formal situations)
Informal	C(Self directed, everyday life)	F (Everyday life to pre-conscious and pre-cognitive learning)

Maybe innovative solutions which do not require big financial investments and rather employers' long term approach and commitment to values can help to fulfil learner needs? Training can be done in variety of ways using variety of sources.

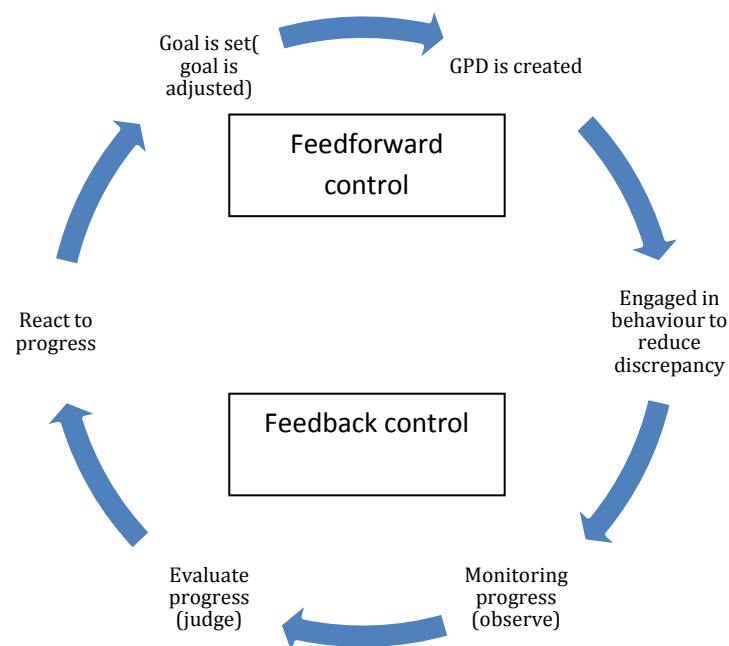
**Table 2.2.2 Advantages of 8 Training Methods** (Spector, 2012)

Method	Advantage
Audiovisual instruction	Presents material that could not otherwise be heard or seen Can train many people at once
Autoinstruction	Gives immediate feedback to trainees Provides individualized pacing
Conference	Allows feedback to trainees Provides a high level of trainee involvement
Lecture	Is economical Is a good information-giving method
Modeling	Provides a high level of feedback
On-the-job training	Gives exposure to the actual job Ensures a high level of transfer
Role playing	Provides a high level of feedback Provides practice of new skills
Simulation	Ensures a high level of transfer Provides practice of new skills

### *Self-directed learning*

Many companies' career development systems now focus on versatility rather than specialization, HR expert say. "People used to be rewarded for doing the same thing over and over," [...] "Now employers believe that, if you do the same job too long, you are not learning anything. They want to see employees take on many different assignments to broaden their skill sets" To increase your chances for success in a workplace-Embrace lifelong learning and skill development. As you can expect to have many jobs and even multiple careers over the course of your working lifetime, be prepared to continually learn new skills and information. (Wilén, 2014).

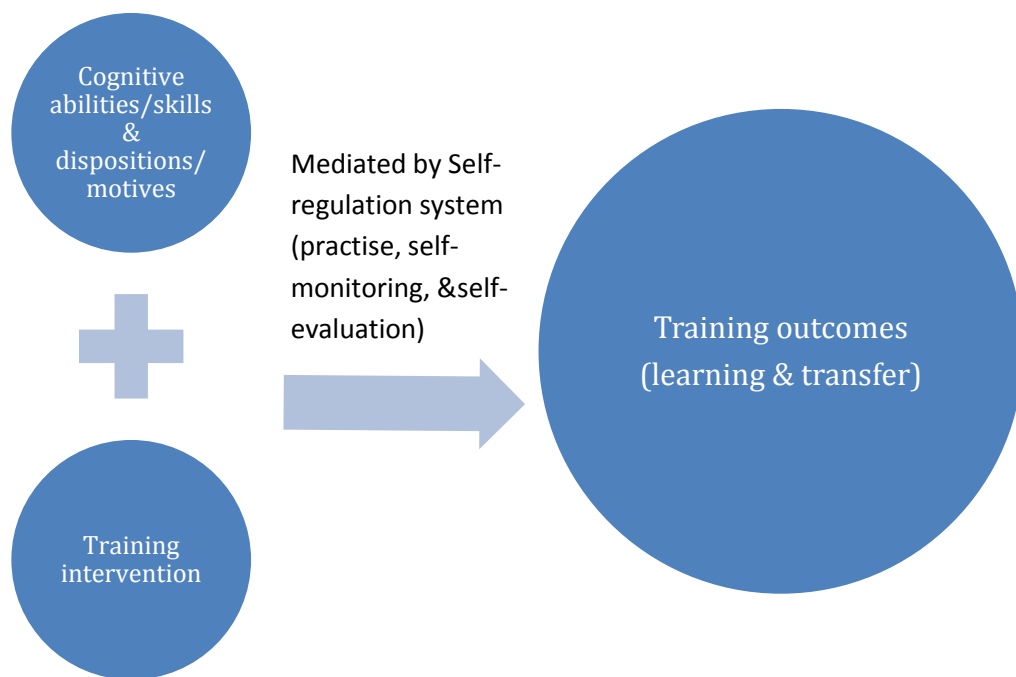
During the past 20 years, we have witnessed a dramatic shift how work being performed in organizations, with many jobs becoming complex and fluid in their demands on workers. As a result, today's workers are faced with the challenge of continuously updating their knowledge to maximize their ability to deal with the changes in their jobs.[...] self regulation is one of the most critical factors in determining employee effectiveness in organizations(Brown, 2018). The same concluded by Knowles Learning how to learn has become increasingly important in the workplace. Employees are not often afforded the luxury of selecting their own learning situation and methodology and, consequently, must adapt or face the possibility of the loss of a job. The developmental perspective of adult learning focuses on the progressive aspect of becoming an adult (Knowles, 2005).



**Figure 2.2.2 Cycle of Self-regulation (Brown, 2018)**

Self- regulation generally refers to a collection of processes by individuals that initiate and maintain behaviours directed toward goal aimed to maximizing their well-being. The definitions and theories are very scattered regarding this matter, but there is some consensus about the cyclical nature of self-regulation as seen in the model above (Brown, 2018).

The model below by Kozlowski, Mullins, Weissbein, Brown, and Bell shows how self regulation mediates relationship between individual differences and training interventions predicting training outcomes (Schmit, 2012).



**Figure 2.2.3 Theoretical Model of Adaptive Learning Design** (Schmit, 2012)

As we will discover later in our survey, one of key factors that does not allow learn efficiently is lack of time. What an author took from this article is that we would all know stress is common problem around. Employers have to understand that by adding learning courses etc, they can burden their employees. Knowing this, employers have to be smart to face this issue and not overwhelm the employees as in the worst case scenario “burnout” employee will leave the company. Challenges to employee health and wellbeing can be addressed by intervention underpins the safety risk management tradition, leadership style and organizations values and culture.

In the US, there is a strong statistical correlation between education and health status.[...]What may cause this correlation is a more forward looking attitude among those

who have obtained more education.[...] They may choose healthier diets, be more aware of health risks, and make more use of preventative medicine (Hrenberg, 2018).

In SBS Latvia for this matter an intervention - HSE (Health Safety and Environment) week has been implemented. So not only we can learn skills needed for the job, but also employee lifestyle choices can be a part of workplace learning. Health Safety and Environment week gathers speakers of the topics such as safety-first aid, fire extinguisher, defibrillator training; health: insomnia, physiotherapist, exercise, headache, health (cancer, nutrition etc.); environment: zero waste. 15 minutes exercises are performed every day and fruits in the office are always available.

In “The Cambridge handbook of workplace training and employee development” several intervention methods can be found. The discussion is about formal job-focused training programs, new training methods and media, and leadership development programs. Accountability matrix, simulation-based training (augmented reality), mobile learning these are just some new ideas that we will see more and more in future. Similar tendencies were mentioned in a book “Employed for life: 21st -Century Career Trends”. They add that, s-learning, or social learning - learning that takes place over social media-is the latest technology to impact the learning and development field. They democratize access to information (people closest to problems can provide solutions, regardless of their position)” Another advantage of s- learning systems is that they allow for just in time learning.” The pressure for efficiency is inevitable and it is important to recognize that there are real financial and psychological costs to constantly working. One of these costs is reductions in creative thinking.

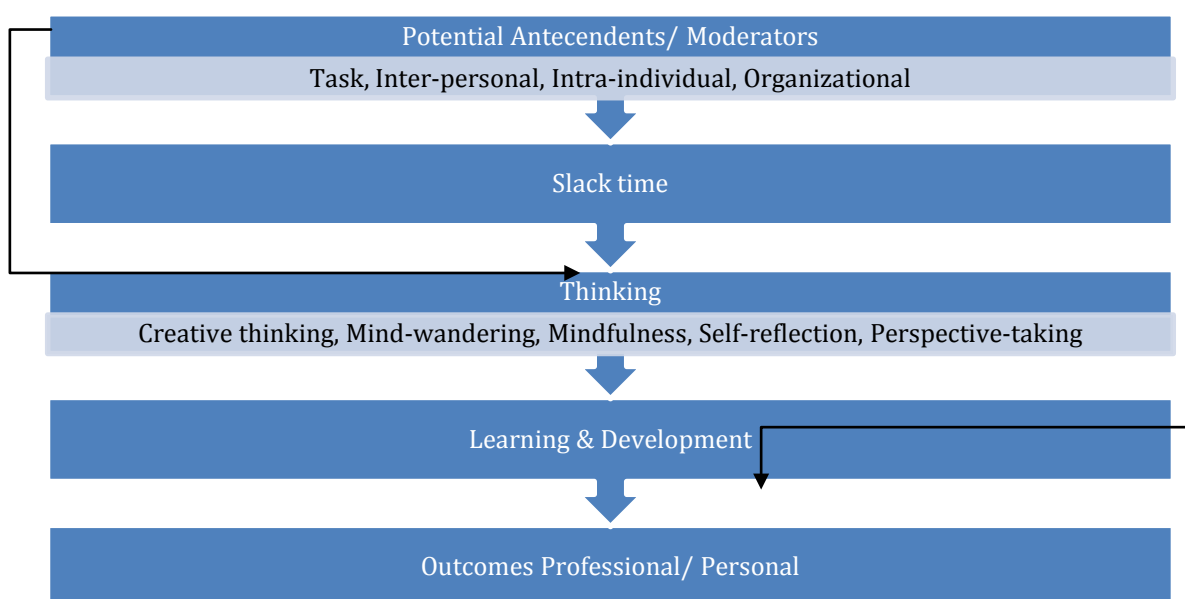


Figure 2.2.4 Heuristic Model of Time and Thinking (Brown, 2018)

It has been suggested that one way to design learning environments is to design work environments that allow free time. The model above depicts this environment. And author can add to this that creativity and innovations is the topic that in the following years will not lose its importance judging by many articles (Brown, 2018).

To support innovations in SBS Latvia, the Company has proposed Got It! platform available to all employees. For each newly introduced idea the employee can receive a gift card, the amount of the awards offered by the Riga Service Center ranges from 100 EUR to 300 EUR. The idea is presented on the above platform, where fellow colleagues have the opportunity to vote, but in order for the idea to progress, one of the line managers has to accept the generated idea, which means that the colleagues' voices are just a tool to decide whether the ideas development will continue. The platform is available to all employees of the company, this means that any of the 26,000 employees in the group can vote for the new idea. At the moment, statistics show that 240 ideas were submitted by January 16, 2019 and 165 have been approved for further progress, 94 ideas have been implemented to date and 2888 ideas were submitted by January 16, 2019 since the first day of the platform (Got it! Statistics, 2019).

In this chapter we discussed adult learner needs and possible interventions when creating organizational and individual learning strategy. We looked at Maslow Pyramid of needs, dimensions of needs. The needs assessment and five steps of developing an effective training program were introduced. Types of learning (Self- directed learning etc.) and advantages of training methods were addressed, to understand what the best intervention for each case is. To sum up, we could conclude that the relationship between individual differences and needs and choosing suitable training interventions predicting training outcomes.

### **3. EMPIRICAL RESEARCH ON WORKPLACE LEARNING IN SBS LATVIA**

The research was done in two parts first, survey was organized and second, interviews with employees were gathered. All data gained was interpreted on the basis of theoretical standpoints discovered in Chapter 1 and 2. The data helped to reach the aim of the Master Thesis as by answering main research question on what are the learning issues, needs and possible improvements on workplace learning in SBS Latvia.

Mainly, the results were analysed answering these questions.

Who are employees in Solvay Business Services Latvia?

How do employees in Solvay Business Services Latvia perceive workplace learning?

What is the employee motivation to learn?

What does SBS Latvia offer that employees appreciate in terms of formal and non-formal learning?

What are employee learning needs?

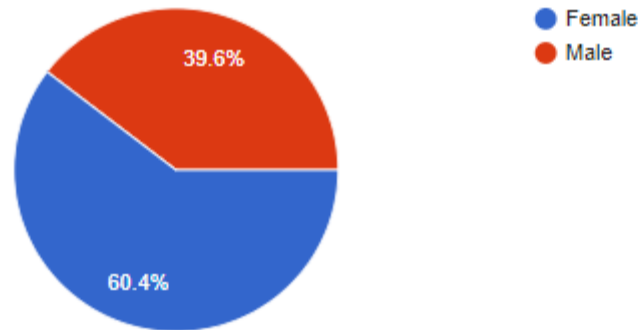
What are the issues in workplace learning and irritants to fix in SBS Latvia?

What are the experienced benefits of workplace learning?

#### **3.1. The Analysis of the Survey**

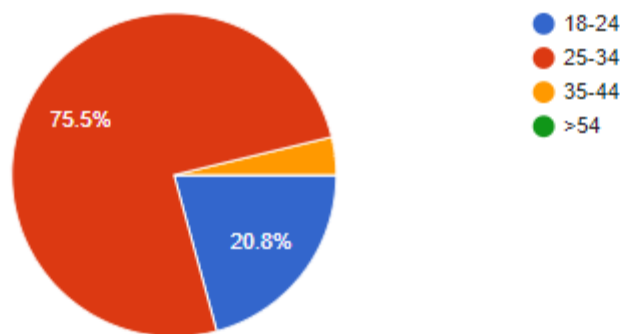
The survey questions partly were inspired by the questionnaire developed by members that wrote “Workplace learning in Europe and Asia: national survey report of Latvia” to get a better idea of employee perceptions of workplace learning and the benefits and issues they experience when integrating learning in everyday working life. First author did Evaluation of quality of interview questions (see Appendix 1) to choose survey questions (see Appendix 2).

The total number of the involved participants is 53 and currently active employees in SBS Latvia are 184. This research was not meant to be representative statistics, so the count is enough to answer research question as more emphasis was on opinions/comments collected.



*Figure 3.1.1 Employee Gender*

Author as current employee of Solvay would assume that there are more females working in the organization, but only slight difference is visible in respondent gender division 60.4% female and 39.6% male.

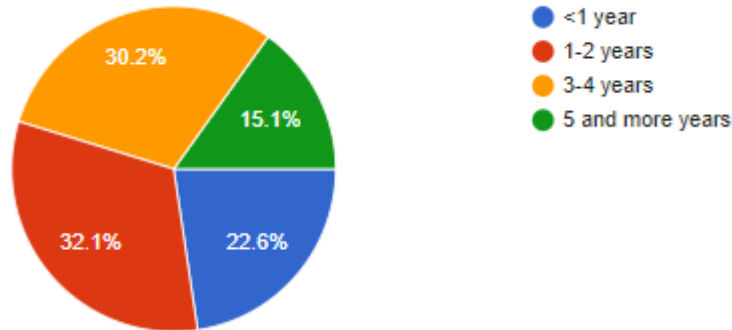


*Figure 3.1.2 Age of Employees*

75.5% of respondents are 25-34 years old and 20.8% 18-24 years old. Only 3.8% are older than 35 years, what an author could comment as a factor that is influenced by multicultural, flexible and fast pace environment in the company.

*Period of employment*

The biggest part of the respondents have been working less than 5 years and only 15.1% of the respondents have been working in SBS Latvia for 5 and more years.



**Figure 3.1.3 Period of Employment**

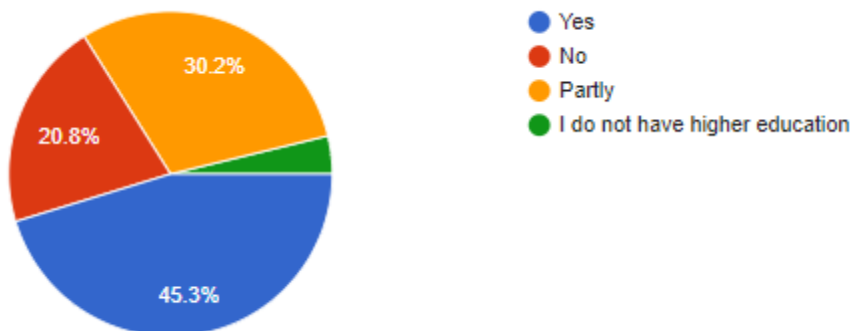
But as this organization is present in Latvia only 6 years and we are living in a time when young people are changing jobs to find their way in life often it is no surprise.

*Job position*

Wide variety of employees were surveyed, more than 40 positions were mentioned as current for respondents.

*Correspondence of education/qualification and job*

Majority of respondents have replied that their current job position corresponds to their education/qualification (45.3%) or it is partly so (30.2%).

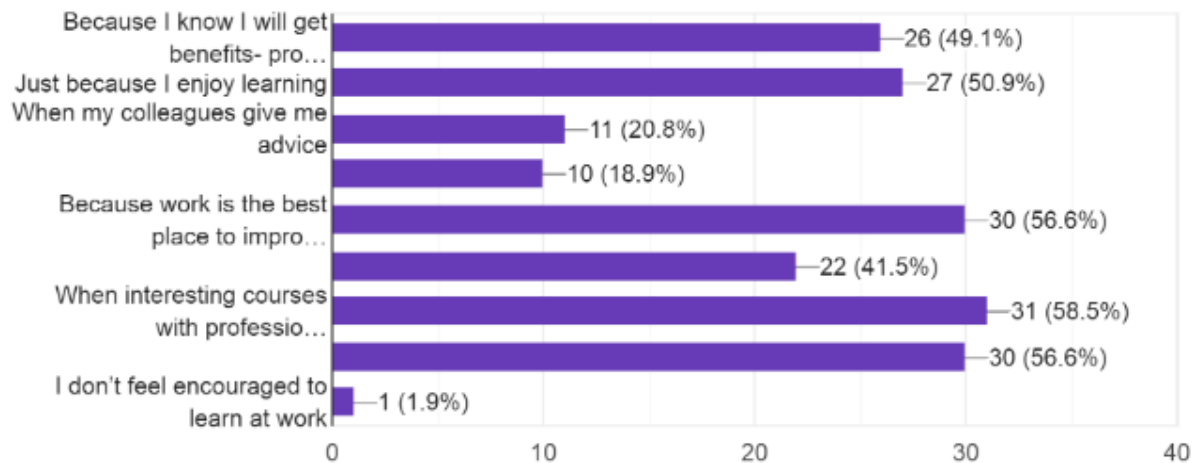


**Figure 3.1.4 Correspondence of Education/Qualification and Job**

As nowadays many graduate programs are called *Business or Management studies* and includes variety of subjects there is no wonder that together 75% more or less have acquired some insight of their current profession graduating. One fifth of respondents (20.8%) had studied in another field, but as we could guess that only means that workplace learning and on the job trainings makes this possible. Only 3.8% do not have higher education what can be explained with usually preferred candidates for job having a degree or pursuing for it.

*Encouragement of employees to learn at work*

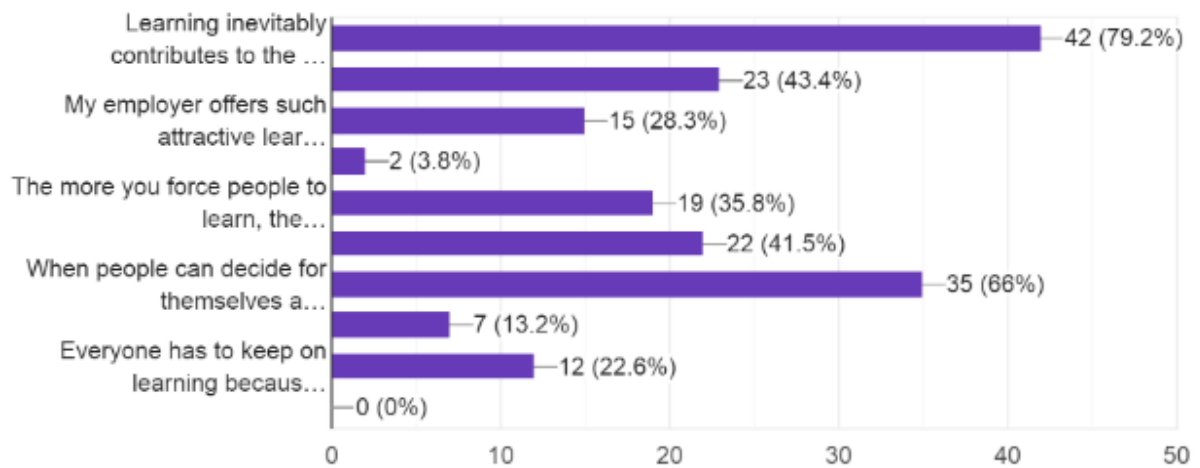
Judging by the replies of the respondents, they are mainly encouraged to learn, because of interesting courses with professionals and because work is the best place to improve to improve job related skills.



*Figure 3.1.5 I feel encouraged to learn at work ...*

Equally important are also thought about benefits and just the willingness to learn just because people enjoy it; when the courses my employer provides are useful for my work. Only 2% do not feel encouraged to learn at work.

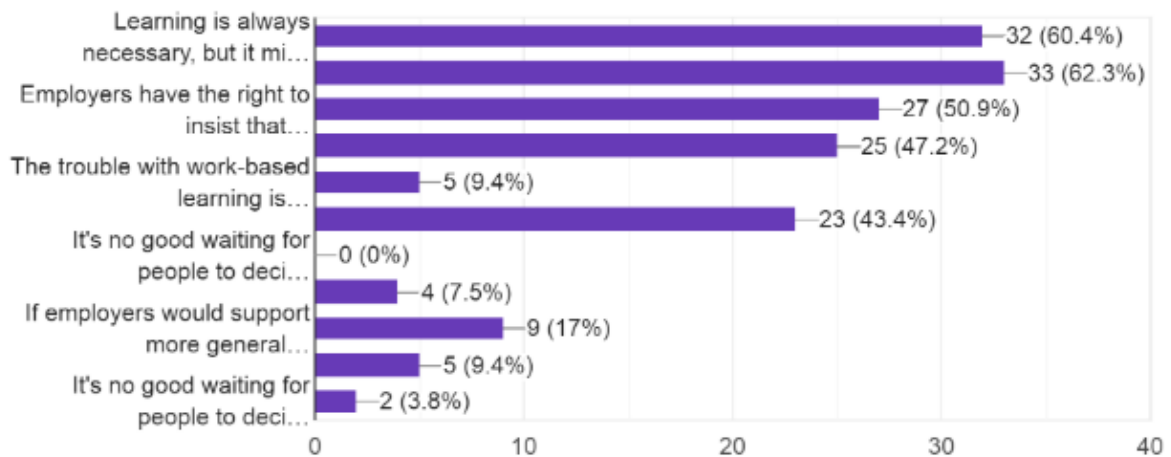
*Thoughts about workplace learning*



**Figure 3.1.6 Please tick if you agree to the following statements:**

Largest part of employees (83.7%), think that learning inevitably contributes to the productivity and output of employees.

Popular opinion among respondents (67.3%) is that when people can decide for themselves about learning, they learn more and get better results.



**Figure 3.1.7 Please tick if you agree to the following statements:**

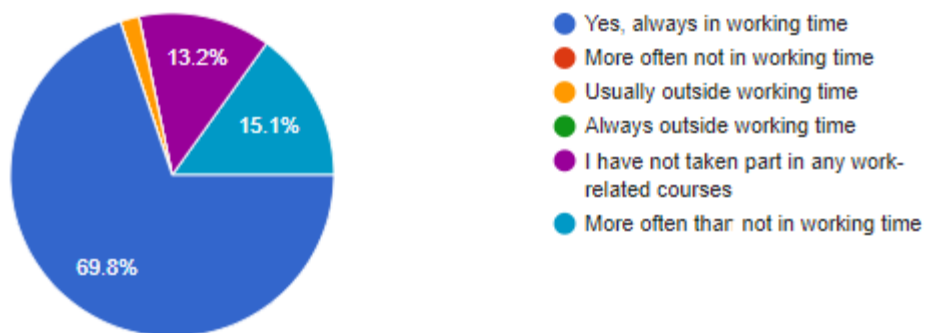
The 3 least agreed statements are: It is no good waiting for people to decide for people to decide for themselves - you have to make people learn; The trouble with work based learning is that it's not really something people want to do, but something they think they

ought to do; People learn best whilst they are just doing their jobs - they don't have to take courses to learn more.

The 3 most agreed statements are: Learning is always necessary, but it might not always be what you might choose to do yourself; When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job.; If employers would support more general education (and not just for their jobs) for their employees, more people would want to improve their knowledge and skills..

### *Provision and usage*

69.8% of work-related courses take place in working time.



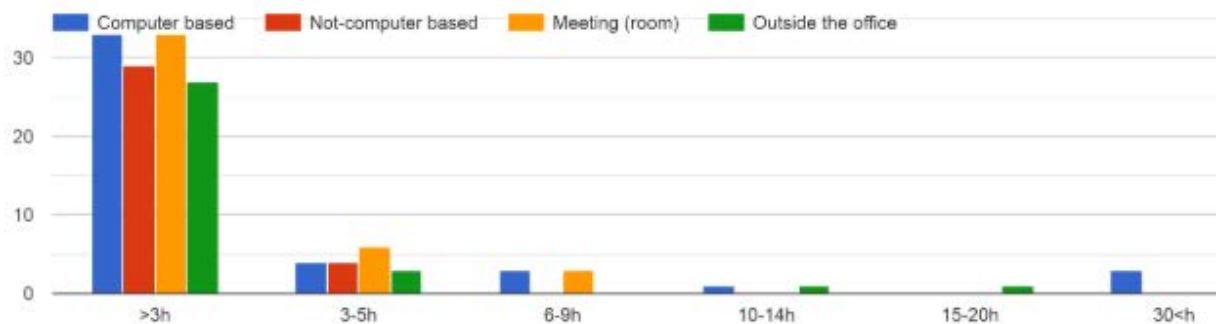
**Figure 3.1.8 When Work-related Courses take place**

Significant number (15.1%) of respondents, have taken work related courses more often outside the working time.

There are different opinions on how much time in a month should an employee spend on employer organised learning- as maximum most have said 2 or 3 days;5 days and minimum 1 to 2 hours. Some have added comments like: “It depends on position and career aspirations”; “It depends on situation”; “Depends on needs and goals”; “As many as possible as long as it doesn't impact work results”; “I think it should be more appropriate to have some kind of learning maybe once in two or three months, not to interfere with the work”. So what

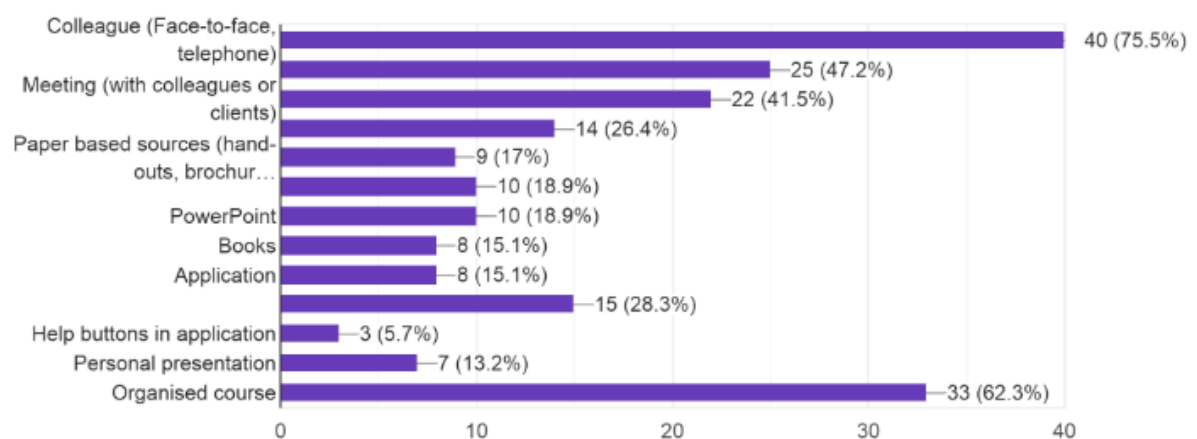
employee can expect is that while some employees would complain that there is too much training, others could still think it is not enough if they are more motivated to climb the career ladder.

Most of the respondents are learning more in computer-based location or meetings/meeting rooms, but there is only slight difference using non-computer-based tools and outside the office possibilities.



**Figure 3.1.9 How much time on average per week employees spend learning in these locations**

On average per week this would take >3h in each location.



**Figure 3.1.10 Sources that are the most helpful, effective for employees when learning**

As the most effective sources when learning 75.5% of respondents have mentioned Colleague (Face-to-face, telephone), for 62.3% it is organised course and 47.2% have chosen Internet. Least favourite effective tools are help buttons in applications (5.7%) and an author

can agree to that adding that this is too static tool and rarely provides the solution to the problem.

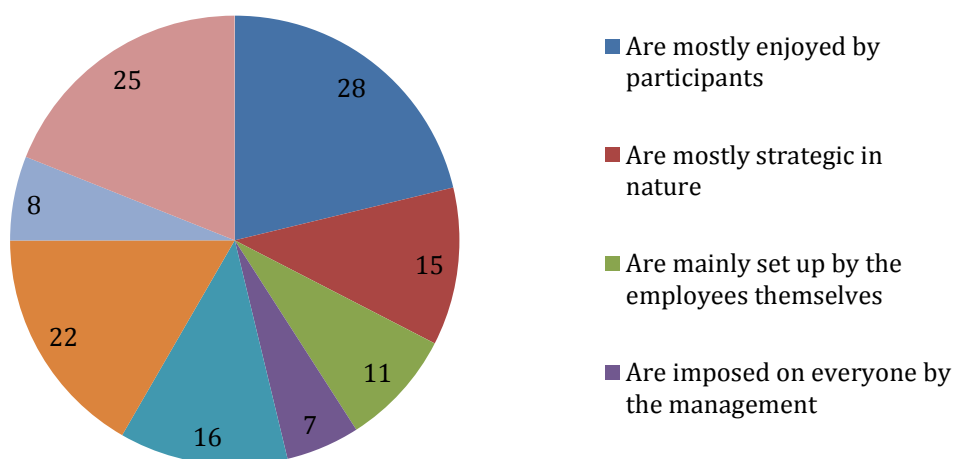
*Employee opinion on workplace learning activities in the organization*



**3.1.11 In my organisation, workplace learning activities...(employee count)**

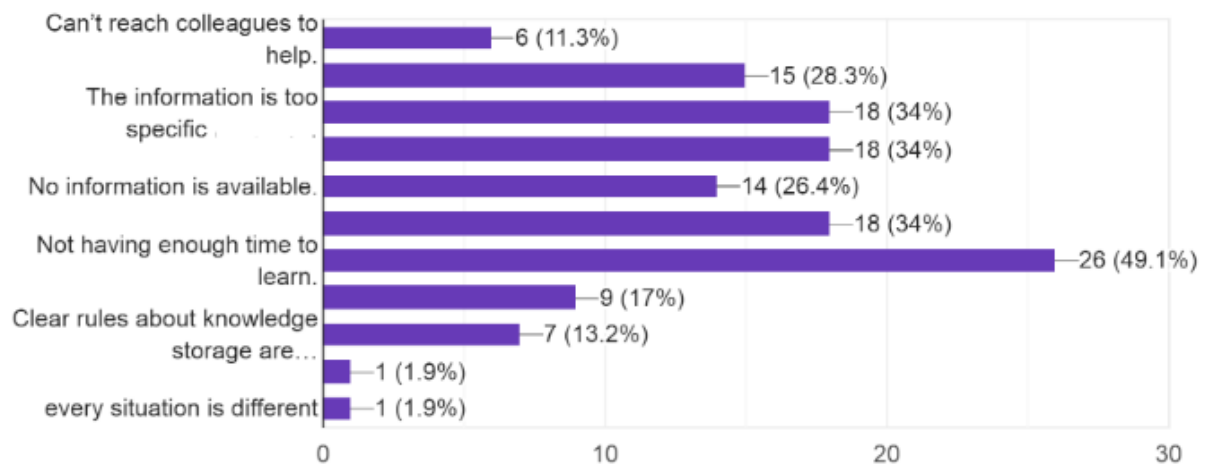
Workplace learning activities are mostly enjoyed by the participants (52.8%); help employees to do their job better (47.2%) and enable employees to come up with good ideas to improve their work.

The best learning tools organized by SBS Latvia are Paid education & professional development courses; Classroom and on the Job training and Coaching sessions.



**Figure 3.1.12 The best Learning Tools organized by SBS Latvia (%)**

Only one respondent has added a comment in *Other* field, which is as follows: “95% from all learning knowledge came from most effective tool - work based experience from other colleagues”.



**Figure 3.1.13 The most common Issues while Learning at Workplace**

As the most common issues while learning at workplace 49.1% of employees think that not having enough time to learn and significant number of employees claim the information is too specific for immediately use, the information is not sufficient, do not know exactly where to look for.

Moreover, respondents were not only asked to choose the most common issues, but also to comment on any irritants to fix to improve the conditions of workplace learning in SBS Latvia.

Here are some of the suggestions:

#### TIME

- Reduce workload
- Give more time for learning
- To plan the time for learning as there's daily job to be done first and sometimes not enough time to learn something new
- Sometimes there is not enough time to do your job if there are too many workshops or meetings. The effectiveness and not duplication of information as well as right form of learning should be thought out before each event.

- not enough time to make work instructions in your daily work

#### INFORMATION ACCESSIBILITY

- More information about learning should be shared. Not only shown somewhere in the system.
- I joined the company 2 months ago, it's too hard to comment on workplace learning. But I think the information should be more public and more accessible. E.g., I don't know where should I look or where could I find information regarding workplace learning.
- not promoting available training for employees

#### LACK OF COURSES

- Lack of courses
- Give more opportunities (time and options of courses) to learn
- More courses offered.

#### EQUALITY

- Equal opportunities for everyone
- More equal workload distribution is required

#### MANAGEMENT

- To have a team leads network ,since we have many new team leads seeking experienced advice
- Managers have to be able to tell what skills you should learn/improve

#### IMPROVE LEARNING SOURCES

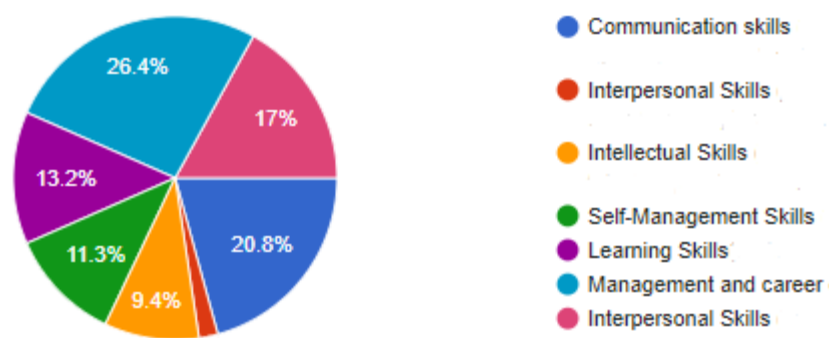
- United database with tutorials from all departments, where anyone from SBS can freely access data. Also, tutorials with similar hierarchy and the same construction principles. The must to be included theoretical aspect of work problem, knowledge of how to solve the task combine with reason why to solve task and resulting impact.

- In my opinion too many training courses are aimed at soft skills and SBS Latvia could benefit from subscription to some online learning places (Khan Academy etc).
- Create more platforms where to look/ search for information
- Information should be updated more frequently in work instructions

An author has tried to group these issues. Lack of time could be subjective if a person does not know how to manage one's time, but as several people have mentioned workload overload than it seems that a company should think on how the balance can be created in this matter. Information accessibility and lack of courses could be actually the same group as there could be the situation that employees that mentioned the second issue just do not know where to search for opportunities. It has been suggested as an improvement to bring equal opportunities to everyone, as well as to involve management more in workplace learning activities. As for the last group of issues an employer should offer new online sources to gain knowledge and responsible persons should make sure that existing sources are up to date and well structured.

Respondents think that skills they lack the most in order to improve performance at work and quality of life are:

1. 26.4% Management and Career development skills (organizational skills, vision, decision making etc.)
2. 20.8% Communication skills (presentation, numeracy, computer literacy, foreign languages etc.)
3. 17% Interpersonal skills (leadership, assertiveness, teamwork etc.)

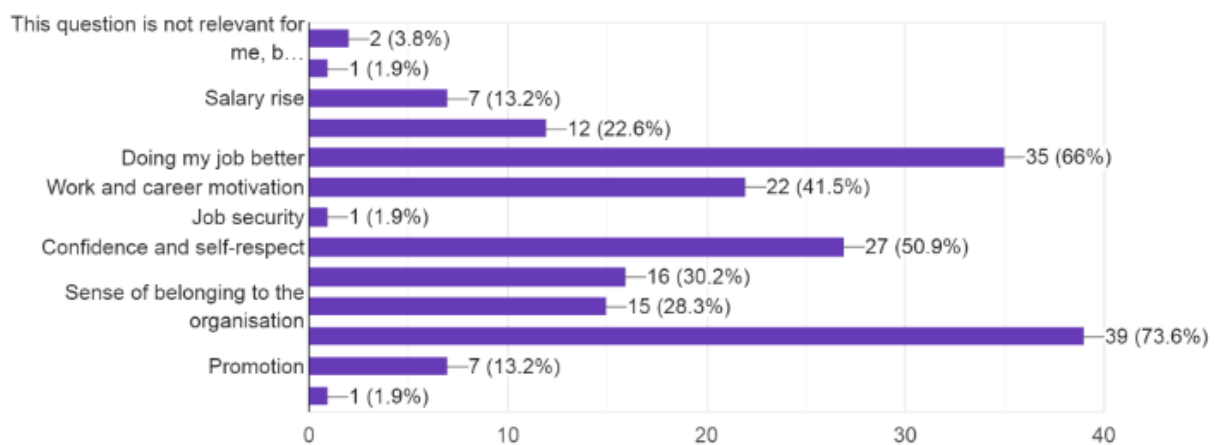


*Figure 3.1.14 Skills Employees lack the most in order to improve Performance*

A 2008 survey, commissioned by Microsoft, of 500 top UK decision makers found that by 2017 ICT and information literacy will be viewed as 2<sup>nd</sup> only to team working and interpersonal skills as the most important success factor in business. What many organizations lack is an infrastructure that helps to provide the required complementary information literacy skills. First of all, an appraisal of the organisations ICT which carries information to staff is required. A skills audit is also necessary. HR can help to gain acceptance and support employee-training initiatives, that must be aligned with corporate programmes and training materials suitable for workplace rather than higher education (Crawford, 2013).

### *Effects on people*

In order to show how learning at the workplace influences quality of life the respondents were asked to identify whether learning has had any influence on their quality of life.

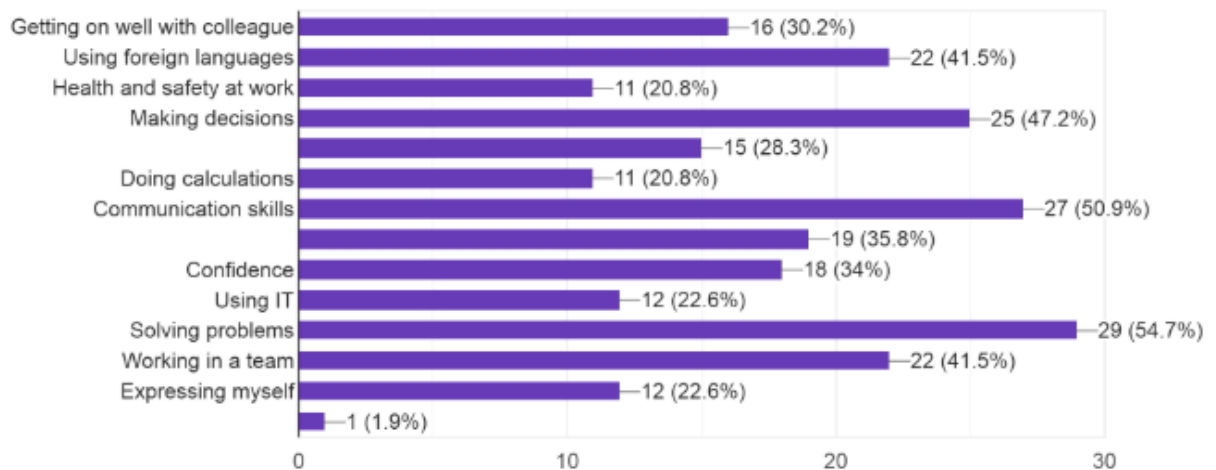


**Figure 3.1.15 Positive Effect on Quality of Life gained by Workplace Learning**

73.6% employees have noticed personal growth and self-identity. Large part of employees (66%), think that learning has helped them to do their job better. Also half of respondent confidence and self- respect has grown. These are considered to be subjective opportunities. Interestingly less mentioned are objective opportunities such as salary rise and promotion. Only 3 respondents have said that there is no positive effect or this question is not relevant to me because I have not learned at work. An author could add that it might be that these respondents look at learning as only formal process. In theory it was mentioned that companies have also recognized that not all employees are motivated by money and prestige, and are reshaping their career development systems to reflect this shift in values. “We retain people by paying attention to what motivates them, whether it’s high salary, more educational

opportunities, or more vacation time,”[...]”People see that many senior executives don’t lead balanced lives, and they’d prefer to have greater work-life balance in their own lives [...]”(Wilén, 2014)”.

Regarding positive effect on the knowledge and skills gained by workplace learning 54.7% of respondents mention problem solving skills. Little less, 50.9% of employees have improved their communication skills and as we remember these were also the skills that they think are needed to improve their performance.



*Figure 3.1.16 Positive Effect on the Knowledge and Skills gained by Workplace Learning*

Because of this coherence we can recommend the employer to continue putting emphasis on this training as employees see the improvement and need for this skill. 47.2% have highlighted that the positive effect on decision making has improved by workplace learning. An author can agree to this, as in the times when employees have to adapt quickly and be flexible, they also have to take smart risk and responsibility in taking decisions by themselves. Nowadays, there can be situations when consulting someone or wait for approvals is not an option. Noon and Blyton (2002) have shown that the majority of people in most categories of jobs would continue to work even if there was no financial need. The significance of work for people is that they look to work to provide them with opportunities to use their capacities and to contribute to something beyond themselves as well as providing them with livelihood. [...].The direct managerial surveillance and manipulations of work ‘performances’ that new technologies have made ever more possible are also generating resistance that promises to intensify further. The way forward, for companies that need commitment and motivation as well as the skills and capacities of their employees, is towards

better understanding the ways in which people direct their energies and capacities in the social relations of workplace environments (Evans, 2009).

### **3.2. The Analysis of Interview**

First, Employees received a consent letter (see Appendix 3) to ensure research ethics. An expert interview with 4 employees was carried out (see Appendix 4) to get more in-depth reflection of own experiences as adult learner in the workplace environment and to get good workplace learning practise. The constraint of length was one A4 page (500 words), not to get too scattered information. The main research question remained the same - what are the learning issues, needs and possible improvements on workplace learning in SBS Latvia. The themes offered for brainstorming and discussing were:

- Personal needs
- Cognitive development needs
- Writing, reading skills.
- Literacy
- Needs in Social skills and competences
- Professional skill and competences needs for employment (good job and salary incl.)

Later interviews were coded in AQUAD application and results analysed, some of the main steps that were done are described below.

1. Anonymization of the interviews' texts was done
2. Created a code catalogue
3. Counted (frequencies)
4. Counted retrieving of particular codes
5. Created the frequencies, count and text segments
6. Created the analyses table

First part analyzed personal needs. The main question here was: What is adulthood for interviewees?

**Table 3.2.1: Table analysis (Project: Adult Learning) Frequencies**

<b>Personal needs</b>	Adult learner 1	Adult learner 2	Adult learner 3	Adult learner 4
Balance	3	0	2	2
Fulfilment	2	2	2	1
Personal autonomy	4	0	1	1
Reasoning	4	1	3	1

The main keywords mentioned by experts were: Professional development needs for good job, fulfilment and balance, reasoning and personal autonomy. From table above you can tell how many times 4 interviewed Adult learners did mention personal needs listed in the first column.

Big letter A,B,C,D-truth, small letter a,b,c,d-false

**Table 3.2.2: Truth values (Critical percentage: 50%)**

<b>Personal needs</b>	Adult learner 1	Adult learner 2	Adult learner 3	Adult learner 4
Balance	a	b	C	D
Fulfilment	a	B	C	d
Personal autonomy	A	b	C	d
Reasoning	A	B	C	d

From the above you can conclude that from 4 interviewed you cannot tell that there is one common variable that is missing for them to feel like adults. Results are very individual.

Second part analyzed professional needs. The main research question here was: What are professional skill and competences needs for employment? 20 codes were introduced.

**Table 3.2.3: Table analysis (Project: Workplace Learning) Frequencies**

<b>Professional needs</b>	Adult learner 1	Adult learner 2	Adult learner 3	Adult learner 4
Integrated Learning for life and job	0	0	1	0
Language competences	0	1	0	0
Planning	0	0	1	1
Professional competences	0	3	0	3
Reading/writing literacy trainings	0	0	0	1
Self-confidence	0	0	0	1
Self-controlled workplace learning	0	0	0	1
Self-direction	0	2	3	2
Self-evaluation	0	1	1	1
Self-regulated learning	0	0	1	0
Social abilities development trainings	0	0	0	1
Subject centered learning	0	0	0	1
Teacher as facilitator	0	0	0	1
Training for community development	0	0	0	1
Training for personal development	0	0	0	2

Vision of whole picture	0	0	0	1
Vocational training for employment of people with disability	0	0	0	1
Vocational training for innovations	0	0	0	1
Volitional abilities	0	1	0	0
Written information encoding training	0	0	0	1

Adult learners 1 workplace is missing some essential elements of beneficial workplace learning experience. Adult Learner 2 and 3 have experienced few of key elements of workplace learning. The result that we can conclude is that Adult learner 4 workplace could be considered as good practise as a lot from codes were present in the narrative.

See above (Table 3.2.3) marked blue 3 researched concepts that were mentioned the most frequent and by most learners - Professional competences/ Self-direction/ Self-evaluation.

See below some statements of interviews to see how codes found the proof in the paragraph of interview.

### Adult learner 3

#### *Self-regulated learning*

{35 -36} But my experience in self-regulated learning is quite new and not well developed, but is set on uphill motion. I have developed a planning skill, many thanks to my peer X, and am much more ...

## Adult learner 4

### *Self-controlled workplace learning*

{24 -27} financial/economic/finance/household/water, digital literacy (today this is also literacy!). Cognitive skills affect employment aspects. For my workplace such techniques as identification of cognitive processes tests are being used when recruiting employees. *Self-controlled learning* is an important aspect of workplace learning and mainly this is subject-centered technique. Adult education relates to literacy ....

If both Adult Learner expressions should be compared, we can conclude that Adult learner 3 admits the needs to develop self-regulated learning, whereas Adult Learner 4 mentions this as important aspect in workplace.

Below one can see how codes found the proof in the paragraph of interview with Adult Learner 4 characterise the good workplace practice. These discuss: Personal needs; Cognitive development needs; Writing, reading skills; Literacy; Needs in Social skills and competences; as well as professional skill and competences needs for employment the most. Some main types of learning intervention, such as training, are mentioned and show that employee recognizes and appreciates good practise of the workplace.

Syntesing the evident statements of this interview lets us to describe the Good workplace practice of investigated enterprise SBS Latvia.

### 16 - 36: Workplace good practice

Environment basic, continuous *vocational training is inevitable*. But *more and more training for personal development is supported*. For example, *creativity as non cognitive skill can be trained by doing theatre*, but also in it *should be used in vocational training for innovations*. In my enterprise, a *Got it Idea platform has been introduced for this goal*. As *more and more companies need to develop good reputation and social image training for community development also takes place* (As an example, in my workplace in annual visit to X animal shelter, trainings of

animal rights take place). Traditional elements of adult education are: *Continuation of learning in school leads to prof. learning and workplace learning; Parallel institutions for adults to get certificates; Literacy-reading/writing financial/economic/finance/household/water, digital literacy (today this is also literacy!).*

Good workplace learning practice respect the adult learner need on development of cognitive, social skills and literacy:

### Cognitive skills

*Affect employment aspects. For my workplace such techniques as identification of cognitive processes tests are being used when recruiting employees ... As the valuable skill for managerial positions we have to be able to use metacognition to deliver employees the main points of information read in clear, short structure when writing emails to colleagues. Which employee has time to read your A4 format email?!*

### Social skills

*In my personal experience lack of social skills blocked one of my teammates to get promotion in 4 years, although he was highly skilled. As dysfunctions in social skills can affect all people in working place, for us an intervention method-coaching was introduced.*

### Literacy

*Financial/economic/finance/household/water, digital literacy (today this is also literacy!)...Traditional elements of adult education are: Continuation of learning in school leads to prof. learning and workplace learning; Parallel institutions for adults to get certificates; Literacy-reading/writing financial/economic/finance/household/water, digital literacy (today this is also literacy!). ...Adult education relates to literacy and would highlight that in my job enormous amount of written information has to be decoded and*

Good workplace vocational training good practice has to be continuing but shifting focus on personal development of employees respect the adult learner demand on personal development, thinking for peoples with disabilities too:

#### Continued vocational training

*... Environment basic, continuous vocational training is inevitable. But more and more training for personal development development is supported. For example, creativity as non cognitive skill can be trained by doing theatre, but also in it should be used in vocational training for innovations. In my enterprise, a Got it Idea platform has been introduced for this goal.*

#### Training for personal development

*... Environment basic, continuous vocational training is inevitable. But more and more training for personal development is supported.*

#### Vocational training for innovations

*.. Also in it should be used in vocational training for innovations. In my enterprise, a Got it Idea platform has been introduced for this goal. As more and more companies need to develop good*

#### Vocational training for employment for people with disabilities

*Before starting this study programme I did not have in depth understanding of vocational training and employment for people with disabilities. But after analysis of political and social action, objectives, competencies needed and support*

#### Training for community development

*As more and more companies need to develop good reputation and social image training for community development also takes place at workplace in annual visit to X animal shelter, trainings of animal rights take place).*

### Creativity trainings

*Creativity trainings ... should be used in vocational training for innovations. In my enterprise, a Got it Idea platform has been introduced for this goal. As more and more companies need to develop good*

### Written information encoding training

*Adult education relates to literacy and I would highlight that in my job enormous amount of written information has to be decoded and comprehended each day, hence understanding the essence of it. As the valuable skill for managerial positions we have to be able to use metacognition to deliver employees the main points of information read in clear, short structure when writing emails to colleagues. Which employee has time to read your A4 format email?! In my personal experience lack of social skills blocked one of my teammates to get*

The good workplace learning practice has to be self- controlled and self-regulated by adult learners:

*Self-controlled learning is an important aspect of workplace learning and mainly this is subject-centered technique.*

As mentioned by Adult Learner 4 in SBS Latvia these key elements are evident. Creativity is being developed by Got it Idea Platform, continuous vocational training is provided (see survey question 13), PDCR programme which is a yearly evaluation tool, where manager and employee have to set goals and evaluate results, training for community development is provided when volunteering in animal shelter etc, coaching has been introduced to develop social skills and help with personal development.

Full results and expressions of remaining learners can be found in Appendix 5.

In this chapter the research findings of survey and narrative interview with employees were presented. Answering main research question on what are the learning issues, needs and possible improvements on workplace learning in SBS Latvia was made possible using 19 question survey. Expert interviews with employees gave us in-depth reflection of own experiences as adult learners in the workplace environment.

## RESULTS

In the result of the theoretical analysis of bibliography, definitions and findings of workplace learning, learner needs, issues in learning and interventions were presented. Workplace learning has different meanings in views of authors, discussing if it is just informal social learning or not. The view that it consists of both as of Illeris is the most appealing to an author.

The needs identified in the research are closely related to issues and irritants found in SBS Latvia. Although in general, largest part of employees, are satisfied with workplace learning as it is in SBS Latvia, there are still some issues and suggestions identified using survey. Lack of time could be subjective if a person does not know how to manage ones time, but as several people have mentioned workload overload than it seems that a company should think on how the balance can be created in this matter. Information accessibility and lack of courses could be actually the same group as there could be the situation that employees that mentioned the second issue just do not know where to search for opportunities. It has been suggested as an improvement to bring equal opportunities to everyone, as well as to involve management more in workplace learning activities. As for the last group of issues an employer should offer new online sources to gain knowledge and responsible persons should make sure that existing sources are up to date and well structured. As the most effective sources when learning 75.5% of respondents have mentioned Colleague (Face-to-face, telephone), for 62.3% it is organised course and 47.2% have chosen Internet. The accessibility issue could be also connected with theoretical approach that is saying that employees nowadays lack information literacy.

Employees would like learn more how to develop their Management & Career development skills and judging by interview soft skills & creative thinking, as well as

reasoning is a must for employees nowadays. Employer can choose to give more slack time to improve creativeness as offered in theory.

People are mentioning more subjective benefits of workplace learning that just emphasis what has been confirmed in the theoretical part choosing work life balance over outer motivation perks. The main result of this research is that all in all adult learners clearly show subjective motivation to learn, meaning more as personal development and fulfilment.

The main results when analyzing employees' interviews is that from 4 interviewed you cannot tell that there is one common variable that is missing for them to feel like adults. Results are very individual. When researching the second question "What are professional skill and competences needs for employment" the most frequent concepts and mentioned by most learners are: Professional competences/ Self-direction/ Self-evaluation. To sum up, even though interviews are very different we can understand that adult learning experience for all employees is a path of personal development full of discoverings. Interviewees have understood that a mark/final result/certificate is not the only thing to strive for; the process has to be considered as important.

If we put both result analysis together we can find similarities, such as both survey and interviews highlight how important work-life balance nowadays is for people. We see that people understand the need of change of learning styles of 90s, when one did what teacher/ employer said. As employees are adults, they prefer making choices for themselves (work-life balance, trainings etc.) and evaluation comparing 'you yesterday with you today' is getting more widespread. The change is slow and not easy as people in today's job market struggle with reasoning, creativity, self-evaluation etc. Peer learning has been mentioned as essential in both survey and interviews. Communication skills are essential to make this effective, but with information technology development information literacy skills are of the same importance as we are struggling with information overload.

## CONCLUSIONS

HR department sent a feedback that the questions of survey are really interesting and they would like an author to present the survey results to them, so it is hoped that similar surveys could be done on regular basis or at least the empirical findings could be useful to assess the possible interventions now.

The aim to research how do employees in SBS Latvia perceive workplace learning and what are their needs within this matter has been reached. Although, it was concluded that SBS Latvia is showing good workplace learning practise (wide selection of learning interventions, projects etc.), results from quantitative research gave us an insight of learning issues, needs and possible improvements on workplace learning in SBS Latvia. The expressions from interviews as qualitative research part is a proof of adult learner needs and supplement the survey results in the same direction- learning intervention is needed to develop Professional competences/ Self-direction/ Self-evaluation. In addition, both theoretical and empirical findings provide insight that now employee and employer have to be flexible and communicate on what are the learner needs in this moment and what interventions are appropriate and accessible for each case. Education institutions will need work more closely than ever to develop skills and competences and cooperate with employers in work-based learning opportunities to provide employers the skilled workforce they need for professions that do not yet exist.

An author during preparation of thesis has noticed some of employee needs and proposed a Got it! (Explained earlier) project that would make learning SBS Latvia accessible to all and modern. Just as our university program where program content is accessible anywhere & anytime. As we saw previously in Global Solvay survey, digitalization is one of 8 targets as in many other companies in year 2019 and in survey respondents mentioned that

more online tools should be watch remotely meetings and trainings without losing knowledge and information just because they are not in the office.

If the Project will be successful benefit will be for motivated employees and employer itself. So the project (see visual proof below) is the main proposal and added value to the research itself.

**Recordings of lectures in Riga (#105509)**

Salina Lasma | 02/11/2018 - 06:53  
Under Review | Tags: Solvay Business Services/Communication

1 Open for discussion  
2 Under review  
3 Under validation  
4 Approved  
5 Implemented

**Identified Problem/Issue :**  
In HSE week there were several lectures that I wanted to attend, but could not because of the workload or other reasons. Maybe some colleagues were on vacation or in business trip and would like to hear this later. People are spending money applying to seminars to develop themselves out of office, why not to store knowledge that were offered to us for free?

**Suggested innovative solution:**  
Online streaming or video recording of lectures is part of nowadays education accessible anywhere and anytime. Could be used not only for HSE week, but guru sessions, presentations such as Indexo etc.

**Expected Advantages / Added value:**  
While we do easier work related things(email sorting etc) on our computers we can still listen to recordings and be up to date.  
This would support Solvay's digital transformation, lead to a more agile and collaborative workforce, improve employee experience,

**Possible difficulties/ risks/ obstacles :**  
Technical support-tripod, camcorder  
Copyrights  
Storage space in Google drive  
Application for live streaming(Zoom?)

### Got it project (Solvay intranet)

Project of video recordings and live stream in Riga Office is in *under review* phase and first tryout will be tested as soon as IT department ready to support.

The validation by employees and Project Manager Elina Griskane, who is Internal Communication referent, will be held after this date. The result expected is that employee learning accessibility will be improved as author has created a Project of video recordings and live stream in Riga Office.

## **BIBLIOGRAPHY:**

1. Aguinis, H. Performance management. Third edition. Harlow: Pearson, 2014. 309 lpp.
2. Armstrong, M. Armstrong's handbook of strategic human resource management. Sixth edition. London; Philadelphia: Kogan Page Ltd, 2016. x, 265 lpp.
3. Bhagat, R; Steers, M R. Cambridge handbook of culture, organizations, and work. New York: Cambridge University Press, c2009. xxii, 537 lpp.
4. Biron, C; Karanika-Murray, M; Cooper C L. Improving organizational interventions for stress and well-being: addressing process and context. New York, NY: Routledge, 2012. xxvi, 367 lpp.
5. Blossfeld, H; Jakonen, E. Adult learning in modern societies: an international comparison from a life-course perspective UK; Northampton, MA : Edward Elgar Pub., 2014. xviii, 387 lpp.
6. Brown, K G. The Cambridge handbook of workplace training and employee development. New York, NY: Cambridge University Press, 2018. xx, 650 lpp.
7. Cambridge Dictionary Available at:  
<https://dictionary.cambridge.org/dictionary/english/intervention> Accessed January 6, 2019
8. Chisholm, L; Lunardon, K; Ostendorf, A, Pasqualoni, P. Decoding the meanings of learning at work in Asia and Europe. Innsbruck university press, 2012. Available at:  
[http://asemlllhub.org/fileadmin/www.dpu.dk/ASEM/publications/decoding\\_meanings\\_web.pdf](http://asemlllhub.org/fileadmin/www.dpu.dk/ASEM/publications/decoding_meanings_web.pdf) Accessed January 6, 2019
9. Crawford, J; Irving C. Information literacy and lifelong learning: policy issues, the workplace, health and public libraries. Oxford: Philadelphia, PA; Chandos Pub., an imprint of Woodhead Pub., 2013. xxv, 292 lpp.
10. Dessler, G, Human resource management. Florida International University. Fifteenth Edition, global edition. Boston: Pearson Higher Education, [2016], ©2017. xxxv, 675 lpp.
11. Education and Training Monitor 2018, Country analysis Available at:  
<https://ec.europa.eu/education/sites/education/files/document-library-docs/volume-2-2018-education-and-training-monitor-country-analysis.pdf> Accessed January 6, 2019
12. Ehrenberg, R G; Smith R S. Modern Labor Economics: theory and public policy. Thirteenth edition. London; New York: Routledge, 2018. 768 lpp.
13. Evans, K. Learning, Work and Social Responsibility: Challenges for Lifelong Learning in Global Age. Springer, 2009 xv, 274 lpp.

14. Evans, K; Hodkinson, P; Unwin, L. Working to learn: transforming learning in the workplace. London, UK: Kogan Page; Sterling, VA : Stylus Pub., 2002.
15. Farrell, L; Fenwick, T. Educating the global workforce: knowledge, knowledge work and knowledge workers. London; New York: Routledge, 2007. xvii, 314 lpp.
16. Gento Palacios, S. “TRATAMIENTO EDUCATIVO DE NECESIDADES ESPECIALES DE PERSONAS ADULTAS” Available at: <http://e-uned.es/> Accessed January 6, 2019
17. Gento Palacios,S; Kvetonova, Guia de practicum o actuacion en eltratamiento educativo de la diversidad Editorial UNED, 8/7/2011 - 116 pp. Available at: <http://e-uned.es/product/product.php?prdctID=131> /Accessed January 6, 2019
18. Gherardi, S. Organizational knowledge: the texture of workplace learning. Malden, MA; Oxford, UK: Blackwell, c2006. xxiii, 265 lpp.
19. Golca, L; Rajevska, F.Work based learning programmes in Latvia, 2017. Available at: [http://llufb.llu.lv/conference/economic\\_science\\_rural/2017/Latvia\\_ESRD\\_45\\_2017-79-86.pdf](http://llufb.llu.lv/conference/economic_science_rural/2017/Latvia_ESRD_45_2017-79-86.pdf) Accessed January 6, 2019
20. Hall, D; Pilbeam, S; Corbridge, M Contemporary themes in strategic people management: a case-based approach. Basingstoke: Palgrave Macmillan, 2013. ix, 316 lpp.
21. Heart, J , 10 Trends for Workplace Learning (from the Top 100 Tools for Learning 2015) 2015 Available at: <http://www.c4lpt.co.uk/blog/2015/10/02/10-trends/> Accessed January 6, 2019
22. Høyrup, S. Employee-driven innovation: a new approach. New York, NY: Palgrave Macmillan, 2012. xviii, 251 lpp.
23. Illeris, K. Contemporary theories of learning. Learning theorists...in their own words. Routledge, 2009, 244 lpp.
24. Jarvis, P. Paradoxes of learning: on becoming an individual in society. London: Routledge, 2012.
25. Jarvis, P. Adult education and lifelong learning: theory and practice. 4th ed. London; New York: Routledge, 2010. 1 (xiv, 338 lpp).
26. Kangro, I. Challenges for High Quality of Adult Education: International Scientific Conference: Conference Proceedings Rīga: Latvijas Republikas Izglītības un zinātnes ministrija, 2017. 189 lpp.
27. Knowles, M. S. The Adult Learner: A Neglected Species, 3rd ed. Houston: Gulf, 1998.

28. Knud, I. Towards a contemporary and comprehensive theory of learning. INT. J. OF LIFELONG EDUCATION, VOL. 22, NO. 4, 2003.12 lpp.
29. Kokare, M; Maslo, E; Maslo, I. Workplace learning in Europe and Asia: national survey report of Latvia: ASEM LLL Hub Research Network 2 : survey 2009-2010 University of Latvia. Faculty of Education, Psychology and Art. Scientific Institute of Pedagogy. Rīga: Latvijas Universitāte, 2013 136 lpp.
30. Learning in the flow of life 2019 Global Human Capital Trends, Deloitte, 2019 . Available at: [https://www2.deloitte.com/content/dam/insights/us/collections/HC-Trends2019/DI\\_HC-Trends-2019.pdf](https://www2.deloitte.com/content/dam/insights/us/collections/HC-Trends2019/DI_HC-Trends-2019.pdf) Accessed January 6, 2019
31. Learning Pyramid Available at: <http://img.scoop.it/447IvvDgW4wP-3apUD7EFDI72eJkfbmt4t8yenImKBVvK0kTmF0xjctABnaLJIm9> Accessed January 6, 2019
32. Learning Solutions, Deloitte, 2017 Available at: <https://www2.deloitte.com/ch/en/pages/human-capital/solutions/Learning-solutions.html> Accessed January 6, 2019
33. LinkedIn Learning's 2019 Workplace Learning Report: . Available at: <https://learning.linkedin.com/content/dam/me/business/en-us/amp/learning-solutions/images/workplace-learning-report-2019/pdf/workplace-learning-report-2019.pdf> Accessed January 6, 2019
34. Ileris, K. The fundamentals of workplace learning: understanding how people learn in working life. 1st ed. Milton Park, Abingdon, Oxon; New York: Routledge, 2011. xii, 179 lpp.
35. Malloch, M [et al.]. The Sage handbook of workplace learning. Los Angeles: SAGE, 2011.
36. Maslo, E; Lunardon, K. ANNOTATED BIBLIOGRAPHY Working places as learning spaces: contextualising lifelong learning in Asia and Europe, 2015. Available at: [http://asemlllhub.org/fileadmin/www.asem.au.dk/publications/RN2\\_Annotated\\_Bibliography\\_first\\_edition\\_08-10-2015.pdf](http://asemlllhub.org/fileadmin/www.asem.au.dk/publications/RN2_Annotated_Bibliography_first_edition_08-10-2015.pdf) Accessed January 6, 2019
37. Maslow's hierarchy of needs. Adapted from Maslow (1954)[https://www.researchgate.net/figure/Maslows-hierarchy-of-needs-Adapted-from-Maslow-1954\\_fig2\\_264009943](https://www.researchgate.net/figure/Maslows-hierarchy-of-needs-Adapted-from-Maslow-1954_fig2_264009943)
38. Mattox, J R; Buren V M; Martin, J. Learning analytics: measurement innovations to support employee development. London; Philadelphia, PA: Kogan Page, 2016 xvii, 237 lpp.

39. Merriam Webster Dictionary <https://www.merriam-webster.com/dictionary/train>  
Accessed January 6, 2019
40. Millennials and Research: Information Literacy Skills for the Workplace , EBSCO, 2017 Available at: <https://www.ebsco.com/blog-corporate/article/millennials-and-research-information-literacy-skills-for-the-workplace> Accessed January 6, 2019
41. Missouri department of Health & Senior Services (online) Intervention MICA. Available at: [https://health.mo.gov/data/interventionmica/index\\_4.html](https://health.mo.gov/data/interventionmica/index_4.html) Accessed January 6, 2019
42. Ostendorf, A; Permpoonwiwat, C. Workplaces as Learning Spaces –conceptual and empirical insights, Innsbruck university press, 2017. Available at: [https://www.uibk.ac.at/iup/buch\\_pdfs/asem\\_2016/10.152033122-73-4.pdf](https://www.uibk.ac.at/iup/buch_pdfs/asem_2016/10.152033122-73-4.pdf) Accessed January 6, 2019
43. Pease, G; Beresford, B; Walker, L. Developing human capital: using analytics to plan and optimize your learning and development investments. Hoboken, New Jersey: Wiley, [2014] 1 xxvi, 290 lpp.
44. Sava, S. (2012). *Needs Analysis and Programme Planning in Adult Education*. Opladen: Barbara Budrich Publishers. Retrieved March 1, 2018 from [studijas.lv](http://studijas.lv)
45. Schmitt, N. The Oxford handbook of personnel assessment and selection. New York: Oxford University Press, c2012. xvii, 973 lpp.
46. Solvay S.A. Got it! Unpublished materials(2019) Available at: <https://gotit.solvay.com/home> Accessed January 6, 2019
47. Spector, P E. Industrial and organizational psychology: research and practice. 5th ed. Hoboken, NJ: John Wiley & Sons, c2008. xix, 457 lpp.
48. Tashakkori, A; Teddlie, C. Sage handbook of mixed methods in social & behavioral research. 2nd ed. Los Angeles: SAGE Publications, c2010. xv, 893 lpp
49. Teare, R; Davies, D; Sandelands, E. The virtual university: an action paradigm and process for workplace learning. London; New York: Cassell, 1998. 315 p.
50. The employee experience: Culture, engagement, and beyond 2017 Global Human Capital Trends, Deloitte, 2017 Available at: <https://www2.deloitte.com/insights/us/en/focus/human-capital-trends/2017/improving-the-employee-experience-culture-engagement.html> Accessed January 6, 2019
51. Vocational Education Law Available at: <https://likumi.lv/ta/en/id/20244-vocational-education-law> Accessed January 6, 2019

52. Wang, M. E-learning in the workplace: a performance-oriented approach beyond technology. Cham, Switzerland: Springer, 2018. xix, 191 lpp.
53. What is Solvay? Available at: <https://www.solvay.com/en/what-is-solvay> Accessed January 6, 2019
54. Wilen, T; Vien, C L; Daugenti, G. Employed for life: 21st-century career trends. New York: Peter Lang, [2014] 167 lpp.
55. Wolf, A, Evans, K. Improving Literacy at Work, Routledge, 2011. Available at: <https://www.routledge.com/Improving-Literacy-at-Work/Wolf-Evans/p/book/9780415548724> Accessed January 6, 2019
56. Yang, K; Yu, T; Cable, D M. The Oxford handbook of recruitment. Oxford; New York: Oxford University Press, ©2014. xvi, 541 lpp.
57. Youth and Work Transitions in Changing Social Landscapes, 2013. Available at: <https://signup.gnomicfun.com/en/html/sf/registration/eone.html> Accessed Jan 6, 2019
58. Ceļā uz mūžizglītību: mūžizglītības politika Latvijā. Rīga: Latvijas Pieaugušo izglītības apvienība, 2007. 60 lpp.
59. Izglītības un zinātnes ministrija. Darba vidē balstītu mācību organizēšanas un īstenošanas vadlīnijas, 2017. Available at: <https://www.izm.gov.lv/lv/izglitiba/profesionala-izglitiba/darba-vide-balstitu-macibu-vadlinijas> Accessed January 6, 2019
60. Ministru kabineta noteikumi Nr. 484 Kārtība, kādā organizē un īsteno darba vidē balstītas mācības Available at: <https://likumi.lv/doc.php?id=283680> Accessed January 6, 2019
61. Zīlīte, L. Personālavadība un socienika. - Rīga: Biznesa augstskola Turība, 2013. - 304 lpp.
62. Richini, P. 2018 La valorizzazione del talento nelle imprese, tra innovazione delle forme organizzative del lavoro e dei modelli di apprendimento Available at: <https://ojs.pensamultimedia.it/index.php/siref/article/view/2938> Accessed Jan 6, 2019
63. Onstenk, J. Apprendimento sul posto di lavoro e riorganizzazione dell'industria di trasformazione Available at: [http://www.cedefop.europa.eu/files/etv/Upload/Information\\_resources/Bookshop/133/5\\_it\\_onstenk.pdf](http://www.cedefop.europa.eu/files/etv/Upload/Information_resources/Bookshop/133/5_it_onstenk.pdf) Accessed January 6, 2019

# **APPENDICES**

## APPENDIX 1

### Evaluation of quality of survey questions

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
1. Survey questions were targeted					
2. Survey data may be useful for further research					
3. Survey data can be generalized to different situations					
4. Survey is an appropriate method for obtaining data in SBS Latvia					
5. Survey could help to answer the research question					
6. The survey gives an idea of the topicality					

## APPENDIX 2

The survey was carried out 23.04.-28.04.2019. and online link below was sent to employees:[https://docs.google.com/forms/d/e/1FAIpQLSfUuQS3G2GdnBercEU2DD3HrgUp\\_wsnZrswSur7NTRgIOX7Tw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfUuQS3G2GdnBercEU2DD3HrgUp_wsnZrswSur7NTRgIOX7Tw/viewform?usp=sf_link)

### Questions of Survey

My name is Lasma Salina (Lāsma Saliņa) and I am the final year student in University of Latvia. The purpose of this survey is to carry out my Master Thesis research on workplace learning. The survey is anonymous. The results are confidential and will not be shared outside study purposes, nor any follow up actions to be taken by SBS Latvia.

Theme	Workplace learning in Solvay Business Services Latvia
Aim	Research: How do employees in Solvay Business Services Latvia perceive workplace learning and what are their needs within this matter?
Question Plan	<ol style="list-style-type: none"><li>1. What is your age?<ul style="list-style-type: none"><li>• 18-24</li><li>• 25-34</li><li>• 35-44</li><li>• &gt;54</li></ul></li><li>2. Please select your gender?<ul style="list-style-type: none"><li>• Female</li><li>• Male</li></ul></li><li>3. What is your current job position?</li><li>4. Does this position correspond to your education/qualification?<ul style="list-style-type: none"><li>• Yes</li><li>• No</li><li>• Partly</li><li>• I do not have higher education</li></ul></li><li>5. How long have you been working in SBS Latvia?<ul style="list-style-type: none"><li>• &lt;1year</li><li>• 1-2years</li><li>• 3-4years</li><li>• 5 and more years</li></ul></li><li>6. When you take part in work-related courses, do they take</li></ol>

	<p>place in working time?</p> <ul style="list-style-type: none"> <li>• Yes, always in working time</li> <li>• More often not in working time</li> <li>• Usually outside working time</li> <li>• Always outside working time</li> <li>• I have not taken part in any work-related courses</li> </ul> <p>7. How much time in a month should an employee spend on employer organised learning?</p> <p>8. How much time on average per week do you spend learning in these locations (Computer based/ Not-computer based/ Meeting (room)/ Outside the office)?</p> <ul style="list-style-type: none"> <li>• &gt;3h</li> <li>• 3-5h</li> <li>• 6-9h</li> <li>• 10-14h</li> <li>• 15-20h</li> <li>• 21-29h</li> <li>• 30&lt;h</li> </ul> <p>9. I feel encouraged to learn at work ...</p> <ul style="list-style-type: none"> <li>• Because I know I will get benefits- promotion, recognition, bonus</li> <li>• Just because I enjoy learning</li> <li>• When my colleagues give me advice</li> <li>• When my boss gives me advice</li> <li>• Because work is the best place to improve job related skills</li> <li>• Because it is easy to learn while working</li> <li>• When interesting courses with professional teachers are offered</li> <li>• When the courses my employer provides are useful for my work</li> <li>• I don't feel encouraged to learn at work</li> </ul> <p>10. Please tick if you agree to following statements:</p> <ul style="list-style-type: none"> <li>• Learning inevitably contributes to the productivity and output of employees.</li> <li>• Everyone has to keep on learning because otherwise</li> </ul>
--	---

	<p>they risk becoming unemployed.</p> <ul style="list-style-type: none"> <li>• My employer offers such attractive learning opportunities that most of us do really want to take them up.</li> <li>• People who do not keep up their learning should be punished by their employer (e.g. no merit payments or bonus, no promotion, be fired).</li> <li>• The more you force people to learn, the less they will want to learn and the worse the results will be.</li> <li>• In my organization, everyone expects you to take courses sometimes</li> <li>• When people can decide for themselves about learning, they learn more and get better results.</li> <li>• Most employers insist that their employees follow training courses at regular intervals</li> <li>• Everyone has to keep on learning because society expects it.</li> <li>• There is no need to carry on learning once you have finished your initial education and training.</li> </ul> <p>11. Please tick if you agree to the following statements:</p> <ul style="list-style-type: none"> <li>• Learning is always necessary, but it might not always be what you might choose to do yourself.</li> <li>• When employees can actively participate in making decisions and solving problems, they want to improve their capacity to do a good job.</li> <li>• Employers have the right to insist that employees follow certain courses and obtain certain qualifications.</li> <li>• If employers would support more general education (and not just for their jobs) for their employees, more people would want to improve their knowledge and skills.</li> <li>• The trouble with work-based learning is that it's not really something people want to do, but something they think they ought to do</li> <li>• People have to be able to choose freely what, how and when they want to learn, otherwise they will not want</li> </ul>
--	---

	<p>to participate in work-related education and training.</p> <ul style="list-style-type: none"> <li>• It's no good waiting for people to decide for themselves - you have to make people learn</li> <li>• People learn best whilst they are just doing their jobs - they don't have to take courses to learn more</li> </ul> <p>12. What skills do you lack the most in order to improve your performance at work and quality of life?</p> <ul style="list-style-type: none"> <li>• Communication skills (presentation, numeracy, computer literacy, foreign languages etc.)</li> <li>• Interpersonal Skills (leadership, assertiveness, teamwork etc.)</li> <li>• Intellectual Skills (creativity, critical thinking, problem solving)</li> <li>• Self-Management Skills (self confidence, proactiveness, responsibility etc.)</li> <li>• Learning Skills (self regulated learning, learning reflection, learning planning etc.)</li> <li>• Management and career development skills (organizational skills, vision, decision making etc.)</li> </ul> <p>13. Which are the best SBS Latvia organized learning tools?</p> <ul style="list-style-type: none"> <li>• Cross knowledge online platform</li> <li>• Classroom and on the Job training</li> <li>• In house Latvian, French and English courses</li> <li>• Opportunity to attend conferences</li> <li>• Paid Language Courses up to 250 EUR</li> <li>• Paid education &amp; professional development courses</li> <li>• Coaching sessions</li> </ul> <p>14. Which sources help you the most and are the most effective for you when learning?</p> <ul style="list-style-type: none"> <li>• Colleague (Face-to-face, telephone)</li> <li>• Internet</li> <li>• Meeting (with colleagues or clients)</li> <li>• Digital documents/PDF</li> <li>• Paper based sources (hand-outs, brochure, notes)</li> <li>• Test</li> <li>• PowerPoint</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• Books</li> <li>• Application</li> <li>• Intranet, internal systems, database</li> <li>• Help buttons in application</li> <li>• Personal presentation</li> <li>• Organised course</li> </ul> <p>15. Please mark the most common issues while learning at workplace?</p> <ul style="list-style-type: none"> <li>• Can't reach colleagues to help.</li> <li>• Colleagues can't help (specific nature of the question, not their responsibility etc.)</li> <li>• The information is too specific for immediate use.</li> <li>• The information is not sufficient to solve the problem.</li> <li>• No information is available.</li> <li>• Don't knowing exactly where to look for the information.</li> <li>• Not having enough time to learn.</li> <li>• Not having access to all information.</li> <li>• Clear rules about knowledge storage are missing.</li> </ul> <p>16. Are there any irritants to fix to improve the conditions of workplace learning in SBS Latvia?</p> <p>17. In my organisation, workplace learning activities:</p> <ul style="list-style-type: none"> <li>• Are mostly enjoyed by participants</li> <li>• Are mostly strategic in nature</li> <li>• Are mainly set up by the employees themselves</li> <li>• Are imposed on everyone by the management</li> <li>• Focus on knowledge and skills, not on how employees behave</li> <li>• Enable employees to come up with good ideas to improve their work</li> <li>• Receive strong support and engagement from employees</li> <li>• Help employees to do their jobs better</li> <li>• Reflect the fact that individual exchange of knowledge and experience is important</li> </ul>
--	--

	<p>18. What positive effect on your quality of life has learning at the workplace had?</p> <ul style="list-style-type: none"><li>• This question is not relevant for me, because I have not learned at work</li><li>• I do not think it has positive effect</li><li>• Salary rise</li><li>• Sense of autonomy and judgement</li><li>• Doing my job better</li><li>• Work and career motivation</li><li>• Job security</li><li>• Confidence and self-respect</li><li>• Appreciation and recognition from colleagues</li><li>• Sense of belonging to the organisation</li><li>• Personal growth and self-identity</li><li>• Promotion</li></ul> <p>19. What positive effect on your knowledge and skills has learning at the workplace had?</p> <ul style="list-style-type: none"><li>• Getting on well with colleague</li><li>• Using foreign languages</li><li>• Health and safety at work</li><li>• Making decisions</li><li>• Appreciating other cultures and values</li><li>• Doing calculations</li><li>• Communication skills</li><li>• Preparing reports, documents etc.</li><li>• Confidence</li><li>• Using IT</li><li>• Solving problems</li><li>• Working in a team</li><li>• Expressing myself</li></ul>
--	---

## Consent letter

"Workplace learning in Solvay Business Services Latvia" is a Master Thesis, whose aim is to research the question: How do employees in Solvay Business Services Latvia perceive workplace learning and what are their needs within this matter?

I have been invited to participate in the above mentioned research. I have received information in writing and orally about the study and the possibility to ask questions about the researchers.

I understand that participation in the study is voluntary and I have the right to withdraw my consent to participate in the study at any time without providing any explanation. I am informed that my information will be kept confidential.

Place and date

Place and date

\_\_\_\_\_

Agree to participate in the study:

Beneficiary:

\_\_\_\_\_  
Signature of the person to be interviewed

\_\_\_\_\_  
Signature of the researcher

\_\_\_\_\_  
Name Surname in block capitals

\_\_\_\_\_  
Name, Surname in block capitals

### Adult learner 1

The concept of being an adult is related to the maturity of a person. I understand that the age of a person does not denote his or her state of adulthood. When thinking of what exactly constitutes an adult, there are various aspects to be taken into account – personal autonomy, reasoning, balance and fulfilment. Moreover, all these aspects should be viewed from the perspective of society and culture; taking into account historical and geographical context; as well as social class and personal trajectory. Here I would like to discuss my personal views on me being, acting and learning as an adult. First, since very young age I was very autonomous, I do not remember thinking of myself being a child. This was due to the fact that I had to take care of my younger brother whilst our mom was working. Sometimes she worked 24 hours straight, and from the age of 8 I had to cook, heat the wood stove, take my little brother to kindergarten and back home, and so on. I had to be an adult from that young age. Nobody ever needed to remind me that I have to do my homework. I knew that it was my responsibility and I was fully autonomous in my decisions. In its turn, it made a very independent person, with the ability to take on responsibility. I always knew that I had to study. At first it was because my mom told it would help me get a good job. Now I study to fulfil my ambitions, to get new knowledge in the field of education, and to get the degree, which will make me feel safer. I call it reasoning. I follow certain steps to reach my goals. However, not all the decisions are beneficial. Being an adult means to cope with the mistakes thinking of it as an experience. I learn from the mistakes. Further, after thinking of myself as a learner, I could compare how I learned in school and how I learn now. Back then I was struggling with learning new topics, I even had sleep deprivation because of studying at nights. Now, there is somehow another issue – lack of motivation. With the age I started to prioritize things and sometimes I don't want to complete certain tasks if I think it's not beneficial to me. As to balance and fulfilment, I am at the place where I constantly push myself to do more, to work more, to earn more, to study more, to work out more, till I get exhausted. I think I am still seeking the balance and that fulfilment that would make me stop and take a breath. Here I could add that after analysing myself I concluded that all these strikes for more are due to my experience of living in a very low social position, when my family had nothing to eat. To conclude, it is not easy to be an adult. Sometimes I get tired of being responsible for everything around me, to make my own decisions, and to find that life balance. But this is life and I know that I have to be reasonable and take care of myself. I'm still learning to learn, to think, to rest and to be happy.

### Adult learner 1

Adulthood is an interesting topic, which we have analyzed within our family many times – when we were children, each of us had a perspective of what an adult should be. It seemed that there would come a day when I would be a serious person (my perception of adults at that time), but with time I have acknowledged that being an adult is simply more experience and expertise in a little older body with the same stupidities in my mind. Through the stages of higher education that I have experienced I have been approaching and slowly starting to embrace the concept of meaningful, focused and self-directed studies. As all empirical experience that has been previously gained builds and helps develop the overall self-evaluation and cognitive dimension, it is exactly these studies, through which I have reached the most controversial conclusions. During my bachelor studies, at a rather stressful and psycho-dynamically difficult time when my personality as an adult was just starting to develop, the studies were “all or nothing” kind of thing. I never considered the process as whole, as a journey through which I would grow immensely. Instead, I would focus on the small things, such as coursework or preparation of analytical data for my bachelor studies, as the main things that there were. Each of them was a world with different rules to follow and roles to play. During my masters' studies abroad the personal autonomy that I sought to have established during the three years of bachelors, were shaken by unanticipated experiences, challenges and – again – a study process, which demanded a new approach. Once again, I had to start from scratch to find my place in a

completely different world, through very extensive focus on external interactions stretching the cognitive dimension of my personality into something I could not have imagined before. The decision to jump into the working world after five years of dedicated academic studying was a chance for me to truly test my viability in life. At the same time, it was another jump into the unknown by starting a life with a man who would later become the very basis of my own family. The gradual understanding of the immense importance of personality traits in comparison to academic studies soon became apparent – knowledge is nothing if a personality is not mature and developed enough. Facts and processes can be taught to almost everyone. Instead, a person's ability to solve problems, work in a team, inspire others, seek solutions, control and direct processes are traits that are most valued in the working world. This takes us to my current studies. These studies are the ones, which have challenged my reasoning skills the most, more precisely – my ability to convince myself of pursuing and not quitting. Experience is undoubtedly valuable, but it can also create something that in Latvian we would call a “bears service” - something that is done while wishing the best, but creating more damage than good. Experience, both - professional and academic - leaves its mark on personality and its self-assessment. As a person starts acknowledging the value of his/her time as part of a lifetime, the costs and benefits of studies when compared to time spent playing LEGOS with one's child. There is not much left to say, is there? Finally, at this stage and point in life, there is a chance to put everything in a perspective. And the perspective, which was dominant at the age of 18, at the age of 30 has grown more mature, calm and critical. This I would like to stress - critical approach to processes and studies themselves is a value (and state of mind, to be honest) that characterizes my understanding of adult learning the most. What are my cognitive development needs that I wish to satisfy through studies as an adult? Through this study process I guess I wish to stretch my understanding a little more, adding new perspectives and knowledge, broadening my intellectual capabilities and information processing tool-kit. What is the state of writing and reading skills during adulthood? Writing and reading skills, to my understanding, are constantly developing during adulthood – each article that has been read and paper that has been prepared provides very good basis for training. What is the importance of emotional intelligence during adulthood? To my understanding, emotional intelligence is of utmost importance during adulthood. Facts and processes can be taught easily, new concepts can be understood, but emotional intelligence is a toolkit, without which even the most gifted people would turn out to be useless in the daily adult life. What professional skills and competences are important to be successfully employed? In my opinion, language skills, computer-literacy and emotional intelligence factors, such as problem-solving and empathy, as well as dedication and hard-workingness are the competences that are always duly noted and acknowledged in the employment market.

### **Adult learner 3**

AN ADULT LEARNER -1. Before I can reflect on myself as on an adult learner, I have to understand if I have gained maturity and can be called in fact an adult. I am in a marvellous place in my life, where I can honestly say I am happy, I would argue that is a result of mastering the art of balance - balance between filling my time and thoughts with job, family and myself. I have a job I am proud of and would like to think that will be good at (I have a new position waiting after returning from my maternity leave), that satisfies my need of changing environment and understanding my role in society - in short I feel useful and not stuck. The “fulfilled with my family” part is the one I can influence the least, with this I mean that each member is autonomous and responsible for his own happiness, we can only not get in the way of allowing them to do what they need, but am lucky to have a family with predisposition towards happiness. The me part in the balance equation is the one I don't have much time for now, but it is filled with the role of catering the needs of my infant son. What strikes me about being an adult, is the feeling that I don't belong in this group, although I carry responsibility for my children, adult my students, my relationships, my payments etc., I can't shake the feeling, that I am a child pretending to be an, and every day when I go to pick up my eldest from the kindergarten I feel like a teenager in a world of serious grownups. With this I am concluding that I

can proudly call myself an adult, with a healthy touch of child in me. Now the learning part: I have noticed a significant difference if I learn for my own needs - to improve my teaching skills, to understand my students better, to raise my children better etc. or if I learn in university or other official settings. In my academic studies I await guidance, either in form of lectures or structured tasks that lead me in gaining new knowledge and a known-in-advance manner how I will have to prove my knowledge. Since in my studies (bachelor in theology, unfinished pedagogy bachelor, unfinished aviation-engineer studies) I have experienced gap between theoretical knowledge and knowledge and skills actually necessary in practice, I tend to look at academic studies as a bureaucratic step necessary to get into the world of a certain profession, and when I am in, I will actually learn the necessary skill set. I guess the roots of this kind of thinking and studies are found in the manner we were taught in school, where we didn't know why we need to learn what we had to, and whether it will be useful in our future at all and mostly it is not useful. And growing up like that, when going to school and learning there, and acquiring skills for job or life are separated, it is hard to change and try to unite them. But when I learn for myself, for example, I try to find a solution for a classroom management problem or other real life situations, I can find books and researches that are adaptable to my situation or I find advice from a mentor. This learning is not structured but successful enough to resolve existing problems. So I learn through actual problem solving. That is why in my lessons I try to develop self-regulated learners. But my experience in self-regulated learning is quite new and not well developed, but is set on uphill motion. I have developed a planning skill, many thanks to my peer X, and am much more likely to execute the plan in time comparing with me 5 years ago, so the controlling and directing skills are developing quite well, but again just in the last years, though I would be happy to have acquired the epistemological knowledge and practical nature of these skills in my school years so preserving myself from many sleepless nights because of a lack of self-regulatory skills. The hardest part for me - a grownup learner - is self-evaluation and critique. I have learned to hear some of the critique as a place for growth, and in many occasions even to ask for a feedback (for example I ask regularly for colleagues to observe my lessons - that was a crucial part for me to gain confidence in my teaching, because if I don't hear observation on my lessons from a person I trust, I don't have another tool, a mirror to reflect in, to understand what am I doing right and where I have to work on) but that is a work in progress. In self-evaluation I tend to have a black-and-white view, either I think my work is excellent or poorly executed, and that can change from the first to the second really fast. To sum up - learning is a lifelong experience as well as learning to learn.

#### **Adult learner 4**

The concept of adulthood, for me it means ability to direct personal autonomy, ability to construct argument, and ability of balance and fulfilment. I would consider myself an adult, who struggles with reasoning and is good at balancing opportunities/obligations. I have been trained to listen to teacher to get good marks in school, so I struggle with some elements of maturity. The top 5 reasons millennials get fired are: the need for independence, lack of confidence, anxiety, miscommunication, and that they lack vision of whole picture. Although I am not considered to be millennial, I am not very good with these soft skills, that actually are essential skills to get a good job nowadays. In our university program we are motivated to use self-learning and exam being self-evaluation we are learning to learn (using activities we see how we started and the end result-which can be different for each person!). In my workplace 4 things of adulthood -Control/direct/plan/evaluate are stimulated through PDCR programme which is a yearly evaluation tool. Tools where manager and employee have to set goals and evaluate results can be found in any institution and evaluation usually is directly connected to a bonus payout. So better to master these 4 things earlier in your adulthood! Professional needs are identified with learning difficulties and in my job experience the Educator (a mentor, a colleague or a teacher in courses) facilitates learning. In work environment basic, continuous vocational training is inevitable. But more and more training for personal development is supported. For example, creativity as non cognitive skill can be trained by doing

theatre, but also in it should be used in vocational training for innovations. In my enterprise, a Got it Idea platform has been introduced for this goal. As more and more companies need to develop good reputation and social image training for community development also takes place (As an example, in my workplace in annual visit to X animal shelter, trainings of animal rights take place). Traditional elements of adult education are: Continuation of learning in school leads to prof. learning and workplace learning; Parallel institutions for adults to get certificates; Literacy-reading/writing financial/economic/finance/household/water, digital literacy (today this is also literacy!). Cognitive skills affect employment aspects. For my workplace such techniques as identification of cognitive processes tests are being used when recruiting employees. Self-controlled learning is an important aspect of workplace learning and mainly this is subject-centered technique. Adult education relates to literacy and I would highlight that in my job enormous amount of written information has to be decoded and comprehended each day, hence understanding the essence of it. As the valuable skill for managerial positions we have to be able to use metacognition to deliver employees the main points of information read in clear, short structure when writing emails to colleagues. Which employee has time to read your A4 format email?! In my personal experience lack of social skills blocked one of my teammates to get promotion in 4 years, although he was highly skilled. As dysfunctions in social skills can affect all people in working place, for us an intervention method-coaching was introduced. Before starting this study programme I did not have in depth understanding of vocational training and employment for people with disabilities. But after analysis of political and social action, objectives, competencies needed and support professionals in relation to it, I have opened my eyes and see where improvements could be made in my own workplace. Lifelong learning will certainly not loose its topicality in closest decades!

Retrieval of particular codes in >>adult\_student\_1.rtf<<

-----

- ☒--> Continued basic training
- ☒--> Continued professional learning
- ☒--> Continued vocational training
- ☒--> Continued workplace learning
- ☒--> Creativity trainings
- ☒--> Digital literacy trainings
- ☒--> Financial literacy trainings
- ☒--> Literacy trainings
- ☒--> Reading/writing literacy trainings
- ☒--> Self-controlled workplace learning
- ☒--> Self-regulated learning
- ☒--> Subject centred learning
- ☒--> Training for community development
- ☒--> Training for personal development
- ☒--> Vocational training for employment of people with disability
- ☒--> Vocational training for innovations
- ☒--> Written information encoding training

0 finding(s)

Retrieval of particular codes in >>adult\_student\_2.rtf<<

-----

- ☒--> Continued basic training
- ☒--> Continued professional learning
- ☒--> Continued vocational training
- ☒--> Continued workplace learning
- ☒--> Creativity trainings

- ☒--> Digital literacy trainings
- ☒--> Financial literacy trainings
- ☒--> Literacy trainings
- ☒--> Reading/writing literacy trainings
- ☒--> Self-controlled workplace learning
- ☒--> Self-regulated learning
- ☒--> Subject centred learning
- ☒--> Training for community development
- ☒--> Training for personal development
- ☒--> Vocational training for employment of people with disability
- ☒--> Vocational training for innovations
- ☒--> Written information encoding training

0 finding(s)

Retrieval of particular codes in >>adult\_student\_3.rtf<<

- 
- ☒--> Continued basic training
  - ☒--> Continued professional learning
  - ☒--> Continued vocational training
  - ☒--> Continued workplace learning
  - ☒--> Creativity trainings
  - ☒--> Digital literacy trainings
  - ☒--> Financial literacy trainings
  - ☒--> Literacy trainings
  - ☒--> Reading/writing literacy trainings
  - ☒--> Self-controlled workplace learning
  - ☒--> Self-regulated learning

35 - 36: Self-regulated learning

{ 35} But my experience in self-regulated learning is quite new and not well developed, but is set on

{ 36} uphill motion. I have developed a planning skill, many thanks to my peer X, and am much more

☒--> Subject centered learning

☒--> Training for community development

☒--> Training for personal development

☒--> Vocational training for employment of people with disability

☒--> Vocational training for innovations

☒--> Written information encoding training

1 finding(s)

## Dokumentārā lapa

Maģistra darbs: „Mācīšanās darbavietā Solvay Business Services Latvia” izstrādāts LU Pedagoģijas, psiholoģijas un mākslas fakultātē

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

Autors: Lāsma Saliņa

\_\_\_\_\_

(Autora paraksts)

**Rekomendēju / nerekomendēju**(nevajadzīgo svītrot) maģistra darbu aizstāvēšanai Latvijas Universitātes Pedagoģijas, psiholoģijas un mākslas fakultātē.

Darba vadītājs(-ja): amats, zin. grāds Vārds Uzvārds Dr.habil.paed.Irina Maslo

Darbs iesniegts Izglītības zinātņu un pedagoģisko inovāciju nodaļā

\_\_\_\_\_.

(Iesniegšanas datums)

Dekāna pilnvarotā persona: metodiķe: \_\_\_\_\_.

(Metodiķes paraksts)

Darbs aizstāvēts valsts gala pārbaudījumu komisijas sēdē

\_\_\_\_\_ prot. Nr. \_\_\_\_\_,

Komisijas sekretārs: \_\_\_\_\_

(Sekretāra paraksts)