

# LLLight in Europe

LifeLong | Learning | Innovation | Growth &  
Human Capital | Tracks in Europe

Thematic workshop 3: Skills strategies and policies



# Workshop programme

- Research question and design
- Findings
- Discussion



# Research Question

What lifelong learning strategies are in place in enterprises and how can they be used towards value creation?

# Method and Data: Abductive

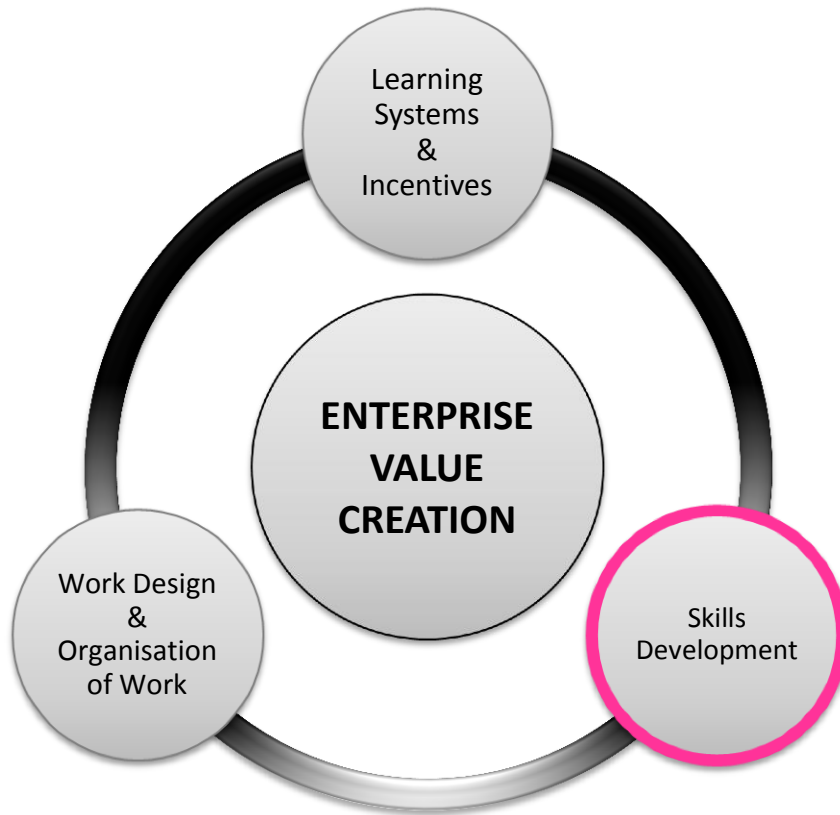
	Target	July 15, 2015
Individual WP4 interviews	200	47
Individual questionnaires (complete)		182
Enterprises (EU)	50-60	31
Enterprises (EU competitors)		163
EU countries	15	9
EU competitor countries	4	13
Industries	5-6	53

## Data Set

**Phase 1 Data:** Empirical studies, 1990-2012 (see Brandt et al., 2013 and section 3.1 of this report)

**Phase 2 Data:** Semi-structured interviews and confirmatory questionnaires (informing enterprise fiches)

**Phase 3 Data:** Data from the 2009 ECS, with some references to the 2013 ECS (where applicable and where cross-referencing data is available)



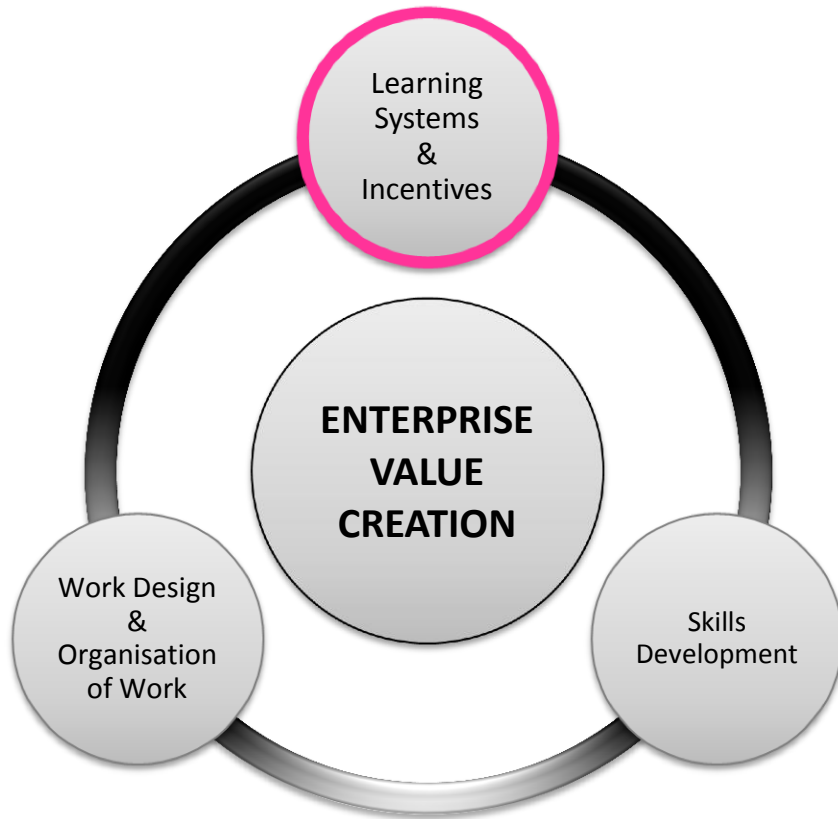
*The skills development dimension is characterised by an outlook on hard (specific) and soft (non-specific) competences in combination with learning activities, development and training.*

- Highest valued employee skills
- Main triggers for learning
- Most successful types of learning

## 10 minutes - DISCUSSION

Soft skills are the most valued but enterprises invest mostly in hard skill development AND, there is a demand gap

- Should soft skills development be the private individual's responsibility?
- How can we encourage greater enterprise investment in soft skills?



*This dimension relates to the production, management and facilitation of learning arrangements and structures, conducive to creating and sustaining the high commitment, security and motivation of the workforce.*

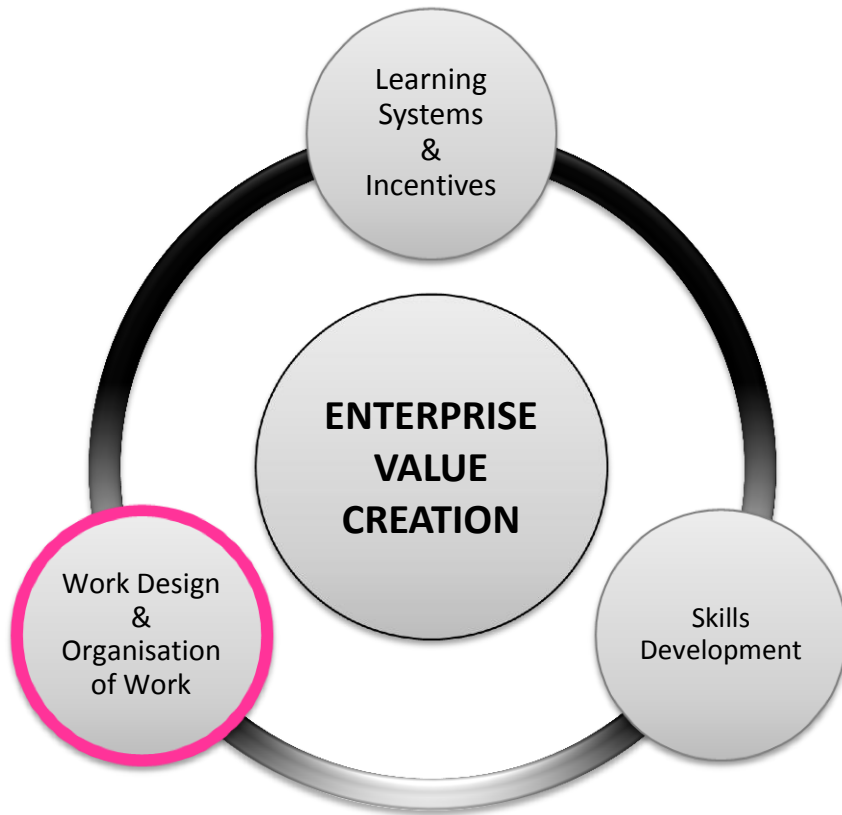
- Systematic organisation of learning
- Measuring learning
- Compensation and rewards
- Appeal of the environment
- Flexibility and tolerance to risk-taking
- Stability and security
- Trust and feelings of belonging

## 10 minutes - DISCUSSION

Intrinsic rewards outweigh extrinsic rewards, yet policies primarily address extrinsic rewards (e.g. salary, pension). We also see country-based results with respect to employee satisfaction with the workplace environment...

- Should policies more explicitly address intrinsic rewards? If so, in what ways?





*Work design and work organisation encompass the setups, channels and strategies adopted towards supporting production, communication, and general enterprise performance.*

- Having HR-competence
- Hierarchy, bureaucracy and status distinction
- Routine and challenging work
- Team-based work
- Employee influence on work
- Conflicts

## 10 minutes – DISCUSSION

Most onerous conflicts lead to burn-out and stress. The economic climate has led to negative-motivation to work (e.g. financial gain)

- How can we encourage more supportive work organisation where employees have agency over their work?

For a fun test of your sensitivity to lifelong learning strategies in enterprises, play here:

[www.llightineurope.com/cardgame/](http://www.llightineurope.com/cardgame/)

# What is the LLLight'in'Europe project?

- FP7 research call on Lifelong Learning
- Coordinated by Zeppelin University
- January 2012 to September 2015
- Project Director: Peer Ederer
- Budget: 3.44 mio Euro
- Supervisory Board:
  - Xavier Prats Monne, Deputy DG Education and Culture
  - Andreas Schleicher, OECD
  - Oskar Heer, Global Head of Education Daimler AG
  - Iain Murray, Senior Policy Officer on Education, Trade Union Congress
  - Roger van Hoesel, Managing Director Food Valley Netherlands

# Participating Universities



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Thank you for your attention

and

please visit [www.llightineurope.com](http://www.llightineurope.com)