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(INTER)CULTURAL AND TRANSCULTURAL LEARNING IN COMPANY-BASED OCCUPATIONAL TRAINING AND FURTHER EDUCATION

Key words: migration, abroad, transnationalisation, company-based occupational training, cultural needs in enterprises, German-speaking emigrants, China

Abstract: The increasing diversity of the population and diverse forms of migration and expatriation evoke new conceptual considerations about how to shape company-focused occupational further education. In ongoing transnationalisation processes enterprises take over functions of culture transporters and adapted training organization, means that, although businesses’ primary focus lies on objectives other than education and training, they do however provide education and training in a specific manner at the same time. In this article selected approaches, theories and empirical results, which take into consideration cultural aspects of enterprises and company-focused occupational further education, are going to be systematized and discussed. Selected empirical results show how german-speaking exatriates in China structure their learning processes.

Introduction

Company-focused occupational further education has become the main area in adult education/further education. From the results of various education monitoring systems, we can infer that the interest in training and the development of competences is high among employers and employees, even though the participation rates do not show growth at present (see Bilger, Rosenbladt 2011). As opposed to the participation opportunities in the public further education sector, when it comes to participation in company-focused further education, the resource decisions made by businesses, or the employer, based on profit and strategy considerations, play an important role in addition to the individual's personal interests. For example, businesses are clearly increasingly interested in intercultural training and education courses at the present time. This is indicated to a certain extent by the differentiation we see in the further education market in the area of intercultural training, which is
developing dynamically based on the demands of businesses. Furthermore, we also see this in the approaches and concepts, at strategic as well as the macro and micro levels, that have been developed in order to handle changing cultural circumstances and requirements, both at organisational and individual level (see Robak 2010).

These efforts are attributable to both social changes and also to altered structural realities within the businesses, their environments and work structures. Three main trends that relate to addressing the cultural, intercultural and transcultural requirements of learning, training and education in the contexts of occupational and company-focused further education are identifiable in this process: 1. The structure of the population in Germany is changing; it is becoming more differentiated. There are more groups of people with an immigrant background. According to the German statistics authority (2010, p. 7 and following) approximately one fifth of the population comes from an immigrant background in the broader sense. This knowledge also acts as a strong signal for businesses. Secondly, the different migration processes and their effects in Germany are attracting attention. And thirdly, there are differential types of immigration in other countries which generate a need for education and training: ranging from expatriate postings, transmigration and movements of people back and forth to the extremes of transnationalised structures and organisations (Mau 2007). This opens up two perspectives that are relevant for company-focused occupational further education: Migration processes to Germany in all of their diverse forms currently lead to different requirements with regard to conceptualising company-focused occupational further education than the education and training requirements which result from the different forms of migration and expatriate postings1 to other countries. These have an arcing effect and can be seen as a symptom of an increasingly hybridised global society (see Schriewer 2007). Businesses take on the role of culture transporters in this process (Buhr 1998) on the one hand, and of adapted education organisations on the other hand. The term culture transporter means that, when businesses open branches and subsidiaries in other countries, or engage in joint ventures, elements of the parent companies’ work ethic, business culture and learning culture are transferred. These elements are also characterised by specific national, ethnic and cultural properties. The second function, that of the adapted training organisation, means that, although businesses’ primary focus lies on objectives other than education and training, they do however provide education and training in a specific manner at the same time. Adapted education is characterised by the fact that it takes place in

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1 Expatriate postings involve staff relocations, which are implemented by businesses and organisations for specific task areas and for different periods of time, generally one to five years. There is differentiation among the forms of expatriate postings in that transnational businesses recruit staff from different countries and relocate them to different countries, meaning that a chain of relocations may arise (see Robak 2012).
organisational contexts, which do not offer education as a primary function, or in organisations, which import education functionally and specifically as a subcontract service. Characteristically, adapted education is offered primarily, but not solely, in the area of intercultural training (for an explanation of this concept, see Gieseke et al 2005; see Robak 2010). This contribution systematises and discusses selected approaches, theories and empirical results, which identify and focus on the cultural requirements in businesses and company-focused occupational further education.

Firstly, this paper defines company-focused occupational further education and names aspects of its organisational disposition and the requirements for professional action. Inter-societal changes in Germany on the one hand and, on the other hand, transnationalisation and the growing network of global economic links highlight the more complex conceptualisation approaches that are required for company-focused occupational further education. This is followed by a concise presentation of the existing approaches for handling cultural differences in businesses. The related cultural concepts and the empirical results of my post-doctorate thesis (Robak 2012) indicate that the interculturality concept, which is used in most cases, has reached its limits and no longer adequately responds to the cultural and societal dispositions and realities in businesses. Neither the available concepts nor the existing knowledge structures are capable of satisfying the requirements of hybrid societies and businesses.

**Company-focused occupational further education – definition, changes, requirements for professional action**

Occupational further education is a generic concept. Its objective is to achieve integration in the labour market, make adequate provision for an occupational structure and provide the skills and qualifications, which are required for carrying out occupational activities. At the same time, particularly when seen from cultural perspectives, an adequate number of jobs that correspond to the available qualifications must be offered. Different systems describe occupational further education in different ways as shown in the boxes below:

The term “company-focused further education” refers to the actions and activities undertaken by businesses in order to continuously train their employees following on from their initial formal education (Arnold, 1991, term taken from Arnold, Gonon 2006, p. 91).

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2 Occupational further education relates here to the complete spectrum of further education including company-focused further education.
Occupational further education

<table>
<thead>
<tr>
<th>Further education</th>
<th>Retraining</th>
<th>On-the-job learning</th>
<th>Other important areas</th>
</tr>
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</table>
| Adaptive further education | In recognised academic and practical professions | Organised learning (quality circle, on-the-job learning, workplace learning, learning islands, etc.)
| Promotional further education |                                      | Informal learning and self-managed learning (learning by doing) |  |
|                         |                                      |                                          | - Retrospective achievement of formal education certificates |
|                         |                                      |                                          | - Horizontal additional training in order to expand the training profile at the same professional and activity level |
|                         |                                      |                                          | - Retraining for professional reintegration etc. |

Fig. 1. Segments in occupational further education (based on: Arnold, Gonon, 2006, p. 108, 112)

Occupational further education takes place increasingly in company-focused contexts (Wittpoth 2006, p. 120 and following) and is currently the area within the complete further education system that shows the greatest level of participation (see Bilger, Rosenbladt 2011). Various organisational forms, both within and outside companies, have arisen in this area. In addition, forms of the above-mentioned adapted education, i.e. competence development and training, have been developed internally or imported from external sources as required. This results in a multiplicity of significance enhancements and structure improvements: occupational further education is differentiated by its content and forms, is structurally closer to the work processes. Personnel management, personnel development and company-focused further education are closely interrelated.

Professional parties active in company-focused further education and personnel development face the challenge of relating different interests and logic constructs to each other: company-related and professional logic constructs, professional and work relations, evaluation within the scope of the activity and the context of individual professions. At the level of education management, company-focused further education must be legitimised within the internal power structure, strategically oriented and structurally framed in accordance with different business structures (see Pawlowsky, Bäumer 1996). Education as a cyclical process of planning, measuring, assessing and correcting is central in this task area (Käpplinger 2010). At the level of concrete education planning, needs must be identified, worked out and objectively scoped in order to develop and launch appropriate offerings. It is only through interaction
between education management, education controlling and education planning that organisational or business-specific learning cultures can be created, which act as the linchpin between society, businesses and individuals. In a learning culture, institutions define their deployment of competence development, training and education, anchor their concepts regarding the relationship between the work context and learning and define the role they assign to learning for the world of work (see Gieseke 2009; Robak, 2009; see also Enoch, Robak 2012).

From the point of view of intercultural training requirements in national and transnational perspectives, we can identify a plurality of tasks for occupational further education, which should be discussed specifically in the context of company-focused further education:

a) Company-focused occupational further education should create phased training options, which provide offerings for different training levels without resulting in disqualification or underqualified employment relationships. To date, this has not been adequately implemented.

b) Company-focused occupational further education supports mastering the practices that have been developed for the professions in question and their fields of application and correspondingly makes state-of-the-art knowledge resources available.

c) Company-focused occupational further education faces the specific challenge of developing offerings and developmental systems in the form of life-long education for different forms of immigration, immigrant groups and expatriate groups. This is associated with specific organisational components, which focus on competence development as a cross-cultural, life-long educational activity, for example in the form of transnational personal development. Knowledge needs must be defined in the medium to long term and co-ordinated; this is required in specific forms for differently qualified groups.

d) Knowledge transfer across different cultures and the classification of cultural differences in the framework of societal developments and their retrospective effects on society have not yet been adequately developed. There is a predominance of “fast track” approaches, which communicate essential cultural differences during intercultural training courses, but make no attempt at adequate sociopolitical positioning.

e) Verbal and communicative skills are becoming increasingly important in order to work in multicultural teams and interlinked work environments. These are increasingly taking on the status of basic skills, which need to be anchored through different offer formats.

Requirements within societal environments

The tasks described above result in far-reaching requirements for intrasocietal perspectives, which must also be tackled in a company-focused further education context. The task of increasing occupational education
opportunities and, by extension, the associated opportunities for occupational further education for groups of people with an immigrant background is of particular urgency in Germany. Results indicate a need for a comprehensive return to learning programmes (Granato, 2005). Accessibility to the labour market is characterised by inequality (Granato, 2003). Not only do we see that the less-educated are disadvantaged, the same also applies for those with higher education and academic qualifications: The lack of recognition of academic qualifications, the rejection of occupational further education measures and forcing people to accept employment in positions below their qualification levels all have far-reaching consequences for society and for individual education and professional biographies (see Meinhard, 2008). This complex of themes gives rise to many more questions than those that can be answered based on the available data and research results.

Current education monitoring results show reduced education participation for groups of persons with an immigrant background, particularly foreigners. The differences between German nationals with an immigrant background and German nationals without an immigrant background can however be viewed in perspective and show similarities when groups of people in similar constellations are considered. This applies in particular in the area of company-focused further education: Germans with an immigrant background show particular similarity to Germans without an immigrant background in company-focused further education. So their immigrant background as a characteristic has no discrete effect on total participation in further education. One must however ask critically whether the promotion and career development of groups of persons with an immigrant background is considered to be equally important? Results from transmigration research can assist in answering this question. For example, empirical results indicate that Turkish-speaking transmigrants with a successful education record return to Turkey because they do not feel that they are given adequate chances of promotion in Germany (Sievers, Griese, Schulte, 2010). This explicitly indicates that company-focused further education and personal development needs to develop career development and promotion concepts which pursue a diversity-promoting approach for groups of persons with multiple cultural origins and allegiances.

Requirements in the context of economic interlinking and transnationalisation

Training requirements are generated by the continuing process of economic interlinking, to which businesses are reacting by creating appropriate structures and also by slowly introducing staff development measures. Transnational

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3 As opposed to German nationals with a migrant background, foreigners do not possess a German passport.
businesses are changing their structures and processes in a specific manner. The term transnational businesses should be understood to refer to profit-driven organisations, which consist of a parent company and one or more subsidiaries whose relationships are characterised by structural dependency (Buhr 1998, p. 15). The interdependencies in the area of production and service are particularly strong. In addition, other forms of multinational businesses also face similar challenges: how can the company’s staff at different levels be prepared for networked collaboration, project activities, team activities, mobility and both multicultural and multilingual work environments?

In addition to collaboration in transnational contexts, distinctly different migration forms have also developed. These vary from long-term migration through medium-term expatriate postings in differential forms to transmigration and nomadism; in other words, transferring the focal point of one's life from one country to another over periods of a different duration. As indicated below, the concepts that adequately cater to these migration forms have not yet been sufficiently defined. Adult education in general and occupational company-focused further education have hardly considered these groups to date in the form of studies relating to their training and learning processes. Further research needs to be devoted to identifying the processes of competence development and education through which they progress and determining the further training requirements that arise in businesses.

In the context of this contribution, the latter perspective relating to handling transnationalisation processes and determining how training and competence development can coordinate these processes is of particular interest. Firstly, a brief study is required of the existing approaches and concepts, which have been developed in the context of personnel development and company-focused further education in order to handle cultural differences.

**Approaches and concepts for handling intercultural challenges**

A review and analysis of the existing approaches and concepts for handling intercultural challenges (intercultural training courses, intercultural personnel development, intercultural management, expatriate management, international personnel management or international personnel development and diversity management) shows that they have not yet been adequately developed and differentiated. There is only time to look briefly at a number of typical approaches here.

**Intercultural training courses designed to develop intercultural competencies:** Intercultural training courses are the most commonly used form of preparation for intercultural situations. Numerous concepts exist, which have been shaped in different disciplines. In terms of their relevance for businesses, comparative cultural psychology (e.g. Thomas 1996), cultural psychology, intercultural communication and business communication (Bolten 2007) are of
key importance. One difficulty is that it has not yet been possible to develop an extensive and empirically substantiated basis and systematisation for intercultural competences in the area of adult learning. Different viewpoints and systematisations exist with regard to the question of the role played by culture-specific knowledge. Is it a cross-cultural ability, which can be placed in the area of dispositive characteristics, or is it a culture-specific skill? Adequate communication is the smallest common denominator in the different approaches. Practical knowledge can hopefully be obtained from studies that help to explain intercultural differences (e.g. Hofstede 1980; Thomas 1996).

The Anglo-American discourse has focused on this theme and the development of training approaches and instruments ever since the 1960s. As systematised by Bolten (2001), different culture-specific and culturally shared training processes have established themselves in Germany and appear to have reached maturity. However, as in past, culture-specific intercultural training courses are still the dominant form (ibid., p. 917). At present, we see stagnation in the rate of innovation in the area of intercultural training courses (see Otten 2007 and the related criticism in: Robak 2010).

**International and transnational personnel development:** International personnel management is becoming accepted as a theoretical area of study. The concepts look at interculturality in the context of international knowledge in company-related economic task areas. As a result, intercultural competence has now established itself as an important theme in business. Integration in a global business perspective and transfer of company-related areas of knowledge stand in the foreground. Knowledge of cultural differences and staff capabilities, which are generally dispositively defined, follow on from this. As shown by critical analyses, this area is dominated by the interculturality paradigm (see Robak 2012). Approaches in transnational personnel development, which adopt open cultural ideas, i.e. abandon the intercultural paradigm based on closed cultures, decouple cultures from territories and at the same time think in terms of cross-territorial networks (see chapter 4), are still in their infancy. In the area of transnational personnel development, structures must be defined, which are developed cross-culturally, e.g. in all branches of the business and its subsidiaries in different countries in accordance with staff needs and requirements, and which are similarly structured and offer a similar range of courses, in order to make adequate training and education available to all employees. Transnational businesses develop and test these approaches structurally and when doing so are particularly interested in creating a balance between the offer forms and learning forms, which fluctuate between standardisation and differentiation (see Enoch, Robak 2012).

**Diversity Management:** Diversity Management is a personnel management instrument. It involves a top-down strategy. The concept focuses on plurality, heterogeneity and the differences within organisations. The objective is to positively consider diversity in different organisations and exploit the diversity
of the individuals, cultures, strategies, functions etc. in order to find strategic solutions for complex organisational problems (Aretz, Hansen 2002, p. 8). The concepts of Diversity Management aim to identify and promote basic skills, which allow appropriate handling of social plurality. Cultural differences, which are shifted to the foreground otherwise, are related here within a constellation construct to other aspects, which individuals attribute to themselves or which are attributed to them by others and often lead to exclusion. Even so, diversity is very narrowly defined here and neither takes into account the socialisation and habitual reality nor individual education and training biographies (see Robak in press). Mecheril (2011) points out that the approach does not abolish the attribution of differences over and above identities and does not eliminate discrimination, but that it does create new practices in the organisations, which reshape the realities.

**Diversity Management:** In the discourse in the German-speaking area, Expatriate Management focuses on the entire process of a classical posting abroad and concerns itself with this concrete area without globally considering a person’s competence development or all of the forms that develop. Expatriate Management can be seen as a component in international personnel management (see for example Fischlmayr, 2004). In practice, Expatriate Management is largely still seen and applied as the administrative procedures related to overseas postings over time.

In the case of all approaches, it is striking that they do not consider the different knowledge resources which relate to different comprehensive education and training requirements such as the type of occupation, the position or social participation.

**Culture concepts and their relevance for company-focused occupational further education**

The previous sections relate primarily to different understandings of “interculture”. Interculture supports debate between different cultures, structurally leads to interfacing with what is alien, the acceptance of the other, and implements preparation for an alien environment by offering tools. This cultural paradigm is of particular significance in relation to the confrontation with racism and discrimination. The objective of the associated learning notions is understanding others, selectively handling differences, by emphatically approaching other cultures. Welsch (2005) portrays cone-shaped closed cultures which stand opposite each other and need to understand each other. Ideas about intercultural learning use multiple interpretations of the interculturality concept. This approach is also largely adopted in the context of handling globalisation and transnationalisation processes in businesses. The interculturality model is however no longer adequate in a transnational perspective and only of limited value when viewed from an intrasocietal perspective (see Robak 2012, 2013).
Two cultural science approaches need to be involved. On the one hand, they correspond more closely to the realities in businesses and, on the other hand, open up further learning and training options.

Transcultural and hybrid cultural approaches abandon ideas of closed, territorially focused cultures and describe cultures in a new way in terms of their networked forms and origination processes in relation to modernisation and globalisation and in terms of the roles played therein by companies, institutions and individuals. New activity potentials for describing cultures and considering and rolling out learning and training processes in that envelope are emerging. Businesses are also shaping new networked structures and processes and can be seen as transcultural.

The transculturality approach according to Welsch (2005) opened up new approaches for the training discourse. It describes processes, how cultures develop in a networked manner and create new connections with different cultural resources in doing so. Individuals and groups play an active part in this in that they construct new culture forms, interact within those culture forms and, through their perception forms and interaction structures, shape cultural spaces, which represent a resource for creating separate worlds of the senses, knowledge forms and knowledge acquisition routes.

A concept for transcultural learning or transcultural training does not focus on cultural differences but rather on cultural creative resources, which, through knowledge acquisition at different levels such as differentiation of perceptions and sensitivity, forming associations and creating meaning, are supported by different practices. Joint culture creation also encompasses exchange via interpretative paradigms and building up common interpretations. This infers long-term education processes, particularly in cases where people with multiple cultural allegiances interact within cross-border transnational working relationships, and that the ability to build separate practices must be complemented by an ability to adopt changing transcultural perspectives. The ability to adopt changing transcultural perspectives means that one must be able to exploit and understand culturally different interpretations and even shift between different interpretation systems (see Robak, 2012).

Hybridity as defined by Reckwitz (2006) offers a theory on how culture development and cultural transformation can be described and at the same time transferred into a possible operationalisation construct for research processes. Culture reshapes itself and is influenced via practices, i.e. via supra-individual strategy sets, which are not linked to persons. Culture is created daily via practices relating to work, relationships and technologies of the self. The practices relating to work are of particular interest for businesses. They must not only be structured in the parent companies, but also transferred to the different countries. The processes of new cultural creation through practices, which arise when different cultural resources meet each other in interaction spaces such as businesses, can be described as cultural hybridisation. At the same time, these
are closely associated with the creation of power structures. In the context of education and competence development, the hybrid culture approach allows conceptualisation of concrete cultural intermediate spaces in which interaction and the exchange of practices take place (see Reckwitz 2003, 2006) and into which knowledge resources and cultural resources flow. Through abductive research, this approach has been developed further to create a model (see Robak 2012, for details of the versions). Education offers based on the hybridity approach analyse forms and structures of hybrid cultures, such as work, organisation and learning cultures, which arise based on multicultural teams and reveal power structures in dominant cultures, discuss the strengths of shared cultural development and reflect the effects on individuals. The hybrid culture approach and the transculturality approach were used for educational science research in the context of expatriation to China and both theoretically and empirically analysed in the context of education and competence development processes (ibid.).

**Empirical results regarding how different expatriate groups learn in transnational work contexts**

An abductive multidimensional analysis model was developed in order to analyse the learning and education processes of German expatriates in transnational businesses in China based on cultural theory premises and educational science and interdisciplinary resources. This model can only be touched on briefly here. It consists of three process levels and three learning dimensions (see Robak 2012 for details). The empirical analysis revealed a total of four types:

- The Expat Classico,
- The Post-modern Cosmopolitans,
- The Employability Nomads,
- The Cosmopolitan Nomads.

The study’s leading questions are: In what form do hybridisation processes unfold and how are the individuals involved in these processes? Were the individuals given guidance in their on-the-job environment? Did they have opportunities to educate themselves further in different ways? Does the company offer a defined learning culture on which one can fall back if necessary, or does the learning culture consist of the possibilities which are offered by the job itself in a narrower sense?

Examples of the research results are presented below: in a business context, the Expat Classico is the most commonly encountered type. This university-educated, increasingly younger group works for global enterprises. They are posted abroad to important key positions for a period of between one and five years and are given the task of building or restructuring departments or business divisions. They are not interested in the country’s culture and an overseas
posting is not always what they want, however they do see opportunities in the extremely challenging task packages that are offered to them in China. Expanding, i.e. developing their personal training and qualifications further is a major motivation. The expatriates hope to qualify for promotion in the parent company via this route. However this is not guaranteed by the businesses.

The ample freedom of action and far-reaching decision-making authority they have in China are highly valued. The expatriates are fully able to exploit the performance potential, which their education and the knowledge they have gained in the parent company give them. They orientate themselves by the standards and expectations of the parent company in respect of the contractually defined task for the overseas posting. Self-activation is a prominent norm. This receives particular and forced emphasis in China, as it also has to be communicated to employees. Self-activation is the main form of the hybrid education process that has to be implemented. The constitution of work practices is focal to the activities. Learning processes take place in parallel; knowledge generation is achieved primarily by implicit learning, which injects immediately suitable and applicable knowledge into the work practices via learning-action inclusions. The simultaneity of working and learning processes makes systematic acquisition of knowledge difficult. The underlying hybrid education, the “remodelling” of the activation form is fed by the transference of post-bureaucratic work practices, which are aligned to the parent company’s globalisation strategies, organisation structures and values. One can plastically describe this as the introduction of project work, which cuts across the traditional understanding of work in China and the hierarchy culture standard.

In this context, hybridisation means that the practices encountered in the Chinese employees are not simply replaced, but rather remodelled in a controlled way: The decisive practice in this process is the injection of knowledge⁴. Personal work activities are created and routinised in such a way that they transfer targeted knowledge during their communication. In other words, the expatriates have to explain professional and process structure knowledge – often in English or via an interpreter – in such a way that it can be acquired by others both systematically and also in the context of carrying out direct work processes. A central prerequisite for this is prevention of personal knowledge overload. Only the acquisition of abstract professional knowledge structures guarantees occupational application. As the knowledge structures lose effectiveness, a personal loss of competence may occur after a few years, resulting from a lack of possibilities for acquiring knowledge and from performance saturation. Organised learning as a form of knowledge supply is

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⁴ The concept of knowledge injection is based on empirical data and expresses the fact that the expatriates’ job has been expanded to such an extent that they introduce knowledge into work processes for all decisive work processes via different forms of communication, both intentionally and implicitly, and thereby deliver a permanent and decisive contribution to the transformation and creation of work practices.
largely insufficiently consolidated. For this reason, the expatriates find it very
difficult to generate knowledge. Other than a few exceptions, the enterprises do
not exhibit transnational learning cultures. Institutionalised structures for
knowledge supply have not been created to an adequate extent. Other than a few
basic language courses, there are no forms of cultural education. Consequently
the expatriates have no access to Chinese reality and they only participate in
Chinese life and culture to an extremely limited extent. Company-focused
occupational further education for the different expatriate groups is not
anchored in anyway. There are as yet no conceptualised transcultural or
transnational learning cultures which coordinate the shaping of transnational
businesses in hybrid work contexts. The associated knowledge resources, which
need to be anchored and consolidated, impinge upon the direct work context,
development of individual professional skills, personality development and
Culturality development. To date, these balances have not yet been formalised in
either businesses, and the associated company-focused occupational further
education, or in personnel development.

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Netography


(Inter)kulturowe i transkulturowe uczenie się w zakładowej i zawodowej edukacji dorosłych

Słowa kluczowe: migracja, zagranica, transnacjonalizacja, doskonalenie zawodowe w zakładzie pracy, kulturowe wymagania w przedsiębiorstwach, niemieckojęzyczni emigranci, Chiny

Streszenie: Rosnąca różnorodność obywateli i zróżnicowane procesy migracyjne zachęcają do koncepcyjnych rozważań na temat doskonalenia zawodowego
w zakładach pracy. W kontekście transnarodowej przesiębiorstwa przejmują zadania transferu kultury i związanej z tym kultury edukacyjnej. W artykule usystematyzowano i poddano dyskusji wybrane kierunki, teorie i badania empiryczne, które dotyczą kulturowych wymagań w zakładach pracy i doskonalenia zawodowego. Przykłady niemieckojęzycznych emigrantów ilustrują uczenie się w międzynarodowym przesiębiorstwie.


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PROFESSIONAL COMPETENCE DEVELOPMENT
ON THE EXAMPLE OF CARE WORK
AS A CHALLENGE FOR LIFELONG LEARNING

Key word: competence development, participation in further education, experience in learning, learning mechanisms, learning difficulties, healthcare professions, care

Abstract: Considerations in the article highlight the relationship between lifelong learning and the development of competences of the individual. Institutional and personal resources affect the participation in further education through finance, structure of the offer, form and content of education, certification, as well as one's own idea of the condition of competences. Scientific analyses of individual experience in learning, modes of learning, resistance to learning, meanings, and resulting decisions concerning learning demonstrate the need to support the individual in the decision making process and in continuing education. Specific conditions for the development of competences in the health professions, on the example of care work and nursing, have been formulated at the intersection of different perspectives.

This means a total sum of the following: „To be a professional” is based on professionalism in connection with action, on aspects of professionalizing the profession, acknowledgement and certification of knowledge and skills, dealing with requirements and parameters as well as a continuous reflection concerning practice, oriented acting by making use of further training and qualifications. It is exactly the transformation and putting the acquired scientific and reflection related knowledge into practice that presents itself as a task in the field of action of the care work, pointing straight to ethical standards, differentiated repertory of emotions as well as relational and cooperative ability. The biological age of employed persons concerning their ability to learn is not a scientifically sound argument for the exclusion (economic perspective) from participation in these reflection and learning opportunities in lifelong learning. A reliable relationship ability as quality of an actor is a basis for success of professional acting (of all participants) (see Gigerenzer, Todd 1999; Gieseke, 2009).