There is no short-cut for sustainable workplace learning: Conceptions from Finnish police supervisors

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ABSTRACT

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Workplace learning is a complex phenomenon, which should be seen as an intertwined process from working and learning. Recent studies have shown that sustainable perspectives in learning situations are important, which means how widespread use of previous knowledge, rapid application of new knowledge and effects for well-being can be supported. The purpose of this study is to understand the conceptions of workplace learning from Finnish police supervisors and find out how the sustainable learning perspectives emerge or not.

In this study individual thematic interviews have been analyzed through a phenomenographic research approach aiming to understand the conceptions of supervisors and to create the description of categories in sustainable workplace learning. Eight police supervisors from the preventive action unit are the participants of this study that is part of the research and development project called "Leading sustainable learning at work".

Through phenomenographic analysis six main categories of workplace learning were found and the sustainable learning perspectives emerged in all categories. There were only 5 % of the workplace learning conceptions that the sustainable learning perspectives could not be identified.

This study confirms that the findings of workplace learning, and sustainable learning perspectives are similar compared to the research done. Learning outcomes can be improved through the understanding of workplace learning conceptions and sustainable learning perspectives. The findings of this study can help organizations, supervisors and HR to better plan and implement sustainable workplace learning possibilities for employees.

Key words: workplace learning, sustainable learning perspectives, phenomenography, police supervisors

Tiivistelmä

Lumiala, Annamaria. 2022. Kestävään työssä oppimiseen ei ole oikotietä: Suomen poliisiesimiesten käsityksiä. Aikuiskasvatustieteen pro gradu -tutkielma. Jyväskylän yliopisto. Kasvatustieteiden laitos. 55 sivua.

Työssä oppiminen on monitahoinen ilmiö, joka tulisi nähdä työn ja oppimisen yhteen kietoutuvana prosessina. Viimeaikaiset tutkimustulokset ovat osoittaneet, että kestävät näkökulmat oppimistilanteissa ovat tärkeitä. Tämä tarkoittaa sitä, kuinka jo opittua tietoa voidaan laajasti hyödyntää uuden tiedon oppimisessa, kuinka uutta tietoa sovelletaan nopeasti sekä kuinka yksilön hyvinvointia tuetaan. Tämän tutkimuksen tarkoituksena on ymmärtää suomalaisten poliisiesimiesten käsityksiä työssä oppimisesta ja selvittää, miten kestävän oppimisen näkökulmat näissä esiintyvät.

Tässä tutkimuksessa yksilökohtaisia teemahaastatteluja on analysoitu fenomenografisen tutkimusotteen avulla. Tavoitteena on ymmärtää esimiesten käsityksiä kestävästä työssä oppimisesta eri kategorioiden avulla. Poliisin ennalta estävästä toiminnon yksiköstä on tässä tutkimuksessa mukana kahdeksan poliisiesimiestä. Tämä tutkimus linkittyy "Lähijohtaminen kestävän oppimisen edistäjänä työelämässä" -nimiseen tutkimus- ja kehittämishankkeeseen.

Fenomenografista tutkimusanalyysiä hyödyntämällä löydettiin kuusi työssä oppimisen pääkategoriaa, joissa kaikissa kestävän oppimisen näkökulmat nousivat esiin. Vain 5 %:ssa työssä oppimisen käsityksissä ei kestävän oppimisen näkökulmia pystytty tunnistamaan.

Tämä tutkimus vahvistaa aikaisempia tutkimustuloksia kestävän oppimisen näkökulmista sekä työssä oppimisesta. Oppimistuloksia voitaisiin parantaa kestävän työssä oppimisen näkökulmia hyödyntämällä. Tämän tutkimuksen tulokset auttavat organisaatioita, esimiehiä ja henkilöstöalan ammattilaisia suunnittelemaan ja toteuttamaan paremmin työntekijöiden kestävän työssä oppimisen mahdollisuuksia.

Asiasanat: työssä oppiminen, kestävän oppimisen näkökulmat, fenomenografia, poliisiesimiehet

CONTENTS

1 INTRODUCTION

During the past decades there have been many rapid changes and trends like technological development and globalization, which all have had an impact to working life. Rapidly changing work environment have forced different organizations to re-think their strategies and people's competences (Collin et al. 2021; Manuti & Giancaspro 2019) and re-construct and organize work in a new way (Collin 2005a; Collin et al. 2021). Previous studies suggest that learning has become an important factor and an area of interest from individuals' and organizations' point of view at the competitive labor market (Collin 2005a). Learning at workplaces has become a requirement for many individuals and organizations and therefore different workplace learning perspectives need to be considered in a more sustainable way (Lemmetty & Collin 2020).

We need to change the way we think about workplace learning and adjust it reflecting the ways of how society around us has changed during the past few decades (Manuti & al. 2015; Tynjälä 2008). The importance of both knowledge and competence building at work have become so context-sensitive and intertwined that we should look at the work and workplace learning tightly as a one process (Manuti et al. 2015). It is through different roles and organizational levels (Tynjälä 2008) as well as through different workplace activities that we learn to strengthen already existing knowledge, refine knowledge or re-build new knowledge (Billet 2001; see Jeong et al. 2018). Workplace learning is an important part of today's competence development in organizations.

This study examines the conceptions of sustainable workplace learning from Finnish police supervisors at preventive action unit. The purpose of this study is to understand the conceptions of workplace learning and how the sustainable learning perspectives emerge at work. There is no previous research done about sustainable workplace learning in police context and from supervisors' point of view.

1.1 Workplace learning as a holistic phenomenon

Workplace learning has become an important part of daily work and it can be defined and looked at from different views. Learning itself can impact to individuals to work more efficiently and therefore workplaces have become powerful learning sites that all the needed skills and knowledge are performed (Winch 2013). As a practical tool, Tynjälä (2013) describes the tentative 3-P model of workplace learning, which is constructed from three different parts: presage, process, and product. In this model the presage is the learner herself with all the knowledge and abilities, the process is based on the different learning activities and the product represents the learning outcomes that could be seen as better knowledge or skills in practice. This model helps us to capture the different areas that we do have in workplace learning. Hager (2013) highlights social environment, meaning cultural and organizational aspects. Fenwick (2008a) stresses that in the future formation of workplace learning we should look at it from the systemic views, based on practice, identities, and politics. Janssens et al. (2017) describe that workplace learning is based for all work-related learning activities and therefore learning conditions are important. Hager (2013) concludes that learning at work reflects all those many, diverse and rich situations that individuals have possibilities to learn.

Workplace learning can be also looked at from the process point of view and therefore focusing on learning outcomes. Matthews (1999) has argued that workplace learning is a process through which learning will bring the sustain development for individuals and organization. Manuti et al. (2015) highlight the potential that we have at workplace learning, both for individuals and organizations through learning process and sustain development. Brandi and Christensen (2018) underline the focus how to take care of individuals and how the developed competences will be used in practice. Individuals and organizations will reach the targets by continuous improvement based on strategic, operational, and individual employee planning through the learning process (Matthews 1999). Workplace learning is a diverse complex process (Collin 2005a) that can be failed and the results of that could be seen weak and not creating value for the organization (Brandi & Christensen 2018) or for the individuals (Fenwick 2008a). Most

of all workplace learning is a collective interactive process (Collin 2005a, Jeong et al. 2018) and during it professional expertise can be practiced (Tynjälä 2013). At workplace learning it is important to be able to lead, follow-up and keep track of the whole process and by doing so strengthen the sustainable learning in the whole organization (Brandi & Christensen 2018).

Workplace learning is bound to the context and the characteristics of the work, but also to the collaboration and social relationships. The nature of workplace learning is tightly embedded to cultural and social contexts (see Doornbos et al. 2008; Fenwick 2008b; Hager 2013; Manuti et al. 2015; Matthews 1999; Tynjälä 2008) depending on conditions and situations around us (Ellinger 2005) and by so according to Manuti et al. (2015, 12) there is no longer *one-size-fits-all approach* at workplace learning. Workplace learning is formed from participation and co-participation, from collective practices at work and their relations as Billet (2000; 2001) and Hager (2013) summarize. Individuals' experiences in social situations and processes (Eraut 2007) and their personal values are having an impact on how they will participate to organization's possibilities given in workplace learning (Billet 2001), meaning that the agency will make decisions to participate or not to learning situations (Tynjälä 2013). Overall, the organizations that have more possibilities to learn, are usually more supportive environments. Therefore, they are the best ones also from workplace learning outcome point of view (Billet 2001), meaning that the learning culture is critical in acquiring new knowledge (Jeong et al. 2018; Paiva Duarte 2014). Workplace learning is embedded to the organization culture, which is the ground for the possibilities to develop.

We have tightly bound ourselves to how the workplace learning is structured or planned. To get more value for individuals and organizations we should understand the intertwined nature of work and learning and qualitative outcome (Collin 2005b). Traditionally we tend to divide workplace learning for formal and informal learning due to the nature of learning and how it occurs at work (Eraut 2007; Hager 2013; Manuti & al. 2015) and borrowing the terminology from formal learning to informal, even we are trying to comprehend something much wider and richer phenomenon (Collin 2005b). According to Jeong et al. (2018, 131) the

informal process is not *linear*, which means that the learning is context-bind, depending on the learner and the collaboration at work duties. In addition, even non-formal, incidental, and intentional ways of learning do exist (Jeong et al. 2018; Tynjälä 2013). Learning at work can be defined in different ways like improving skills, personal development in change situations, collective possibility to learn (Fenwick 2008) or through unplanned activities like observing and listening, but also through planned and supported processes and practices like modelling, coaching, and questioning aiming to have an impact to better performance (Billet 2001; Jeong et al. 2018) and commitment (Matthews 1999). Based on Eraut (2007) and Tannenbaum et al. (2010) the informal workplace model consists of experiences, actions, feedback, and reflection that are tools to learn intentionally. It has been seen that informal learning has less formal structure on place, even the target in both formal and informal ways of learning is to develop skills and knowledge (Decius et al. 2019; Jeong et al. 2018). In addition, Tynjälä (2008) looks the differences between the formal and informal workplace learning from how the knowledge is acquired or created and she suggests that knowledge acquisition is more tightly linked to formal ways of learning, such as trainings and programs, than on the other hand knowledge creation, which is more connected to participation and therefore understood as informal ways of learning. We can assume that today, due to the continuous changes at job requirements and structures, as well as technology, informal workplace learning can provide enormous potential to employers, if they know how to do it in practice (Decius et al. 2019). Therefore, we need to see the possibilities of workplace learning tightly intertwined to work in a more holistic way.

We can see that workplace learning can be approached from many different points of view and in practice it can be done in many ways. It has been argued that workplace learning consists of different work-related activities (Hager 2013) and approximately 70-80 % of this represents informal learning (Jeong et al. 2018). Collin (2006) argues that both formal and informal ways of learning are important to acquire new knowledge and skills at work, but according to Brandi and Christensen (2018) there is limited few months opportunity to implement

new competences after more formal training. Because workplace learning is becoming a more context-sensitive, the differences between formal and informal learning are also becoming more flyaway (Billet 2001; Manuti & al. 2015). Informal workplace learning differs also compared to branches and professions (Decius et al. 2019). According to Jeong et al. (2018, 128) informal learning could be approached as a framework of *learning competence, intentionality, and developmental relatedness* and that environment fit and the person itself are playing essential roles in organizations. Manuti et. al. (2015) argues that it could be the right time to look at the workplace learning as a one phenomenon due to the social dimensions that are so tightly intertwined in learning anyhow. In workplace learning for individuals and organizations the current working environment and conditions needs be considered in future models.

1.2   Sustainable learning perspectives enable efficient workplace learning

Sustainable way of thinking in learning situations should be bound even tighter to competence development in organizations today. Sustainable learning is connected to sustainable development and therefore learning, and knowledge are the true ways to execute own competence and personal abilities to grow (Arnesson & Albinsson 2019). Kira et al. (2010) emphasize that we need wider understanding about well-being and sustainable work abilities in current and complex work environments and therefore too simplistic model does not capture the challenges of today's work and the use of individuals' resources. There is evidence that organizations taken care of people's sustainability are more capable of attracting and retaining people (Pfeffer 2010) and that organizations with motivated and well-being people can steer sustainable development in current rapidly changing business environments (Manuti & Giancaspro 2019). We have been focusing mainly to environmental, social, and economic questions and having less focus on individual's psycho-social questions at work domain. In continuously changing environment it is business critical to focus on individuals' and

organizations' development by understanding the potential and value of people's well-being and competence at work (Manuti & Giancaspro 2019). From organization's point of view, it is important to renew and combine new knowledge and by so create sustainable organizational learning and development to be even more successful and competitive (Saha et al. 2016). Scully-Ross (2012) stresses the possibilities of a more modern human resources development due to current ethical discussion within sustainability and how it could influence on more sustainable organizations and ways of developing people. Manuti and Gianscaspro (2019) underlines that from organizations' point of view it is not contradictory to having a business model that takes care of people and secures performing even better in business.

We need to take sustainability of workplace learning more seriously to be able to promote individuals' learning possibilities as a one of the key success factors in the organizations. Scully-Ross (2012), Pfeffer (2010) and Kira et al. (2010) emphasize the importance of the organization values that takes human development into account in a more sustainable way. Kira et al. (2010, 619) see that *sustainable work ability* is a diverse model of personal resources linked to person themselves and social relations and it consists of things like cognitive ability, emotional balance, and behavior that needs to be supported. Manuti and Giancaspro (2019) are also referring to personal growth, competence development and learning when talking about sustainable development at work domain. According to Scully-Ross (2012) this will challenge organizations and how human development is implemented in HRD models. Lemmetty and Collin (2020), who have researched workplace learning in technology and industry companies in Finland, stress the specific conditions that need to be on place to enable workplace learning in the most sustainable way. These perspectives are becoming more important to secure that learning will stay as a resource by improving well-being, and not being a burden for individuals (Lemmetty & Collin 2020).

Organizations that take care of people's true learning possibilities as well as well-being can be summarized in three sustainable perspectives in learning situations that are presented in Figure 1 (Lemmetty & Collin 2020, 481).

Figure 1

Found sustainable perspectives in learning situations at work according to Lemmetty and Collin (2020, 481).
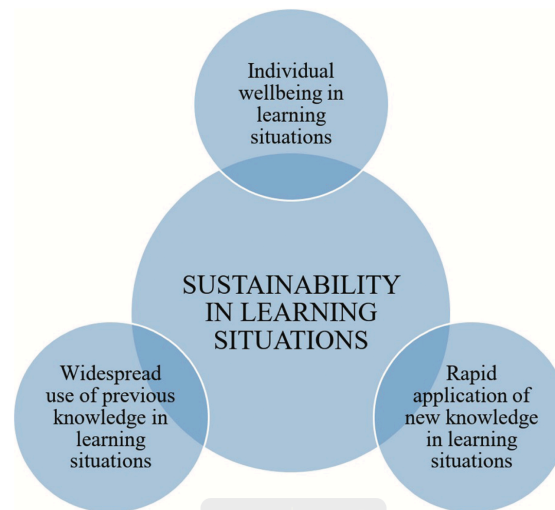
There is a need to comprise more widely how sustainable learning perspectives are shown in practice. According to Lemmetty and Collin (2020) widespread use of previous knowledge in learning situations will secure a deeper learning outcome and the utilization of knowledge that people already have gained. In today's world rapid application of new knowledge in learning situations means that by having the right resources we can secure deeper learning, understanding, and to prevent to forget what we have already learned. The individual well-being arises from the view that people truly have the possibilities, resources, and support to learn in their work. Due to the nature of workplace learning all the perspectives of sustainable learning are needed to secure balanced learning outcome. Lemmetty and Collin (2020) highlights that sustainable learning perspectives are connected to each other, and some overlapping areas do exits. There are connections between widespread use of previous knowledge and well-being, but also how new knowledge is acquired utilizing the knowledge that already exists and to prevent to forget what has already been learned (Lemmetty & Collin 2020). Sustainable perspectives in learning situations aim to have good quality of learning and well-being for individuals, which can be seen key factors for successful learning outcomes.

We should comprehend these three sustainable learning perspectives that enable the workplace learning possibilities for both individuals and organizations. For successful organizations it is meaningful to build up the structures that will promote people development and take the society into account around us (Scully-Ross 2012). To support individuals in workplace learning we need to have structures, practices, and processes on place, especially clear roles and responsibilities (see e.g. Collin et al. 2021), as well as support from line managers (see Collin et al. 2018). According to Lemmetty and Collin (2020) the line managers are having a key role to play to support sustainable learning perspectives in organizations.

1.3   Research aims and research question

The purpose of this study is to get more understanding about the conceptions of workplace learning from Finnish police supervisors and how the sustainable learning perspectives emerge at work. The aim is to better understand what kind of workplace learning practices, processes or matters are identified by supervisors and if sustainable learning perspectives can be found as in previous research done by Lemmetty and Collin (2020). To be able to understand a complex phenomenon among people qualitative research, the true meanings and experiences are needed to comprise (Sin 2010).

There is no previous research done about the conceptions of workplace learning and how the sustainable learning perspectives emerge at police work context from police supervisors' point of view. This research will help us to better understand what kind of workplace learning practices and processes are seen in the context of police work and how the sustainable learning perspectives emerge or not. The findings of this study will help the police supervisors, organization, and HR to better model and support the sustainable workplace learning perspectives in daily learning situations and secure better learning outcome.

The research task of this study is to find out, what kind of conceptions of workplace learning are found from Finnish police supervisors and how sustainable learning perspectives emerge or not. To be able to answer to the research task the following research question has been formulated:

1. What kind of conceptions police supervisors have about workplace learning and how the sustainable learning perspectives emerge in these situations?

1.4 Phenomenographic research approach to comprehend the conceptions of workplace learning and sustainable perspectives

Phenomenographic research approach is reasoned in this study to be able to understand the conceptions of sustainable workplace learning from police supervisors. Marton (1981) states that by using phenomenographic approach we can understand the individuals' reality and how their experience, perceive, conceptualize, understand, apprehend, and interpret it. This means that knowledge reflects the meanings and therefore conceptions are built in cultural and social contexts that people belong (Svensson 1997). People's conceptions that are the base units of these descriptions from the world around them, are logically and hierarchically related meaning that the constitution of conceptions and their nature is what the phenomenography tries to describe (Ashworth & Lucas 1998; Huusko & Paloniemi 2006; Marton & Pong 2005; Svensson 1997; Åkerlund 2012). The second-order perspective in phenomenographic approach means that we need to truly comprehend how study participants experience their world in the researched phenomenon, instead of not to search the absolute truth (Ashworth & Lucas 1998; Huusko & Paloniemi 2006).

In this study the aim is to find the conceptions of police supervisors in its true reality from workplace learning and how the sustainable perspectives emerge or not. The true reality is relational in respect of the world and how the individual experiences it (Ashworth & Lucas 1998; see Marton 1981; see Åkerlund 2012). Conceptions will be considered as *categories of description* to be able to understand how people experience the world they are working in (Marton 1981,

177, 189; Marton & Pong 2005, 335) and the variation of those conceptions in specific research phenomenon (Sin 2010). Marton and Pong (2005) also highlight that those conceptions can be defined from referential (meaning for individual) and from structural aspect (combination of features) and despite these differences they are intertwined. To be able to successfully identify these categories, researcher needs to be honestly faithful to the individuals' experiences (Sandberg 1997) and to understand how similar group of people experience true situations from the collective point of view (Marton 1981, Åkerlund 2012). This means that researcher can have a major impact to the categories of description and the development of descriptions (Svensson 1997) or even think beyond the conceptions (Harris 2011). Phenomenographic approach aims to comprehend all the experiences of the participants' world and therefore give an answer through the description of categories and according to Åkerlund (2012) how they are related to each other.

Phenomenography differs from the epistemology point of view from two other close approaches, qualitative content analysis and phenomenology. In every study we need to make choices how to capture the world that we are researching (Cibangu & Hepworth 2016). This means that through the methodology chosen we make decisions how the knowledge is built up. In the qualitative content analysis (Elo & Kyngäs 2008; Hsieh & Shannon 2005) the material is coded according to chosen approach to describe the phenomenon through content categories. According to Hsieh and Shannon (2005,1286) these different approaches are *conventional content analysis* based on observation and coding from the data, *directed content analysis* based on theory driven approach and coding from the theory or research and *summative content analysis* based on keywords from literature or researcher. In phenomenography and phenomenology, we are researching for a variation, but the central difference lies in how people are experiencing it (Cibangu & Hepworth 2016). In phenomenology we seek to find *people's lived experiences*, while in phenomenography we are keen to understand *the variation of conceptions related to a given phenomenon* (Cibangu & Hepworth 2016, 148). In phenomenography the focus is studying the categories of descriptions that are related to people's experiences, meanings and how they exist. In

phenomenology we are keen to find intentionality, intersubjectivity, and reduction of the phenomenon (Cibangu & Hepworth 2016). One of the most important differences is that phenomenology is philosophical trend, while phenomenography is a methodological approach (Huusko & Paloniemi 2006). In this study the phenomenographic approach is well argued due to its possibilities to understand the true experiences of police supervisors from sustainable workplace learning.

2   METHODOLOGY

Research design overview describes the important aspects of this study and highlights the importance of a research context in workplace learning at police in preventive action unit. In this section the study participants and data collection are described, and an accurate description of data analysis, which is the foundation of this study, is written in more detailed.

2.1   Research context

This study is done in Finnish police, preventive action unit, in the capital area of Finland and all study participants are in supervisors' role. Based on Ministry of Interior Finland (2019) and the strategy planned for preventive action unit of police 2019-2023, the main duties are to protect security of citizens, security experience and confidence to police by intervening early enough to activities and development that can decrease the security in society. During the past years there have been many changes in society that have had an effect in operating environment and an impact to police's work in the preventive action unit. Different kind of threats from the globalization point of view, terrorism, violent radicalization, extremism, organized crime, and polarization are themes that police tries to intervene with the help of the unit of preventive action. (Ministry of Interior Finland, 2019.) All changes globally and in Finnish society have had an impact to police work that has become more demanding and wide-ranging than it used to be.

Changed environment will have an effect to knowledge and skills needed at police. Myllylä and Salonen (2016) describe how the change of the police work influence to general skills, highlighting the ability to collaboration, motivation to learn and to act the changes in working life. Also, the importance of the preventive action unit has increased in respect of internal security in Finland. Based on HR strategy of the police (2017) there have been planned activities to support the police work and people development due to the changing operational environment. Strategy includes actions to promote flexible resources, develop versatile

expertise as well as coaching leadership, well-being at work and new ways of working for the whole police in Finland. At police, according to Mustonen (2018), there are possibilities to educate, train and learn through participating in different kind of trainings or learn by self-studying (Lindholm 2020; Vanhanen 2020). Workplace learning can also be more informal like collaboration, collaborative learning, knowledge sharing and building up the common ways of working (Vanhanen 2020) and individuals' activity as well as the support from work community (Lindholm 2020). It is encouraged to develop the competencies (Mustonen 2018) and due to the nature of the police work informal workplace learning possibilities are representing an important part of the workplace learning (Lindholm 2020). Figure 2 presents the holistic view of this study: the context, the supervisors' point of view, the categories of workplace learning and how the sustainable learning perspectives might emerge from this context.

Figure 2

The context, study participants and main research objects of this study.
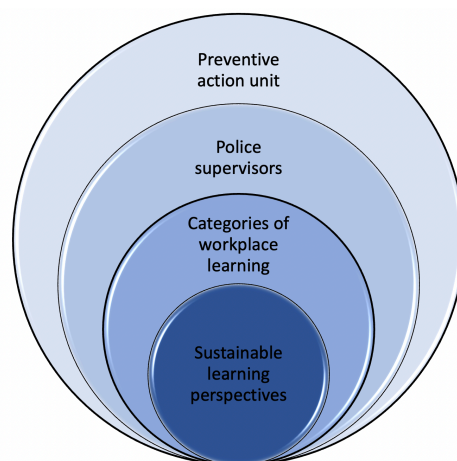
This study tries to comprehend the conceptions of sustainable workplace learning from police supervisors, through their role. Lemmetty and Collin (2020) have found that sustainable learning perspectives are very context-sensitive, and these should be researched also from different roles point of view, because for people in different jobs sustainable learning can mean different things. From profes-

sional leadership point of view, it is essential to show good support and be authentic and by so enable people to flourish in their work (Collin et al. 2018). This study produces more information about how sustainable learning perspectives are seen from police supervisors' point of view. This study is linked to a research and development project called "Leading sustainable learning at work" at University of Jyväskylä, which aims to find tools and means for sustainable workplace learning in Finnish working life.

2.2   Study participants

For this study there are eight supervisors included from the Finnish police department of the preventive action unit, which is established 2012. From eight supervisors, five are men and three are women. Educational background of this group consists of police training in vocational or polytechnical police school and the formal competence to work as a supervisor. Many of the supervisors have though also other educational backgrounds or previous work experience from other branches, which could help to work in more broaden way in the unit. Work experience within police force varied, but employment relationships are long, from more than five years to even for decades. Many of the supervisors have long experience in preventive action unit or especially from the field. Few of them have worked at the department since it was established. Sin (2010) stresses that to describe the study participants help readers to evaluate the validity of data.

Police work has been under high pressure to adapt to the changes around the society and these changes impact to the competences needed in preventive action unit, too. From this point of view the experienced police supervisors were expected to have good understanding how the sustainable perspectives at workplace learning could emerge. It can be expected that this group of supervisors have the information in the most valid and reliable way based on their current role and experience. They are the best ones to describe how they see the phenomenon of sustainable workplace learning (see Collin 2005b).

2.3   Data collection

Data collection is based on the research and development project and its targets. Individual thematic interviews (see Attachment 1) were chosen to get valid information about Finnish working life and workplace learning, to increase knowledge of sustainable learning perspectives and to produce tools and means for how to promote sustainable workplace learning. Individual thematic interview is a flexible research tool that highlights people in the main role being an active participant without too tight order and format of research questions (Hirsijärvi et al. 2013, p. 208). In line with the research targets, these interviews were chosen to collect the data from the named organizations, which one of them was Finnish police, department of preventive action.

Research data for this study consists of individual thematic interviews' transcripts. It is central that the questions in different themes are openly formulated so that different conceptions can arise from the material (Huusko & Paloniemi 2006). The thematic interview included the following themes: 1) competence and competence development, 2) workplace learning, 3) problem-solving and development of work, 4) responsibilities and self-direction, 5) well-being and motivation, 6) supervisory work, leadership, and work community, and 7) development ideas. The questions were operationalized into open questions such as "What can you do well at your work and from where does this know-how come from?" or "What kind of problem-solving situations you meet daily in your work?" In every theme and question there were more questions raised to acquire deeper understanding of the answers.

Interviews were done by two experienced researchers from the development and research project in autumn 2020 and summer 2021. Interviews were approximately 40-60 minutes long; all interviews were recorded by using sound recorder and done face-to-face at police premises. Personally, I did not participate to interviews. One interview created 13 to 31 pages of information about the themes of workplace learning. Transcripts were written with a spacing 1 or 1,15 and font as Calibri or Book Antiqua depending on the transcriber. From the tar-

geted group of eight police supervisors, 165 pages of transcripts were totally written by different research assistants in the project, which I have utilized in this study.
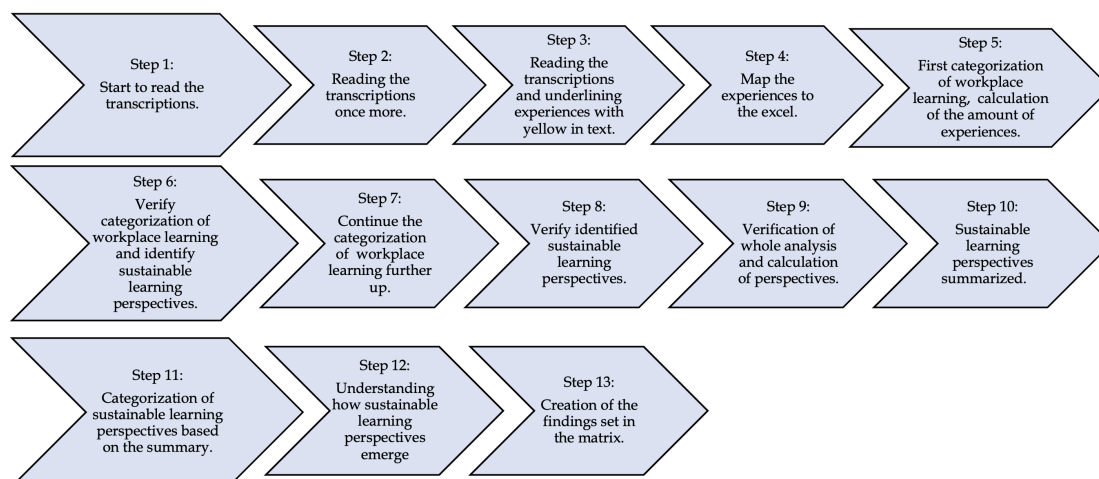
2.4   Data analysis

Data analysis is a demanding part of the phenomenographic study due to its interpretative nature (Svensson 1997) and according to Sandberg (1997) a lot of reliability lies in this. Researcher needs to understand her own conceptions and expectations when building up the theory, especially in the executing and analysis phase of the study and according to Åkerlund (2012) being able to adjust thinking in respect of reflection and discussion during the analysis. The conscious seek for new information means that there are always some presumptions that the researcher takes to the analysis phase. That is why it is ultimately important that researcher have as open approach as possible and that she is fully aware of her own presumptions. Through critical self-reflection it is possible to get more reliable analysis for the study findings (Huusko & Paloniemi 2006; Sin 2010). This part of the study needs a special attention.

Researcher of this study has worked within HR field for 25 years having experience of both HRM and HRD areas and therefore having some views and opinions how we should think about workplace learning today. For this study, I have reset myself and taken the attitude to deep dive, read, comprehend, and find the experiences of police supervisors from the written transcripts and by so create the true conceptions of workplace learning from their point of view. I have familiarized myself to relevant material for this study, but I have not read any pre-results made from the researchers for the respective organization. Instead, I have truly read the transcripts thoroughly, with many verifications during the data analysis phase.

Data analysis is done in 13 steps, which are described in Figure 3.

Figure 3

Data analysis process described in 13 steps.

Step 1: Start to read the transcriptions.	Step 2: Reading the transcriptions once more.	Step 3: Reading the transcriptions and underlining experiences with yellow in text.	Step 4: Map the experiences to the excel.	Step 5: First categorization of workplace learning, calculation of the amount of experiences.
Step 6: Verify categorization of workplace learning and identify sustainable learning perspectives.	Step 7: Continue the categorization of workplace learning further up.	Step 8: Verify identified sustainable learning perspectives.	Step 9: Verification of whole analysis and calculation of perspectives.	Step 10: Sustainable learning perspectives summarized.
Step 11: Categorization of sustainable learning perspectives based on the summary.	Step 12: Understanding how sustainable learning perspectives emerge	Step 13: Creation of the findings set in the matrix.		

As a one option how the data analysis could be done, I looked, if themes from the thematic interviews or any other factors could work as a ground for the categorization of workplace learning at least partially (see Brandt 2018). All interviews included so rich material that I could not chose any other way than a true understanding of all transcripts. I ended-up for three main processes in the data analysis, divided in categorizing of workplace learning (1-7), understanding, and identifying sustainable learning perspectives emerged from conceptions of workplace learning (5-10) and categorizing the emerged sustainable learning perspectives into workplace learning matrix (11-13).

In step one the main purpose was to comprehend the material of workplace learning and get familiar with transcripts. In step two the reading continued through understanding of study participants' experiences aiming to find conceptions (see Huusko & Paloniemi 2006; see Marton 1981; see Sin 2010; see Åkerlund 2012) of police supervisors. In phenomenographic approach reading through the material many times during the analysis process is the key (Sin 2010; Åkerlund 2012). I continued and focused on reading and finding the experiences of workplace learning. In step three the reading continued and at the same time I started to underline with a yellow marker pen all those conceptions that were connected to workplace learning as words or expressions of experiences. Svensson (1997) underlines that the characteristics of conceptions can vary from immediate meaning of reality to just a general thought of reality, which makes the identification

vaguer. In step four I started to map underlined writings from the transcripts to excel to be able to categorize the selected conceptions and working further on with these findings. In step five I started to categorize all possible workplace learning conceptions and calculated how many times the conceptions in each unit of meaning occurred in the text, which is the first step in categorization (see Huusko & Paloniemi 2006). At the same time the existing conceptions in each column were painted in specific colors to help the categorization further on. In my study I call units of meanings already as sub-categories.

In step six the whole sub-categorization was verified just to make sure that all conceptions are interpreted and categorized in the same way and the units of the meanings are logical. The reflective way of working throughout the research process is in the core of the findings and reporting (Sin 2010; see Åkerlind 2012). In this step, I decided to reject 44 experiences that after consideration really did not full-fill the meaning of experience (see Svensson 1997). In the categorization of workplace learning 16 different sub-categories were first conceptualized. At the same time, I continued the data analysis process, if any sustainable learning perspectives could be identified. I made my notes next to each workplace learning conception and marked the possible perspective in separate column in shortenings. In this phase, I made the decision to identify some of the sustainable learning perspectives to a new dimension called collective, because this was so heavily experienced, and I could not leave it without notification. There were also some experiences that I could not identify any sustainable learning perspective and so I left the column empty. Throughout the whole identification of sustainable learning perspectives, I kept my mind open to all meanings of experiences, and not to let the already found perspectives guide the identification. All together there were 24 conceptions of workplace learning that I could not identify to any of the sustainable learning perspectives. In step seven I grouped sub-categories further up, creating higher level concepts that were representing a clear one meaning category of workplace learning. After this, I still saw the need for some of the categories to be grouped and therefore finally ended up to six main descriptions of categories keeping in mind that there needs to be distinctive qualities between categories, categories should be clear and optimal, and categories

have clear relations to each other (see Sin 2010). These six main categories are representing the conceptions of workplace learning from Finnish police supervisors in preventive action unit (see Attachment 2). Svensson (1997, 16) underlines that the categories are the *forms of expressing the conceptions*.

Continuing to step eight I verified the identified sustainable learning perspectives and in step nine I verified the work already done in respect of categories and sustainable learning perspectives. Landing to step ten I was ready to move to the final review of the whole data analysis, a calculation of the sustainable learning perspectives and to summarize how the sustainable perspectives emerge from police workplace learning. To be able to comprehend how the workplace learning and the sustainable learning perspectives were connected I continued to categorize the perspectives per category of workplace learning in step 11. In the steps 12 and 13 the full understanding of workplace learning and emerging of sustainable learning perspectives were summarized into matrix (see Attachment 3) and Figure 5.

Through these 13 steps the conceptions of sustainable workplace learning were created from police supervisors' point of view in the preventive action unit.

2.5   Research ethics

This study is a part of research- and development project of Jyväskylä university called "Leading sustainable learning at work" 2021-2022. The research permit and the privacy statement are on place and all study participants have been informed about these at the beginning of thematic interviews. Confidentiality throughout the research and not to be identified in any respect from the findings are according to common research ethics (see Hirsijärvi et al. 2013, p. 23). At the beginning of thematic interviews approvals from all participants have been asked and confidentiality and anonymity have been highlighted. Storage of the research material is according to project instructions and implemented therefore also in this study. Also, security clearances are done from researchers of this project and researcher of this study due to the confidentiality of material from Finnish police.

As a researcher, I have been highly committed and followed the research ethics uncompromisingly and carefully in the data analysis phase and consciously highly focused that nobody is identified from the findings described later. I have focused to report the data analysis phase in detailed to secure the reproducibility of this study by any other researcher (see Sandberg 1997). Also, I have secured that all readers will get an honest and true understanding of the findings of this study. Overall, I have followed high quality of research ethics in every step of this study.

3   FINDINGS

The findings of this study are presented in two subsections. In the first subsection the main categories of workplace learning are presented and in the second subsection the sustainable learning perspectives that emerge from workplace learning are presented in more detailed. The categories of workplace learning needed to be found first to be able to understand how the sustainable learning perspectives emerge, which was the main interest of this study. Authentic examples of the workplace learning are found in Attachment 4, while the authentic examples of how the sustainable learning perspectives emerge in workplace learning are included in the text.

3.1   Workplace learning as a diverse phenomenon

In this study there were six main categories of workplace learning found from the conceptions of Finnish police supervisors. These main categories are: 1) experiential learning, 2) collaborative learning, 3) learning through work, 4) learning through processes, 5) motivation and self-studying, and 6) education and formal trainings (see Figure 4). The findings of this study support the earlier results found in design engineers' work (see Collin 2005b) and there are many similarities between the conceptions of workplace learning, even the roles compared in studies are different.

Figure 4

Findings of categories of workplace learning from police supervisors.
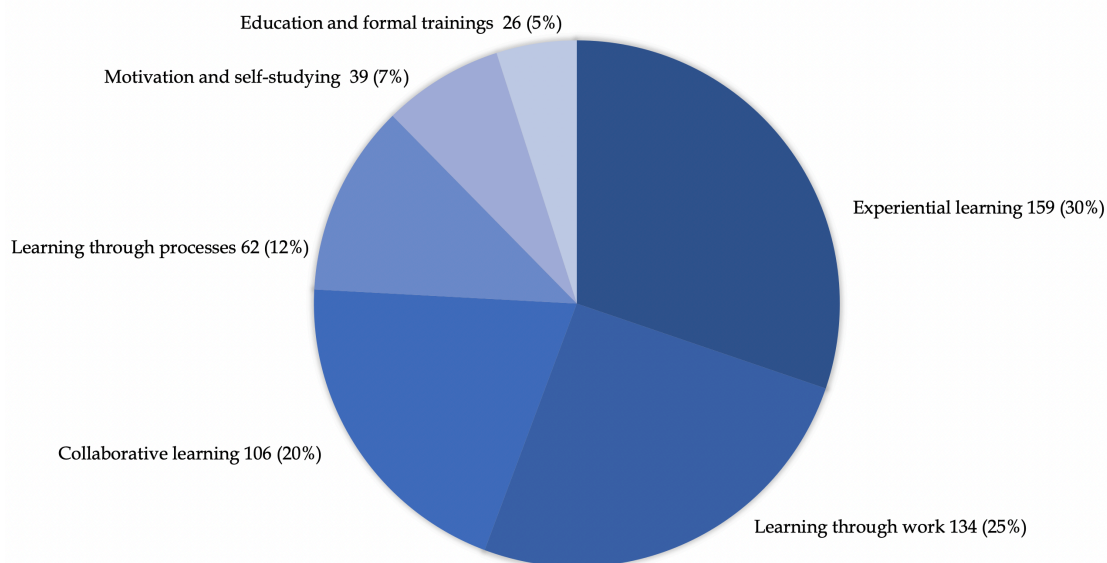
Experiential learning consists of learning through a meaningful job, learning through reflection, self-actualization and learning through experiences. There were many powerful experiences connected to emotions at work. Police supervisors strongly saw the meaningfulness of the work for the society and underlined this feeling of work you need to have to manage the daily tasks. Reflection, individual and group, as well as feedback were used tools to understand different kind of issues, relations, and consequences at work. In this work environment there are no strict guidelines or frames, so you need to be able to test and try and test and fail and by so learning new through experiencing it. Self-actualization through work played an important part how you can enjoy the expertise you have.

Collaborative learning can be seen an essential way of learning in the whole unit. The same kind of results has also been found in a study (Lindholm 2020) that compared the differences between police officers and Bachelor of Military Science students. In respect of conceptions of workplace learning the importance of external and internal stakeholders and different kind of teamwork was recognized from police officers. Also, in respect of support, information and knowledge seeking, problem-solving and self-studying the results were similar. In dissertation of multidisciplinary collaboration of police one of the skills needed most in the future is collaboration, strongly linked to the expertise work

done and the role of autonomy in police (Vanhanen 2020). In this study the police supervisors see that collaborative learning consists of learning through collaboration and dialogue with different stakeholders and learning through doing together. The collaboration and dialogue with different stakeholders are critical because it includes all interfaces internally and externally that you need to able to manage (see Vanhanen 2020). A way to do the work is highly based on discussing and doing things together and by so learning at work.

Learning through work consists of the support (see Lindholm 2020) or non-support at work from supervisors, colleagues, or your closest work community. The supportive working environment strongly embeds the possibilities of workplace learning and by so has an important factor to play in promoting learning possibilities at workplace. To not have the support in place obviously creates frustration and takes a lot of resources that were also found in a Swedish study. This study also found that within the police *us-vs.-them* was one of the results between the top management and other layers of police (see Lindberg et al. 2015, 114). In preventive action unit, which still is quite new, learning through building up the structures at work and learning through the role, including your responsibilities and expertise, you are executing are important.

Learning through processes includes learning from benchmarking, problem-solving and learning through knowledge and information seeking. Police supervisors highlighted the need for a self-directed approach to learn through problem-solving and very future oriented information and knowledge seeking. These two ways of learning require more initiative from the individuals to be responsible of finding the answers in present and future questions at work. This proves how intertwined the work and learning from police supervisors' point of view is. Also, benchmarking the unit to other similar functions has been the way of learning while building up it.

At police context you need to be interested in finding out the answers to different kind of questions, be motivated, and have good self-studying abilities on place. When police supervisors are describing the workplace learning, the true motivation of yourself, as well as curiosity and need for a self-studying are important factors. On the other hand, the material for self-studying does not always

support the learning outcomes and it can be felt even negative in some learning situations.

The sixth main category of workplace learning is education and formal trainings that are needed to be able to manage the job. From the conceptions of workplace learning point of view supervisors see a continuous need for more structured training, and in some cases a more formal education to be able to work in the roles of the preventive action unit. The foundation for the police work is got through the formal education and to be able to work as a supervisor you need to be qualified through other formal trainings, too. Supervisors saw that it was a big gap in the police education that the preventive action work does exist only in few courses during the police education and that additional training was tried to organize somehow, but in some cases the experts for these courses were asked from this preventive action unit.

Education and more formal trainings are needed to be on the place as a basic knowledge and skills, but to be able to be competent in daily work the other ways of workplace learning are shown in findings. It can be summarized that supervisors' conceptions of workplace learning strongly reflect the intertwined phenomenon of work and learning in police work context, which is highly expert work. The learning happens through experiential learning, doing together, through work duties and responsibilities and mostly in problem-solving and information seeking situations. The learning situations are highly characterized by strong motivation and self-studying skills.

3.2   Sustainable learning perspectives emerge strongly in the conceptions of workplace learning

The findings of how different sustainable learning perspectives (see Table 1) emerge in workplace learning categories from police supervisors can be identified. There were only approximately 5 % of the conceptions of workplace learning that sustainable learning perspectives did not find. We can conclude that there is strong evidence how the sustainable perspectives at learning situations emerge. The police supervisors saw the rapid application of new knowledge

twice as much as the widespread use of previous knowledge emerged from categories of workplace learning. We can also see that learning situations have twice as much positive well-being effects than negative well-being effects for the individuals. As Lemmetty and Collin (2020) also found the boundaries of sustainable learning perspectives could overlap. In some of the sustainable learning perspectives there were even two experiences found at the same time from the material, f.e. rapid application of new knowledge and the effect of positive well-being, but the strongest perspective has been taken into consideration in this summary.

Table 1.

Found sustainable perspectives in workplace learning situations among Finnish police supervisors shown in six main categories.

SIX MAIN CATEGORIES OF WORKPLACE LEARNING	Nmbr of appearance	PK*	NK**	WB+***	WB-***	C****	Empty
Experiential learning	159	29	44	50	21	9	6
Collaborative learning	106	10	19	16	4	50	7
Learning through work	134	29	23	37	29	11	5
Learning through processes	62	6	51	1	1	1	2
Motivation and self-studying	39	1	11	18	4	2	3
Education and formal trainings	26	11	13	0	1	0	1
SUMMARY	526	86	161	122	60	73	24

* PK= widespread use of previous knowledge, **NK=rapid application of new knowledge, ***WB+=well-being positive effect or ***WB-=well-being negative effect, ****C=collective

We can see (Table 1) that the sustainable learning perspectives emerge from workplace learning situations well in every category. The findings of this study strengthen the previous research done of sustainable perspectives in learning situations (see Lemmetty & Collin 2020). Lemmetty and Collin (2020, 480) found in their studies that the sustainable learning perspectives are built from three factors: *widespread use of previous knowledge*, *rapid application of new knowledge* and *individual well-being*. As found during the data analysis process, the collective perspective of workplace learning was mentioned so strongly from Finnish police supervisors that I made the decision to include this experience into this summary.

The summary of found workplace learning situations and the emerged sustainable learning perspectives are described more detailed in Figure 5.

Figure 5

Findings of how sustainable learning perspectives emerge at categories of workplace learning. The conceptions of sustainable workplace learning from Finnish police supervisors.

Sustainable learning perspectives / Categories of workplace learning	Widespread use of previous knowledge	Rapid application of new knowledge	Individual well-being +	Individual well-being -	Collective
Experiential learning	Reflection and resilience	Courage to renew	Meaningfulness	Frustration of restricted possibilities to influence	Making common purpose
Collaborative learning	Social knowledge	New Information through network and collaboration	People and work as a resource	Unclarities in role to act	Shared knowledge
Learning through work	Strong expertise foundation	Ability to build-up new information	Support and appreciation of expertise	No support, unclarities of roles	Shared support in working together
Learning through processes	Complex problem-solving abilities	Constant information seeking	Successful problem solving	Unsolved problems	Shared resilience
Motivation and self-studying	Motivation in developing high expertise	Self-driven learning new	Good personal resources and success stories	Lack of personal resources and doubt	Shared understanding
Education and formal trainings	Basic knowledge and skills	Opportunity to improve knowledge and skills		Frustration in unsuccessful learning situations	

Starting from the category of experiential learning it was found that the sustainable perspective of widespread use of previous knowledge emerge through reflection and resilience and rapid application of new knowledge emerge from courage to renew. Arnesson and Albinsson (2019, 246) found in their study of reflective talk that sustainable learning arises from social sustainability, which means that *knowledge, understanding, skills, capacity, ability, values, and approaches* are created through reflection with others and at personal level. In this study, meaning of the work, and even the meaning of the whole unit, gave strong well-being impact through meaningfulness and on the other side frustration of restricted possibilities to influence took more individual recourses in respect of negative well-being. In the collective perspective of sustainable learning situa-

tions, making a common purpose was strongly experienced. The rapid application of new knowledge played a major role representing 60% of the learning perspective compared to the widespread use of previous knowledge, which played 40%. The positive well-being effect in experiential learning was felt strongly compared to the negative well-being effect.

> …so that our people can realize themselves and make ideas as much as possible, so you will not put a lot of frames to this, or maybe a little bit, because it is, but that you can really realize yourself, and we do not have, when we do not have any one right way to execute, so that everyone needs to work with the own personality. You cannot copy the others; you need to be the true self. (Experiential learning, meaningfulness in sustainable perspective positive well-being)

> We do always have the discussion, and it will depend on the assembly of our people who are related to that…, and after this kind of operation, we will discuss the things through with the team, so how it went, if we were successful and what should we develop. (Experiential learning, courage to renew in sustainable perspective of rapid application of new knowledge)

> So, you can really get the information as much as you can, but if you are not able to utilize it, it will be worthless, if you are not going to apply what it really includes and if that information is essential… So, threat assessment is specifically created by so that you need to know, based on your experience, if this information is relevant or not. (Experiential learning, reflection, and resilience in sustainable perspective of widespread use of previous knowledge)

In the workplace learning category of collaborative learning, social dimension of learning is heavily present also in how sustainable learning perspectives emerge. Widespread use of previous knowledge emerge as social knowledge in learning situations and rapid application of new knowledge is more recognized when seeking for new information through network and collaboration. Shared knowledge was recognized from the collective perspective as a resource. The positive well-being effect in collaborative learning situations emerge from other people as a resource and the negative effects will become true if there was an unclarity in role to act. In collaborative learning the sustainable learning perspectives emerge in connection with other people. The rapid application of new knowledge played 65% of the learning perspective compared to the widespread use of previous knowledge, which represents 35%. In the collaborative learning the strong presence of positive well-being effect was seen.

> Yes, of course, people are different, and some of us get along with others and so on, but that is, from my opinion that is just a richness for us (to learn), to have so many kinds of personalities, and so on... (Collaborative learning, people as a resource in sustainable perspective of positive well-being)

> …and when you are in a leading position, and then when… Actually, based on this background, so you just created quite a good picture about what kind of work we are doing and what kind of duties we have, what kind of people we have and…. I suppose this carry on us still today… (Collaborative learning, social knowledge in sustainable perspective of widespread use of previous knowledge)

Learning through work is strongly based on expertise in police work. It was identified that the widespread use of previous knowledge emerged from the strong expertise foundation of the work and the rapid application of new knowledge was recognized as an ability to build up new information when needed. From the collective perspective shared support in working together is important. The well-being was positively comprehended when the support and appreciation of expertise was on place. It was negatively felt from personal resources point of view, if there was no support at place, also in some respect of role unclarities. The category of learning through work was the most balanced category in sense of how the sustainable learning perspectives emerge in the whole study. In this category the widespread use of previous knowledge emerged a little bit more often as 56% of the learning perspective compared to the rapid application of new knowledge. The positive well-being effect was more present than negative well-being effect.

> Well, to learn and familiarize yourself (to work), happens beside everything, so that… But I might compare now to other units, without knowing them a lot, but in our unit, there is a lot of encourage (to learn) in a way – there is a lot of flexibility in our unit. We really do have good supervisors, and if I say I need to take this now under my control, there will be more time allocated to that. But you need to present the challenges in the right manner. (Learning through work, support and appreciation of expertise in sustainable perspectives of positive well-being)

> And then, when we started to build up this work group, they asked me to join. Then, the leader of this group knew that I have worked in similar matters earlier. And then I was asked, if I was interested in this kind of preventive action unit and to work with in this work group and then I said, that yes and… Well, then I started when we established this work group and since then I have been working in this group… (Learning through work, ability to build-up new information in sustainable perspectives of rapid application of new knowledge)

> …so our own organization's ability to understand this work and then the support for that has totally lacked. Now we have succeeded to increase the understanding, and the understanding for our society's phenomenon and why do we exist and what do we do to solve these phenomena. So, it has been a big jump from traditional police field work to preventive action work and until now there is better understanding, but this has really meant a lot of pioneering work. And mentally this has been heavy. (Learning through work, no support, unclarities of roles in sustainable perspectives of negative well-being)

The fourth workplace learning category is heavily bound to workplace processes, like problem-solving and continuous information seeking. From the sustainable

learning perspectives point of view, it was identified that the widespread use of previous knowledge was connected to complex problem-solving abilities, and on the other hand the rapid application of new knowledge is recognized through constant information seeking, which is a strong characteristic of the work in this unit. Shared resilience from the failures was a resource from the collective perspective point of view. In the well-being solved problems will impact positively and unsolved problems might bother longer and therefore have an impact on personal well-being resources. As an overall, the rapid application of new knowledge was heavily weighted in this category.

> … with whom we could do comparison and development, or you can say some kind of benchmarking style of thing, so that next to this we have had the feeling that we need to invent everything by ourselves, and everything need to build up and fine-tune by ourselves to respond. (Learning through processes, constant information seeking in sustainable perspectives of rapid application of new knowledge)

> ...and we need to maintain the right picture (of the society) all the time. That snapshot is actually truly important matter, I did not mention that earlier, but we need to know what is happening at Helsinki. (Learning through processes, constant information seeking in sustainable learning perspectives of rapid application of new knowledge)

> My principle is that all problems are to be solved and I can solve these and pretty much it has gone like this by so far. Then, if some problems stay unsolved, it might vex few days, well… and I am not so facetious and funny that I normally do. (Learning through processes, unsolved problems in sustainable learning perspectives of negative well-being)

When it comes to motivation and self-studying the widespread use of previous knowledge is strongly identified in the motivation of developing high expertise. Rapid application of new knowledge emerges from strong self-driven learning attitude to learn new. Shared understanding is the main finding in collective perspective. In well-being, good personal resources and success stories can be seen to strengthen individual's resources as a positive well-being effect and lack of personal resources and doubt, which mostly comes externally, can be really resource demanding. The rapid application of new knowledge and the positive well-being effect are shown more strongly in this category.

> Well, yes this is truly motivating, so I have said, I am so interested in these topics that we work, so yes. And of course, yes motivating, and I do have the time to do my work. (Motivation and self-studying, good personal resources, and success stories in sustainable learning perspectives of positive well-being)

> ...well from socially point of view pretty difficult matters and then somehow that kind of – that kind of increasing of wider understanding, so it requires quite a lot a kind of own initiative to study these matters. But, on the other hand, as said, I like it… (Motivation

> and self-studying, good personal resources, and success stories in sustainable learning perspectives of positive well-being)

> …and they understand the task and they can themselves do it, so I will not tell them how to do it, instead they embrace the tasks, and then they (learn)… (Motivation and self-studying, self-driven learning new in sustainable learning perspectives of rapid application of new knowledge)

Finally, in the education and formal learnings workplace category, the widespread use of previous knowledge is seen through basic knowledge and skills that are needed at police work. Rapid application of new knowledge can be identified as an opportunity to improve the knowledge and skills that the individual has. There was no clear evidence of positive well-being, through education and formal learning, in this study. It can be that due to lack of education and formal training for this specific unit, the positive effect on this were not seen and from negative effect point of view in well-being the frustration of unsuccessful learning situations was a pure fact. There were not any findings from the collective perspective either, meaning this could be irrelevant in this workplace category.

> …all the time we are developing the function in some direction, so there are (trainings). Of course, then I will participate those fieldwork's police supervisor trainings and during the trainings all the matters of police fieldwork are gone through. And then there are possibilities, I need to admit that I have not yet participated, but we have this resilience and some other leadership -trainings on place. For some kind of leadership course, I have participated, but the newest one I have not yet registered. So, there are time to time quite many possibilities available. (Education and formal training, opportunity to improve knowledge and skills in sustainable learning perspectives of rapid application of new knowledge)

> But otherwise, our learning (sighs), if we think about it at the organization level, we are developing all the time enormously. Police should be a kind of walking data bank, you need to know everything from heavy traffic's full weight to all sort of things in the world, and to some international messaging, and everything in between. So, we are trained by webinars, so I don't think that is very motivating way of learning. Or… (Education and formal training, frustration of unsuccessful learning situations in sustainable learning perspectives of negative well-being)

The widespread use of previous knowledge and the rapid application of new knowledge are more even in this category, which might reflect how the new knowledge is built based on the knowledge already individuals have.

The collective perspective of sustainable learning perspectives in workplace learning (see Figure 4) is heavily linked to collaborative learning, but it can be also found to small extent in other workplace learning categories, especially learning through work and experiential learning. Fenwick (2008a) underlines

that within workplace learning the relationships with other people are the enablers that really cluster the system to develop. The collective perspective could be seen in collaborative learning as a shared knowledge. Winch (2013) also highlights how the workplace environments can be complex in many respects of people, activities and information and knowledge sharing in a collective way. The collective perspective of workplace learning could not been catch only through the category of collaborative learning as such, there are more how the team members can support each other to learn, recover, share, find the common meaning and overall understanding of the questions in workplace learning. In this study, the collective perspective was found as a new perspective compared to previous studies. Due to the small amount of police supervisors this finding needs to be researched in coming studies.

Already researched sustainable learning perspectives that emerge from the workplace learning categories can well capture the possibilities and the challenges of the workplace learning at Finnish police. These findings of how sustainable perspectives emerge at workplace learning situations from police supervisors' point of view strengthen the understanding of how important factor the human sustainability in learning situations is and, in this respect, how important it is to have the right resources to learn at work.

4   DISCUSSION

The purpose of this study was to understand what kind of conceptions of the workplace learning Finnish police supervisors have and how the sustainable learning perspectives emerge at work or not. What was found were the six main workplace learning categories: experiential learning, collaborative learning, learning through work, learning through processes, motivation and self-studying and education and formal trainings. The similar kind of results can also be found in a study that professional agency and learning are strongly connected to *seeking information, learning new things, experimentation and participating or not* (see Collin et al. 2018, 227) and in a study that learning conditions based on *information, feedback, reflection, and coaching* are predicting good learning results in the organization overall (Janssens et al. 2021, 92). Collaborative learning is seen strongly from police supervisors as a one way of learning and the same kind of results has been found in a Dutch study of police that the learning at workplaces happens together and from expert colleagues (Doornbos et al. 2008). But at the same time there are lack of structures, like unclear roles and responsibilities that have been found to weaken the well-being of the employees and in this respect the results of this study are supported by earlier findings, too (see Collin et al. 2021).

The sustainable learning perspectives (see Lemmetty & Collin 2020) emerged strongly from the workplace learning and these will strengthen the earlier research done. The collective perspective was also found, but this needs to be analyzed further, if it really is part of the individual learning perspectives or if this can emerge and be identified at team or organizational level (see e.g. Lemmetty & Collin 2020). Overall, sustainable perspectives in learning situations emerged strongly from the categories of workplace learning and especially rapid application of new knowledge and positive well-being were shown. Due to the small amount of police supervisors and the rather young area of sustainability in learning situations more research still needs to be done.

The context of police workplace is unique from its needs to meet the society's changes rapidly. Supervisors' conceptions of workplace learning and how the sustainable learning perspectives emerge are the keys to understand what kind of support the supervisors might need from their superiors and HR in the police organization. Leadership is demanding due to the continuous change and the complexity embedded in organizational culture (Sparrhof 2015). Leaders have an essential role to develop employees and to support them in professional agency, autonomy, and creativity through agile HR processes on place (Collin et al. 2018). Supervisors as coaches can enhance individuals to learn both in competence development and personal growth (Brandi & Christensen 2018; Lyons & Bandura 2020a; Lyons & Bandura 2020b; Matthews 1999). As a coach supervisor has all the workplace learning practices promoting individuals in learning and change (Collin et al. 2018; Lyons & Bandura 2020b) and therefore have an impact to positive results of the work like *skills, well-being, performance, work attitudes, coping and goal-directed self-regulation* (Lyons & Bandura 2020a, 692). According to Doornbos et al. (2008) the studies by so far prove the importance of workplace learning in competence development and in this respect the findings of this study will help supervisors to better understand and lead the sustainable workplace learning situations at work.

There are some specific questions in the phenomenographic research approach that needs to be considered in this study. Sin (2010) highlights the importance of reliability and validity from study subject and findings point of view and Sandberg (1997) stresses the researcher's role to follow the individuals' voice faithfully. I have kept my background in my mind consciously being reflective during the whole data analysis phase. Reliability is bind to reproducibility so that any another researcher can find the same categories based on the results and in great extent to understand that the researcher's interpretative awareness has a key role to play in the reliability (Sandberg 1997; Sin 2010). Reliability and validity of this phenomenographic study has been kept focused all the time when understanding the police supervisors' conceptions of workplace learning and keeping in mind how the sustainable learning perspectives could emerge at police work. There are though some critical views about the how and

what, as well as referential and structural aspects in terms of how these are used in defining conceptions and if these are understood in the same way from different researchers (Harris 2011). Careful data analysis was in the core of this study, which reflects the credibility of true and honest findings (see Sin 2010). Reading through the transcripts many times, categorizing in the most logical way and at the end of the process the verification of the data to secure the same way of categorization was done to improve the ethical executing of this study. Research validity is a key in phenomenographic study, which means how well the internal consistency can be realized from object of the study, researched data, and findings (Sin 2010). During the writing of findings and examples from material, I have taken care of that nobody can be recognized. As part of the bigger research and development project, there has been clear guidelines how to work with the transcripts and material.

This study continues to prove that we should see the workplace learning as a wholistic and diverse phenomenon that nourish the organizations to develop (see Doornbos et al. 2008), taking the advantage of different processes and practices and understand the meaning of sustainable learning perspectives in workplace learning situations for individuals. Also, we need to bring the sustainable learning possibilities and understanding to organizations so that workplace learning will stay as a resource and strengthen people's possibilities to develop and grow (see Lemmetty & Collin 2020). The findings of this study will help us to better understand what is needed in workplace learning and how learning situations can be supported in more sustainable ways (see Doornbos et al. 2008). This information should be brought to the head of organizations, as well as line managers and HR professionals. Currently sustainable learning perspectives are approached very much from the individual point of view, but it could be interesting to research how sustainable learning perspectives emerge at team and organizational level (see Lemmetty & Collin 2020) and if this approach could answer more to the collective perspective of sustainable learning found in this study. This could be important to many individuals in global teams to comprehend how they can best learn from each other, in different locations and in different cultures (see Toiviainen 2015).

Workplace learning has become a powerful tool for organizations 'and individuals' success and it can be strengthened through deeper understanding of sustainable perspectives. Widespread use of previous knowledge, rapid application of new knowledge and the effects of positive or negative well-being (see Lemmetty & Collin 2020), even the collective perspective, needs to be implemented as a main directive in workplace learning situations, processes, and practices. Consequently, the sustainable learning perspectives could guide the holistic model of workplace learning being in a core of it (see Figure 2) and help organizations to become more successful. Therefore, there is no short-cut for sustainable workplace learning in terms of processes, practices, and resources, but there is now definitely more understanding how the learning situations in police should be constructed and supported in a more sustainable way from supervisors' point of view.

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ATTACHMENTS

Attachment 1.

Individual thematic interview frame.

Haastattelurunko 2020 - 2022

Käytännölliset asiat
Tutkimukseen suostuminen (allekirjoitettu), tietosuoja-asiat, eettisyys ja ano-
nymiteetti, Tutkimuksen tarkoituksen ja etenemisen ja raportoinnin kuvaami-
nen. Haastattelu kesto (arvio) sekä tutkijan rooli ja tausta lyhyesti.

Oma työ
Mitä tekee, milloin tekee, kenen kanssa tekee? Yleisfiilis omasta työstä.

Osaaminen ja osaamisen kehittäminen
- Millainen on koulutustaustasi (peruskoulutus + lisäkoulutukset)?
  Kuinka hyödyllisenä näet koulutustaustasi suhteessa nykyisiin tehtä-
  viisi?
- Mitä osaat hyvin työssäsi (tiedot, taidot) ja mistä osaaminen on peräisin?
       [Mikä on osaamisesi ja ammattitaitosi erityisyys, jota kellään muulla ei ehkä
  ole? Mitä sinä omalta osaltasi tuot tähän työyhteisöön?]
- Mitä et osaa vielä mielestäsi riittävän hyvin?
- Millaisia osaamisen kehittämistä edistäviä käytäntöjä organisaatiossasi
  on käytössä? Miten hyödyllisinä koet ne?
- Millaista tukea tai apua tarvitsisit lisää osaamisen kehittämiseesi?
- Mieti itsellesi merkityksellistä tilannetta, jossa olet päässyt soveltamaan
  (erityis)osaamistasi, miten tilanne eteni?
- Onko sinulla sellaista osaamista, jota et pysty hyödyntämään työssäsi?
  Miksi et? Miksi pitäisi pystyä?
- Millaisena näet tulevaisuuden osaamistarpeet yrityksessäsi? Miten aiot
  tai pystyt tulevaisuudessa ylläpitämään ja kehittämään osaamistasi?

Työssä oppiminen
- Miten kuvailisit tyypillistä, työssä tai työn vuoksi tapahtuvaa oppimisti-
  lannetta?
         [ketä muita tilanteeseen liittyy, millaista toimintaa liittyy, tilan-
  teen syyt ja seuraukset]
- Kuinka usein tällaisia oppimistilanteita on? Millaiselta ne tuntuvat?
  (kuormittavuus, motivointi)?
- Millaisia mahdollisuuksia koet sinulla olevan oppimiseen työssä? (esim.
  erilaiset oppimistilanteet).

- Mitkä tekijät tukevat / rajoittavat arjessa tapahtuvaa oppimista? (yksilölliset, yhteisölliset, ympäristölliset / organisaatiolähtöiset)
- Kun opit jotain uutta työhösi liittyvää, miten nopeasti pystyt soveltamaan opittua?
- Miten työssä tapahtuvaa oppimista hyödynnetään organisaatioissasi? (tehdäänkö näkyväksi / tiedostetuksi / muiden saataville; esim. oppimiskokemusten jakaminen)
- Millä tavalla palaat työssä tapahtuviin oppimistilanteisiin itseksesi? (reflektio)
- Kuinka usein ja millä tavalla yhteisössäsi keskustellaan työssä tapahtuvasta oppimisesta?

Ongelmanratkaisu ja kehittämistyö

- Millaisia ongelmanratkaisutilanteita kohtaat päivittäin? Miten ne etenevät (alku-, keski- ja loppuvaihe)?
- Mitkä tekijät vaikeuttavat tai pitkittävät ongelmanratkaisun etenemistä?
- Mitkä tekijät edistävät ongelmanratkaisun etenemistä?
- Millaisia lopputuloksia ongelmanratkaisutilanteet tuottavat? Miten näitä tuloksia voidaan hyödyntää nyt ja tulevaisuudessa?
- Mieti työssäsi tapahtunutta kehittämisprojektia, miten se eteni, mitä se tuotti, ketä muita siihen liittyi ja millaista toimintaa se sisälsi?

Vastuut ja itseohjautuvuus

- Mistä asioista olet vastuussa työtehtävässäsi? Ovatko vastuut mielestäsi selkeät?
- Onko vastuuta riittävästi, liikaa vai liian vähän?
- Millaisiin asioihin työtehtävissäsi, työyhteisöissäsi tai organisaatiossa sinulla on mahdollisuuksia vaikuttaa?
- Mieti päätöksentekotilannetta työyhteisössäsi – miten päätös muodostui? Mikä oli oma roolisi päätöksenteossa, entäs muiden roolit?
- Miten paljon voit käyttää työaikaasi itsellesi mielekkäisiin työtehtäviin?
- Miten paljon käytät työpanostasi vähemmän mielekkäisiin työtehtäviin?
- Millaisia henkilökohtaisia tavoitteita sinulla?
- Millaisia tavoitteita organisaatiollasi on laajemmin? Oletko tietoinen niistä ja/tai pystytkö suhteuttamaan omia tavoitteitasi organisaatiosi tavoitteisiin?
- Mihin suuntaan haluaisit kehittää organisaatiotasi, jos saisit itse päättää?
- Missä näet itsesi 5 tai 10 vuoden päästä (urakehitys), nautitko työstäsi silloin?

Työhyvinvointi ja motivaatio

- Mitkä tekijät innostavat ja motivoivat sinua työssäsi? (sisäinen ja ulkoinen motiv.)

- Millaisia motivaatiota ja innostusta edistäviä / rajoittavia keinoja organisaatiossasi on käytössä?
- Mieti itsellesi merkityksellistä (innostavaa) projektia tai työtehtävää: mitä siinä tehtiin, miten se eteni, keiden kanssa teit yhteistyötä, miten kuvailisit omaa rooliasi siinä? Mitä lopputuloksena syntyi ja miten olet pystynyt tai pystyt hyödyntämään kokemusta tulevaisuudessa?
- Missä tilanteissa innostuksesi tai motivaatiosi on laskenut selkeästi? Mikä työssä on aiheuttanut turhautumista? Mitä syitä motivaation laskuun oli? Mitä siitä seurasi? Miten asia ratkesi vai onko ratkennut?
- Millaisissa tilanteissa olet kokenut kuormittumista tai työhyvinvoinnin laskua? (Esimerkkejä)
- Mieti ajanjaksoa, hetkeä tai tilannetta, kun olet kokenut kuormittumista tai työhyvinvoinnin laskua – mitä tapahtui? Mitkä asiat vaikuttivat kokemukseesi? Millaisia tekijöitä kokemuksen taustalla oli?

Esimiestyö, johtajuus ja yhteisö

- Kuvaa yksikkösi/jaoksesi/tiimisi esimiestyöskentelyä, millaista se on? Kuka on virallinen esimiehesi? Kuka ohjaa päivittäistä toimintaa?
- Kuvaa arkista tilannetta/vuorovaikutusta esimiehen kanssa: millaista se on? Mikä tilanteessa / vuorovaikutuksessa on hyvää / huonoa ja miksi?
- Luotatko yrityksen johtoon ja omaan esimieheesi?
- Mitkä ovat yrityksen johtamisen suurimmat ongelmat?
- Mitkä yrityksen johtamisessa näyttävät mielestäsi toimivalta?
- Millainen ilmapiiri työyhteisössäsi on?
- Kenen kanssa jaat ajatuksia, kenen puoleen käännyt ongelmatilanteissa (henkilökohtaisissa tai työhön liittyvissä)? Mistä saat tukea ja apua, vai saatko?
- Millaisia digitaalisia järjestelmiä käytät työssäsi? Millaisia hyötyjä tai haasteita olet kokenut näihin liittyen?
- Millaiset isommat, yhteiskunnalliset muutokset, vaikuttavat työhösi nyt ja tulevaisuudessa?

Esimiehille:

- Toimitko itse jonkintasoisessa esimiestehtävässä? Millaisena miellät tämän tehtävän?
- Miten määrittelet esimiestyön (mitä se sinulle tarkoittaa?)
- Miten olet mielestäsi onnistunut / epäonnistunut tehtävässäsi? Mikä esimiehisyydessä on haasteellista?
- Anna jokin esimerkki esimiehen rooliisi liittyvästä haasteellisesta/onnistuneesta/tyydytystä tuoneesta tilanteesta? Mitä tapahtui, mikä oli haaste ja miten homma päättyi? Mitä siitä opit?
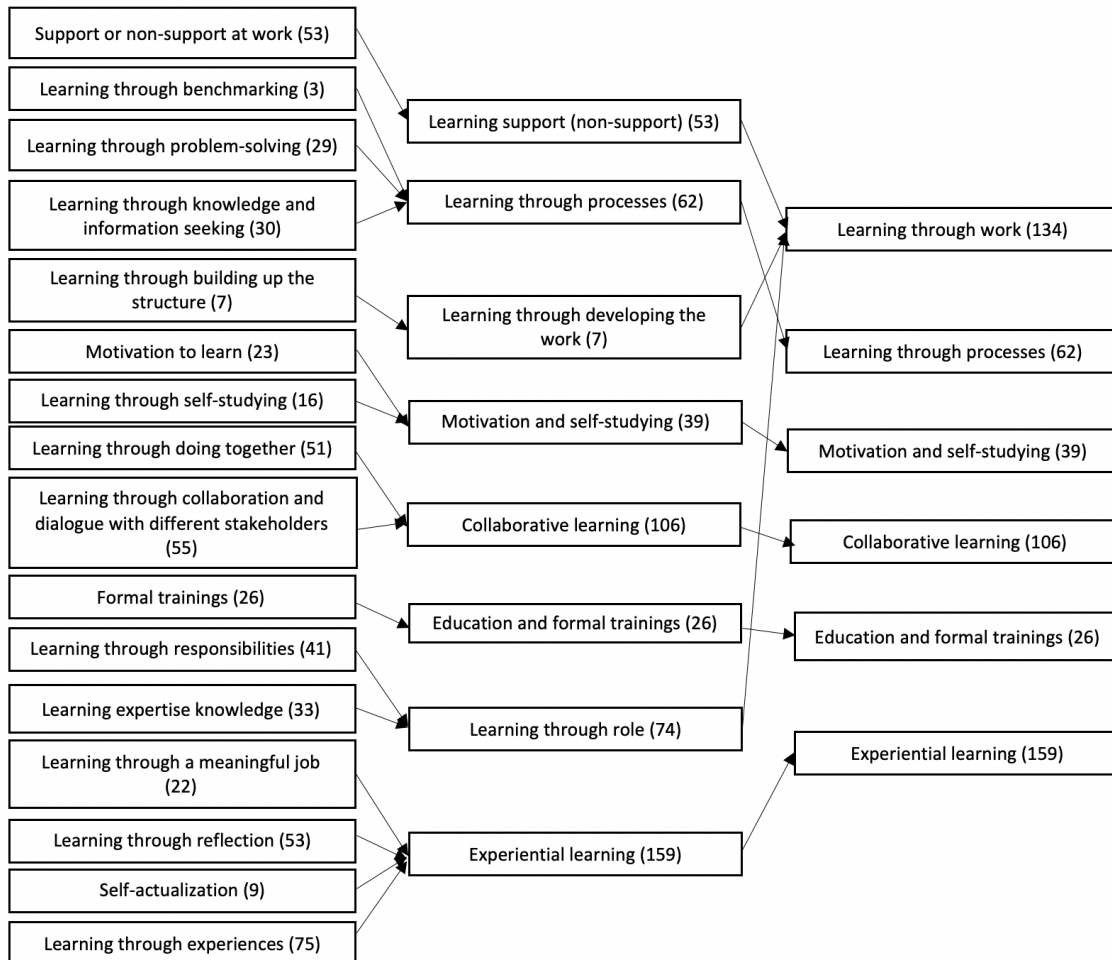
Corona Extra:

Mitä erityistä korona tuotti oppimiselle, motivaatiolle, itseohjautuvuudelle tai hyvinvoinnillesi?

Kehittämisideoita (ellei näitä ole jo tullut keskustelun aikana!):
- Mitä muuta organisaatiolta toivoisit? Miten sen toimintaa muuttaisit?

Attachment 2.

Categorization of workplace learning from Finnish police supervisors.

Support or non-support at work (53)	Learning support (non-support) (53)	Learning through work (134)
Learning through benchmarking (3)	Learning through processes (62)	Learning through processes (62)
Learning through problem-solving (29)	Learning through developing the work (7)	Motivation and self-studying (39)
Learning through knowledge and information seeking (30)	Motivation and self-studying (39)	Collaborative learning (106)
Learning through building up the structure (7)	Collaborative learning (106)	Education and formal trainings (26)
Motivation to learn (23)	Education and formal trainings (26)	Experiential learning (159)
Learning through self-studying (16)	Learning through role (74)	
Learning through doing together (51)	Experiential learning (159)	
Learning through collaboration and dialogue with different stakeholders (55)		
Formal trainings (26)		
Learning through responsibilities (41)		
Learning expertise knowledge (33)		
Learning through a meaningful job (22)		
Learning through reflection (53)		
Self-actualization (9)		
Learning through experiences (75)		

Attachment 3.

Categorization of the conceptions of sustainable learning perspectives in workplace learning from Finnish police supervisors.

Sustainable learning perspectives / Categories of workplace learning	Widespread use of previous knowledge	Rapid application of new knowledge	Individual well-being +	Individual well-being -	Collective
Experiential learning	**Reflection and resilience** • Reflection of experiences, life, information, work & opinions • Resilience	**Courage to renew** • Courage, self-driven, new ideas to learn • Stories, solutions, beating difficulties & renewal	**Meaningfulness** • Purpose, value, appreciation & possibilities of work • Self-actualization • Independency	**Frustration of restricted possibilities to influence** • Frustration about the possibilities to influence • Lack of agility in structures	**Making common purpose** • Common decision making, planning and purpose • Team-fit
Collaborative learning	**Social knowledge** • Understanding of knowledge capital & people • To know customers/ stakeholders	**New Information through network and collaboration** • Discussion, dialogue, trust-building & ideas • Agility in learning	**People and work as a resource** • Good colleagues, different kind of people & dialogue as a resource • Mission to do good work	**Unclarities in role to act** • Unclarities in role to act	**Shared knowledge** • Structured, developed, shared, executed together • Common culture & way of working • Shared understanding
Learning through work	**Strong expertise foundation** • Knowledge from previous roles and responsibilities • Learn from mistakes • Leading based on own example	**Ability to build-up new information** • Find solutions • New challenges, tasks and work duties • Ability to interpret	**Support and appreciation of expertise** • Line manager and work community support • Balance in work issues • Appreciation of expertise	**No support, unclarities of roles** • Line manager not interested in • Workload & pressure • Unclarities of roles	**Shared support in working together** • Collegial sparring & discussions • Peer support in group • Experts working together

Sustainable learning perspectives / Categories of workplace learning	Widespread use of previous knowledge	Rapid application of new knowledge	Individual well-being +	Individual well-being -	Collective
Learning through processes	**Complex problem-solving abilities** • Problem-solving based on intuition and facts • Cultural knowledge	**Constant information seeking** • Active, self-driven & continuous new information seeking • Excitement to find & learn new • Benchmark & follow-up	**Successful problem solving** • Successful problem solving	**Unsolved problems** • Unsolved problems	**Shared resilience** • Group resilience
Motivation and self-studying	**Motivation in developing high expertise** • High interest in function expertise	**Self-driven learning new** • Learning in different ways • Finding innovative ways & solutions	**Good personal resources and success stories** • Drive to do things right & success stories • Interesting work context & job content	**Lack of personal resources and doubt** • Public doubt for the function • Lack of resources for self-study materials	**Shared understanding** • People with same time of motivation and profile
Education and formal trainings	**Basic knowledge and skills** • Formal competence	**Opportunity to improve knowledge and skills** • Formal, professional trainings • Formal competence • New possibilities		**Frustration in unsuccessful learning situations** • Web-based trainings	

Attachment 4.

Authentic examples of workplace learning from six main learning categories.

SIX MAIN CATEGORIES OF WORKPLACE LEARNING	Authentic examples of workplace learning
Experiential learning	…it has been a kind of excellent work field that really what have been needed, we have always succeeded to get it. We have received attention and feedback that have partly impact to the commitment of employees, motivation, and how the work has been done. But, at the same time there has of course been a lot of expectations, so what should we really be able to reach (in this unit).
Experiential learning	…and then there is not so much education or training, so here we do have… I noticed that here we do have in principle "the path is open" and her you can somehow realize yourself, and then….
Collaborative learning	…and as we have already discussed about it, that there is a lot of sparring with others and that this is quite a big part of our daily life, to get peer support and discussions. So, we do find the solutions for our issues, that is for sure. And then the manager will follow-up different kind of phenomenon and implementations and other topics at wider geographical area and so on, and he can pick-up things that will have an impact to our daily work, where should we go and how should we relate to different kind of issues.
Collaborative learning	…so, collaboration with different stakeholders is truly significant way of working (for us).
Learning through work	…and then sometimes there are some kind of collisions about the issue that who is running this and what is the role of the supervisor. And then from my own side the discussion about if I am involved enough in the work of my direct reports, when it seems to be so that… today we demand this and tomorrow we might have an opinion that something else could be better. So, this is a kind of balancing between many things (at work).
Learning through work	It is a big part of this work that you will grow and understand how important work you are really doing…
Learning through processes	…but many times, we need to think and discuss with a little bit bigger team that how should we really take care of some issues, and what would be those good starting points, should be in contact directly or should we search some kind of foreknowledge and… We just need to discuss these things through so many perspectives (in this work).

Learning through processes	…I become inspired about these bigger events and in a way how to work with these. Also, I become inspired in a way when we find something a kind of…new, let's say new right-wing group or similar and a kind, this is…we do not have so much preliminary information about this yet, so the information gathering and being successful that we will get the information and maybe create some new contacts.
Motivation and self-studying	So, I feel that this work is from its subject and content point of view what really interests me as a police officer most. And then you could say that this is pretty good situation that you can do what are you really interested in… So, this really a kind of motivates me.
Motivation and self-studying	…to reduce political violence is one of the tasks that has been set for us, and that is work that we started 2012. Through this task we have actually learned ourselves a lot abroad, a lot from other authorities, other police officers and aiming really to get that information at the very beginning…
Education and formal trainings	…in basic education this is ignored. Now there is something, some things are included in continuing education, where we have two people with this and it is linked to polarization and demolition of confrontation, this kind of training that police university of applied sciences is organizing and there is an external operator. There is a professional that will be in that, but he wanted us, some people from us, to help to train the people in the course…, but this is truly a kind of occasional training course. We need proper education and training (for preventive action unit).
Education and formal trainings	So, there has been not any kind of training package for us, just for example that people could through their formal education be qualified police officers in preventive action. We have not had full-time preventive action police officers, similar roles, groups, or units in the other part of in this state by so far….