



RESEARCH ARTICLE



| The sectorial context of workplace learning

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ABSTRACT

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

KEYWORDS

workplace learning, sectors, knowledge management

THE CONTEXT OF WORKPLACE LEARNING

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

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

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

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