

Startup Learning Culture: A Comparative Study of Thailand, Poland, USA and Pakistan

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Abstract

This study investigates the learning conditions that enhance employees' intention to learn within startups, an essential factor in their resilience and expansion. Unlike established companies, startups depend extensively on continuous learning due to their rapidly evolving business environments. Learning in a startup environment is crucial as it enables employees to rapidly adapt to market changes, fostering innovation and problem-solving capabilities. Given the resource constraints typical of startups, continuous learning ensures efficient knowledge utilization and skill development, enhancing overall productivity. Furthermore, a strong learning culture attracts and retains talent, contributing to the long-term success and competitiveness of the startup. Workplace learning in startups is predominantly informal and individualized, incorporating both observational and cognitive learning approaches. However, ensuring effective and sustained learning remains a challenge, particularly in maintaining employee engagement and knowledge retention. Addressing a critical gap in existing research, this study examines learning conditions in startups across diverse cultural and economic contexts, specifically in the United States, Poland, Thailand, and Pakistan. Data was gathered from over 470 respondents, categorized into two key groups: startup owners and startup employees. This distinction enables a more nuanced understanding of workplace learning processes and their influencing factors. Employing Structural Equation Modelling (SEM) and fuzzy-set Qualitative Comparative Analysis (fsQCA), the study explores the

determinants of employees' intention to learn. Using the Theory of Planned Behavior as a framework, it assesses the impact of Attitude, Subjective Norm, and Perceived Behavioral Control on learning intentions.

The study contributes valuable insights into strategies for improving workplace learning in startups, ultimately fostering their long-term viability. Additionally, the study discusses implications, acknowledges limitations, and suggests directions for future research.

Keywords: Workplace learning, Theory of planned behavior (TPB), Intention to learn, Startup, Informal learning, Learning conditions.