

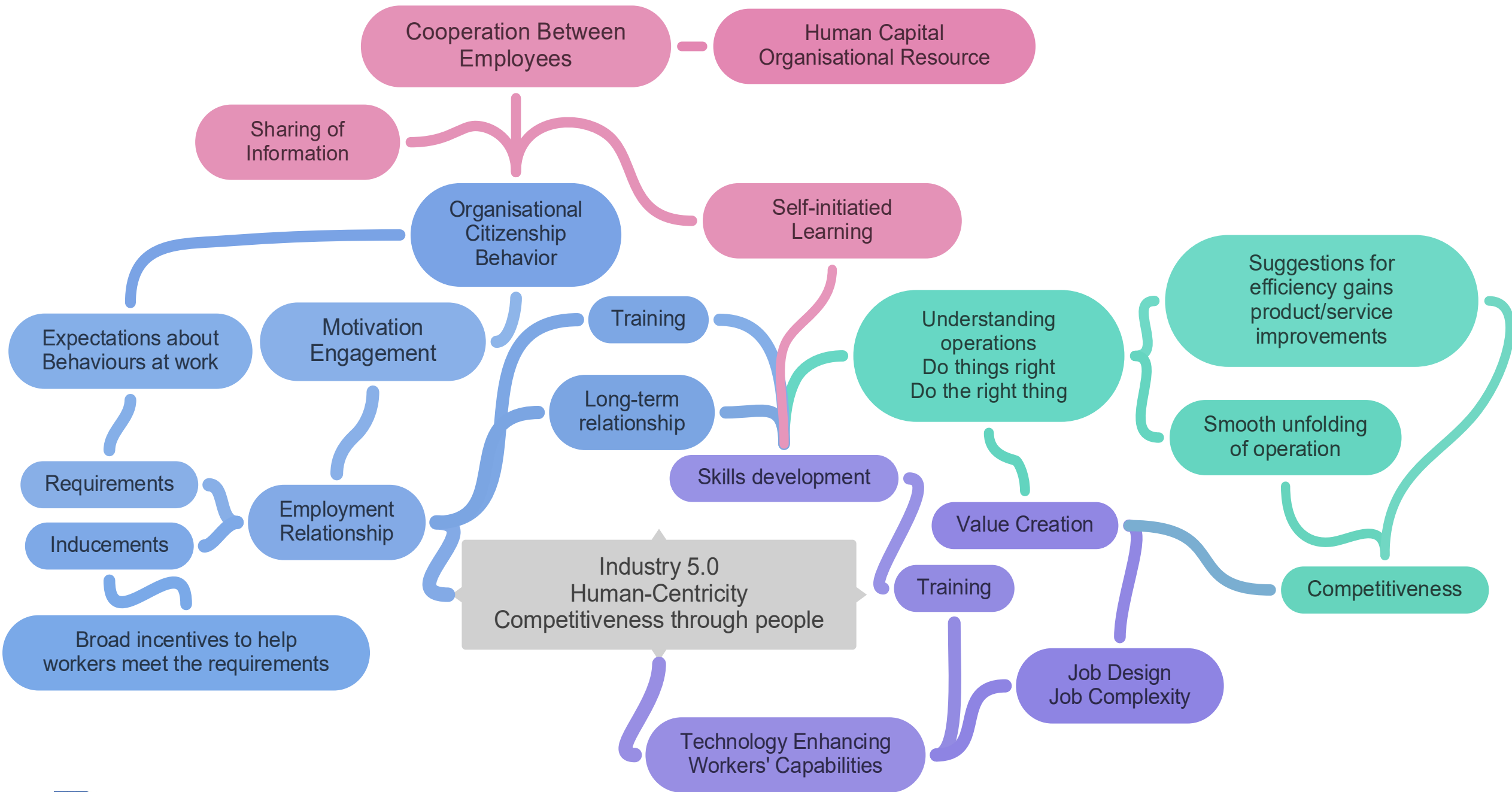


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European Centre for the Development
of Vocational Training

Motivating upskilling in EU workplaces

Insights from the European Company Survey (ECS) and the European Training and Learning Survey (ETLS)



Job Quality

- Inducements: employee support
- Motivation and engagement
- Long-term relationships
- Training and learning
- Job Design:
 - Complex jobs: autonomy and problem solving
 - Interesting jobs
 - Career opportunities
- Cooperation between employees

Evidence on employment relationships



**Low requirements –
low inducements**

13%

of EU establishments



**Moderate requirements –
moderate inducements**

30%

of EU establishments



**High requirements –
moderate inducements**

38%

of EU establishments



**High requirements –
high inducements**

19%

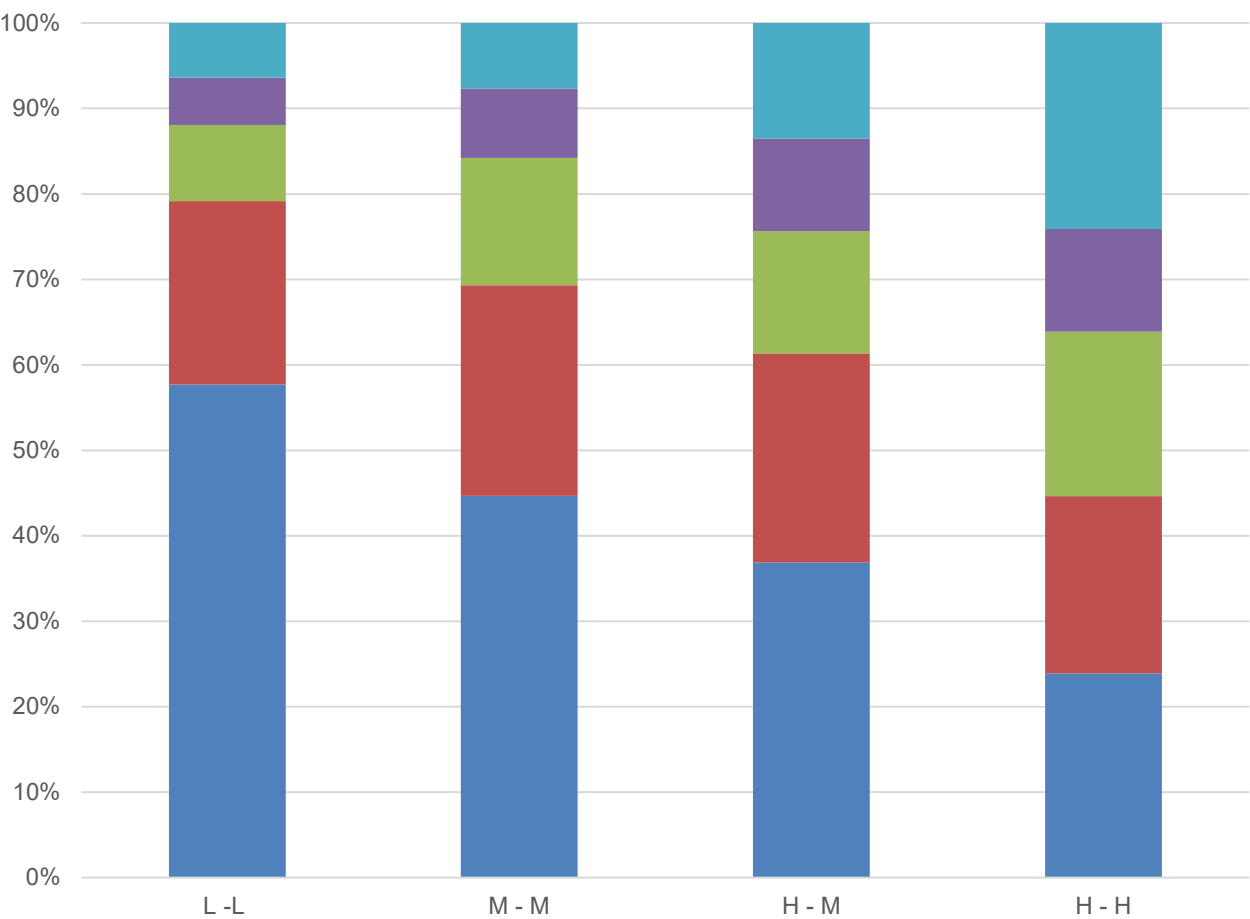
of EU establishments



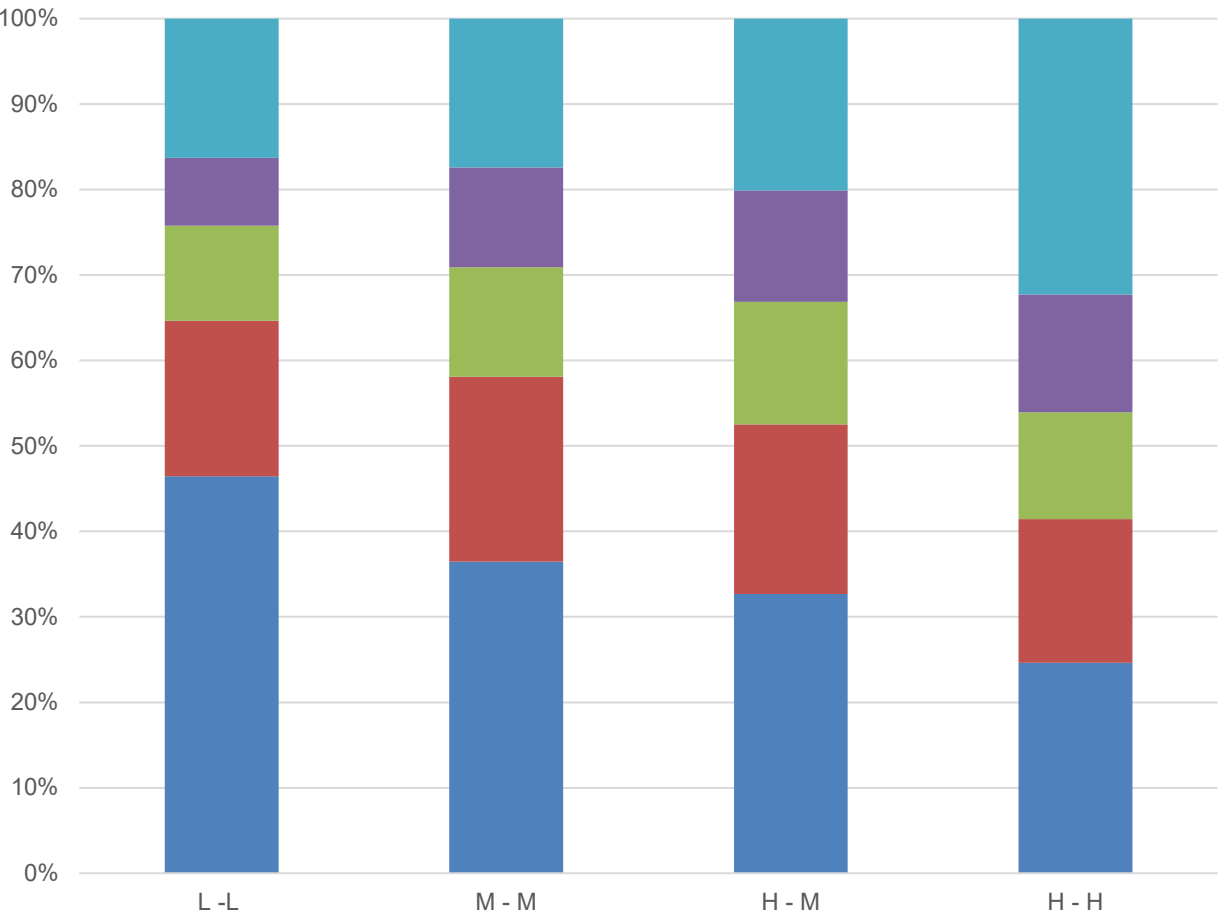
Source: Cedefop / Eurofound, European Company Survey (2019)

Employment relationship and job complexity

% of Establishment with given incidence of jobs requiring **problem solving** by type of employment relationship



% of Establishment with given incidence of jobs requiring **work autonomy** by type of employment relationship



Improvement in employment relationships



Better talent retention

Keep valuable people and reduce turnover.



Higher engagement

Motivated people contribute more and stay longer.



More training provision

Invest in skills that build capability and performance.



Stronger recruitment

Attract the right talent more easily and effectively.



Source: Cedefop / Eurofound, European Company Survey (2019)

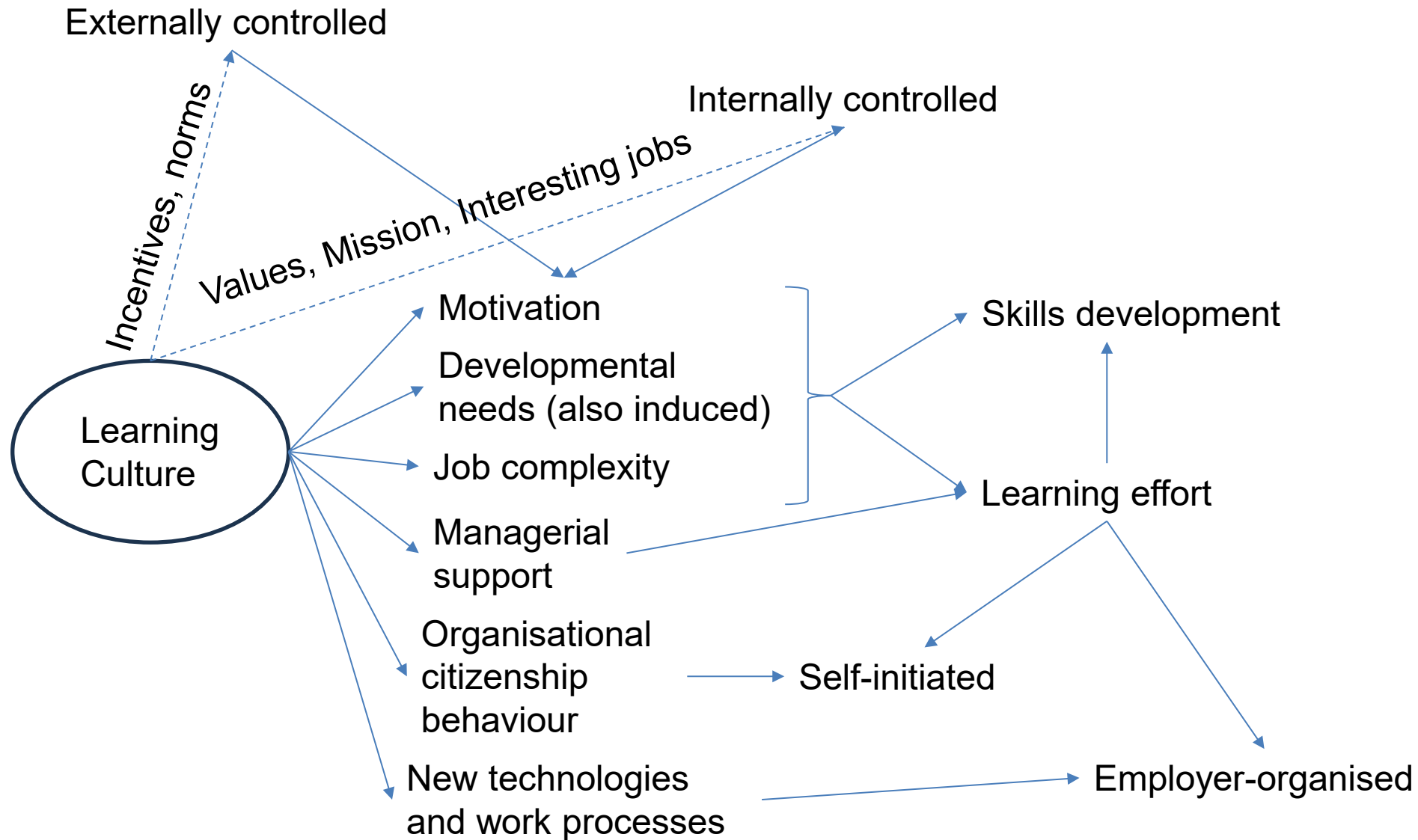
ETLS: focus on skills development

- Distinction between:
 - Learning as a process: the participation in learning activities
 - Learning as an outcome: skills development
- Learning as a process:
 - Focus on frequency of participation in learning activities (extensive margin)
 - Employer organised learning activities (on-the-job and off-the-job training)
 - Workers' self-initiated learning (work-related learning, not organised by the employer, on worker's initiative):
 - Individual activities: Training and books, trial and error, and reflecting
 - Social activities: asking colleagues and supervisors, observing others.

Learning as an outcome: skills development

	In the last 12 months/Since you started your main job, to what extent have you become better, if at all, at any of the following aspects of your work?
1	At understanding how my work can be done better
2	At solving problems at work
3	At doing my job tasks with less supervision
4	At understanding the tasks I need to do
5	At knowing whether I am doing a good job
6	At describing how I do my work to colleagues
7	At avoiding mistakes at work
8	At making better decisions at work
9	At performing different job tasks
10	At doing my job tasks faster
11	At doing my job in a way that does not harm the environment, i.e., by reusing materials, reducing waste or energy.

Conclusions: learning cultures and direct and indirect effects



Thank you

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ETLS: learning process and other salient features

- Subset of the general population: employed adults (16-64 years of age)
- Carried out in 27 EU member states, Iceland, and Norway
- Modes (online samples could accommodate additional questions)
 - Telephone Random Probability Sample
 - Online Probability Sample
 - Non-probability Sample to increase sample size
- About 44.000 observations in all

Employer organised learning activities: learning for work

- First ask about participation in the last 12 months in
 - Induction training
 - Health and safety training
 - Workplace behaviour training (inclusion, anti harassment)
- Then about participation in any other work-related training (in person and online, inside or outside the workplace)?
- If YES, frequency of participation in two modes of delivery
 - Off-the-job: while not doing my everyday job tasks (classroom or training facility)
 - On-the-job: while doing my everyday job tasks

