



Scalable & cost-effective facilitation of professional identity transformation in public employment services

Careers, identities and organisational contexts

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Background: Public Employment Services challenges to deliver effective services

High unemployment, demographic change, uncertain and dynamic labour markets

Political pressures, Budget cuts, going digital, “doing more with less”

new professional skills required:

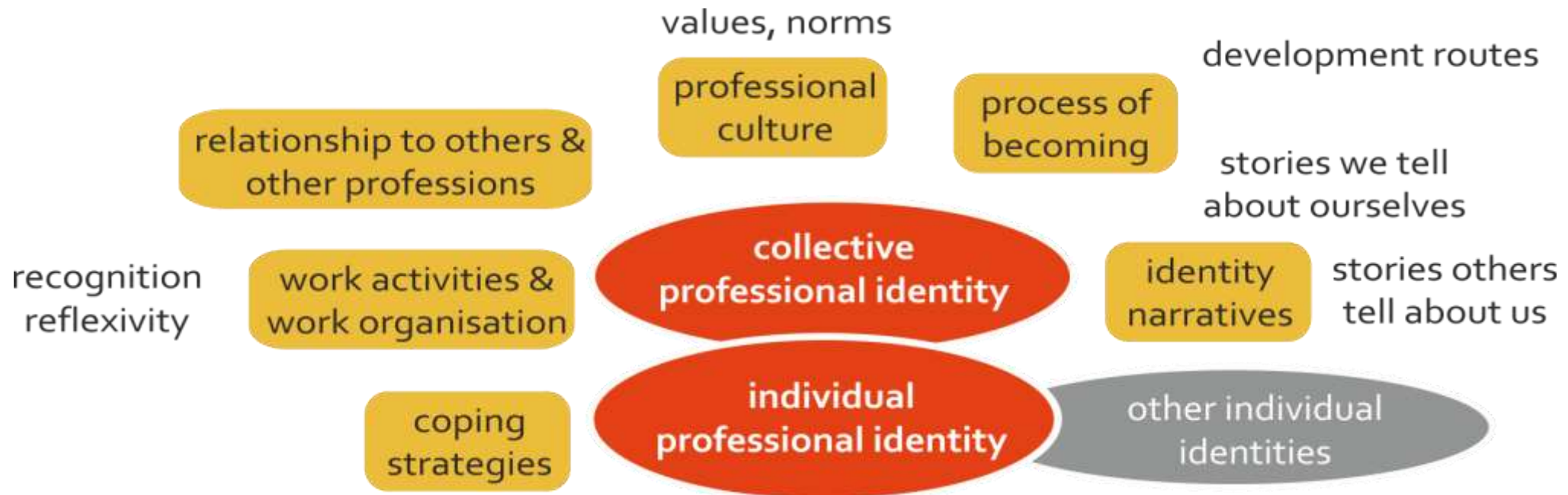
- understanding the changing world of work
- a 'turn' towards coaching
- relations with employers
- shaping change: demands, pressures, ways of working

Staff need to learn **new ways of learning:**

- including enhancing collaborative (peer) learning
- digital tools for learning

Professional identity transformation: occupationally and in organisations

How can professional identity transformation be facilitated by introducing **technology enhanced social learning** (methods, tools, and content) into Public Employment Services? Holistic support



CASES AND INTERVENTIONS

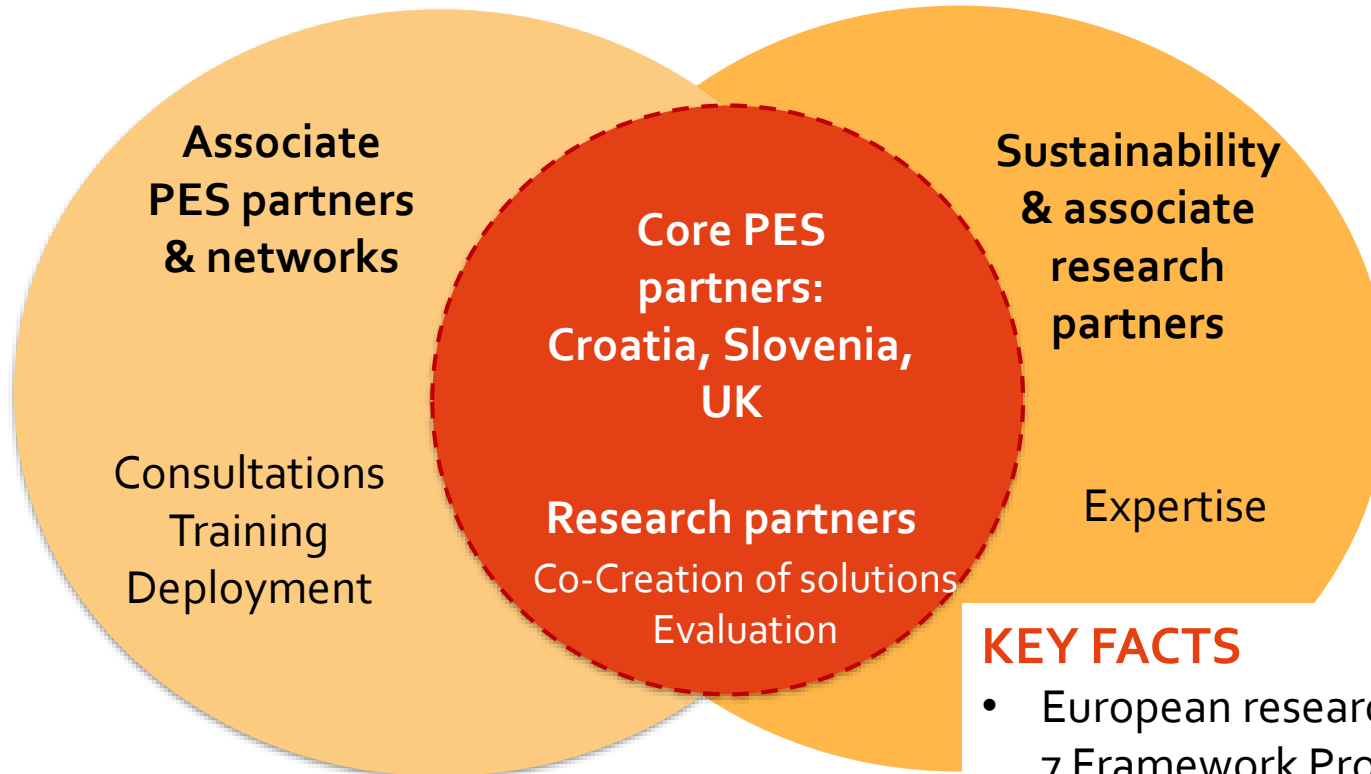
- Enhancing horizontal and vertical collaboration
- Strengthening professional networks & peer support
- Building resourceful learner capability

LMI

Peer Coaching

Reflective Community

MOOC



+ additional consultations

KEY FACTS

- European research project (5.5 M €)
7 Framework Programme
- 4 years (Feb 2014 – April 2018)
- 11 partners, amongst them 3 PES (UK, Slovenia, Croatia)
- 32 associate partners



**Scalable & cost-effective facilitation
of professional identity transformation in public
employment services**

Department of Work & Pensions (DWP), UK

- Two blended learning programmes were developed to support employer advisers and work coaches in their practice
- An LMI app to help understand changing world of work

Intention to build resourceful learner capacity



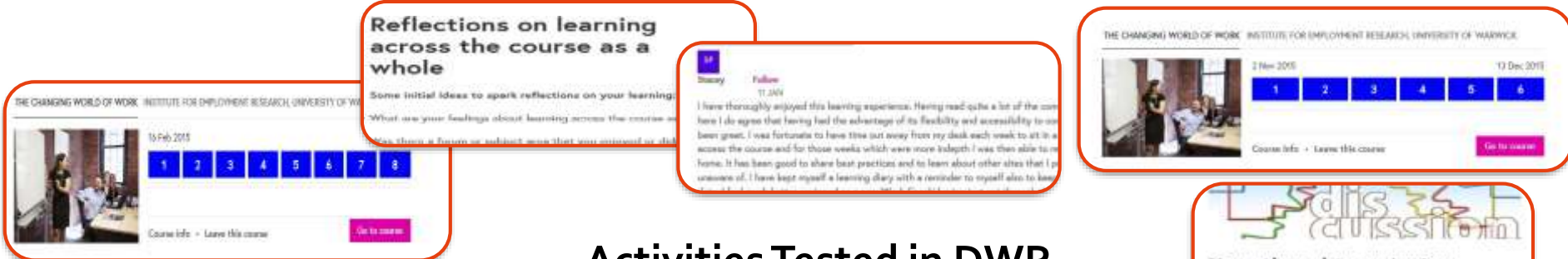
DWP: Motivation

DWP has a workforce of over 70,000 staff which includes over 11,000 Work Coaches.

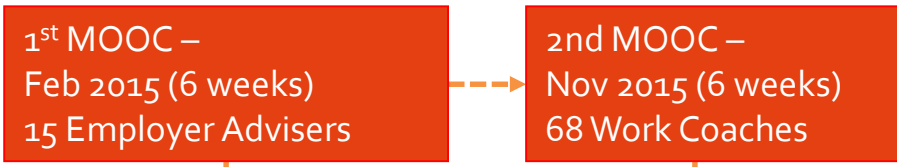


Identity Transformation within DWP is how we support our staff to build their resourceful learner capability, and in turn support our customers, in an ever changing world of work.

DWP: Activities

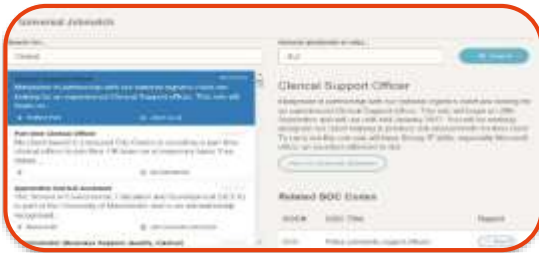


Activities Tested in DWP



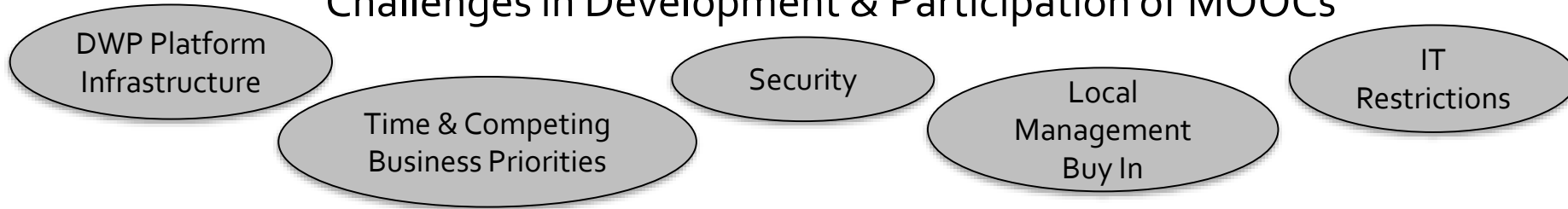
LMI App – Coach Central

- Developed & Piloted within MOOCs
- Piloted within 3 areas Sept – Oct 2016
- 2017-18: rolled out nationally.



DWP: Experience

Challenges in Development & Participation of MOOCs



Examples of 2nd MOOC Evaluation – 6 Months

| | | | |
|---|---|--|--|
| 87% agree gained strategies to reduce, prevent stress | 83% agree increased confidence in using digital methods | 98% agree gained knowledge on how to enable the customers to assess/improve the quality of work search | 93% agree gained knowledge of coaching methods to gain customer commitment to look for work effectively. |
|---|---|--|--|








Shaping Change in DWP



The Changing World of Work

COURSE INFO

 Barbara Kieslinger  28 Mar '17  6 Weeks  Free  Certified

ENROL

TRANSLATION 

Virtual Classroom:

COURSE OVERVIEW



Do you want to be prepared for the challenges of the **changing labour market**?

Do you want to better understand and apply skills related to **emotional awareness, active listening, reflection, coaching skills, peer coaching and powerful questioning**?

Do you want to explore tools for handling **Labour Market Information (LMI)** and the **digital agenda**?

This course has been devised as part of the European **EmployID** project, for Public Employment Services (PES) practitioners and careers professionals. It runs for 5 weeks with an estimated workload of 3.5 hours per week; the total workload is expected to be 17.5 hours.

Learning Objectives

The course aims to give learners opportunities to:

- make sense of how the world of work, careers and identities are changing;
- recognise the cultural and the digital agenda changes within PES and career guidance practice;
- support changes in practice, for example those associated with coaching;
- recognise the importance of Labour Market Information (LMI) and Sectoral Knowledge for effective practice;

Massive Open Online Course
The Changing World of Work
(March – June, 2017)

Developed to support the continuing
professional development of careers and
employment practitioners more generally.



International MOOC: Changing World of Work

www.employid.eu

Target learners:

Those with an interest in the impact of the changing world of work for the identity development of career & employment counsellors: 402 signed up from 20 countries, with 86 active learners

Content:

5 modules: professional perspective on the changing world of work; peer coaching, digitization; labour market information; & reflective practice.

Delivery:

5 week online course (March – June, 2017), delivered on an open access basis by 8 tutors

Ethos:

Active learning in a community of interest based around professional career/employment counselling

Comment:

I feel I had a clearer professional identity to others as an Occupational Therapist, as a careers adviser - the professional status is more vague, in my current role I am called a Personal Adviser which always needs an extra explanation. This external perception of my professional identity does not concern me, I am very aware that it is the skills and experience I have that will be vital element that enables me to remain employable in the longer term, not a job title. (Lesson2, row 1840)

Comment:

I also work in more isolation than I have done in the past (I'm 100 miles+ away from the rest of my team) - and for me I have had to think about ways that I build in relational learning through building virtual teams or connections with people.... Thank goodness that we are now able to access so many resources (like this MOOC!) for free and via technology. (Lesson2, row 1462)

1st response:

In terms of learning with others, within my organisation I can sometime feel like an 'island' so have explored links with other schools and local networks to support my learning. (Lesson2, row 1064)

2nd response:

I feel your pain about being an Island & I would welcome the opportunity to connect with you. Like yourself I am in the same boat (Lesson2, row 1051)

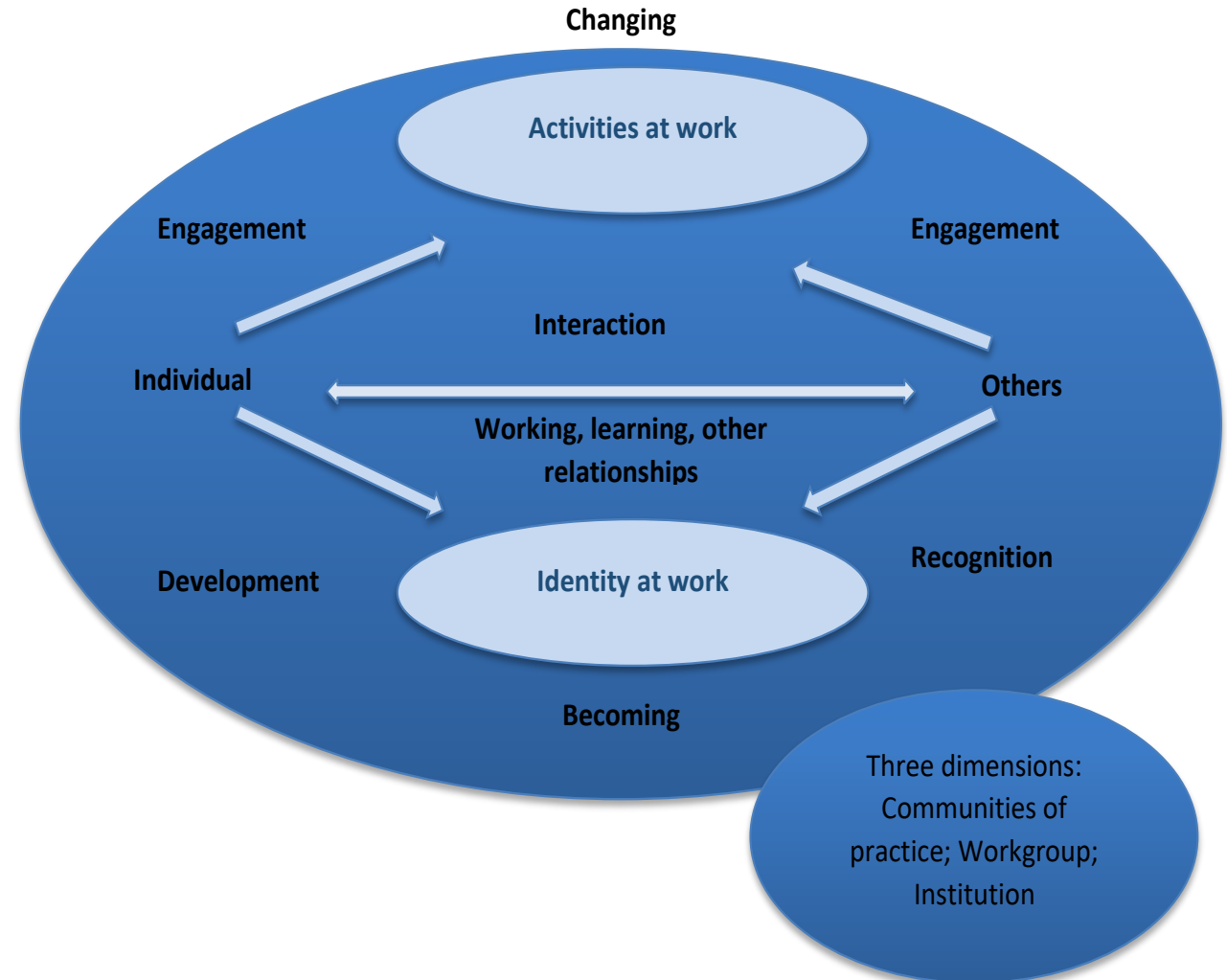
3rd response:

Yes in a number of workplaces or occupations the dominant way of working is individualistic and in some cases other workers are regarded as competitors.

Dynamic model of occupational identity formation (Brown, 1997)

Initial model:

Work identities produced through a mix of personal agency, interaction with others, and existing social norms and discourses, and how these factors interact in a dynamic and iterative way.



- Learning as **becoming**
- Learning in **opportunity structures** in workplace operations
- Learning and identity development across **4 domains:**
relational, cognitive, practical & emotional

To understand how professional identities evolve over time you have to switch between these three perspectives

Strategic career and learning biographies; self-understanding; sense of personal agency; personality; motivation; resilience; self-efficacy; commitment to own learning and professional development; career adaptability.

Learning as a process of identity development: 'learning as becoming'

Learning in opportunity structures within which individuals operate

Learning and identity development across four domains

Relational development: interactions at work; learning from others; socialisation; identity work.
Cognitive development: knowledge base; technical updating; critical thinking.
Practical development: on the job; challenging work; ways of thinking and practising; (critical) reflection.
Emotional development: through engagement; self-understanding; understanding perspectives of others; reflexiveness; feelings; mind-set.

Employment / unemployment rates; IVET; occupational structure ('Beruf'); transition regimes; occupational pathways; CVET; progression to and permeability with HE from VET; affordances for learning and interaction at work; support structures (e.g. family, personal networks, public employment services); career guidance.



Computer supported collaborative learning and professional identity transformation? Mixed success

Limited success:

- When focused exclusively on practical and cognitive aspects of skill development (e.g. LMI tool)
- Creating spaces (ICT) for learning and identity development was not enough.
- Spaces (ICT) need to be animated
- Role of facilitation should be more closely examined.

High levels of success:

- In generating user commitment
- Specifically: peer coaching, blended learning programmes, international MOOC
- Had high levels of facilitation & very strong emotional / relational components
- These generated commitment to the practical and cognitive dimensions of skill development.

Where successful, our pedagogic approach of linking situated practice, overt teaching, and reframing was powerful, but transformed practice is a demanding goal and, in some activities, we under-estimated the importance of affective elements of facilitation in order to generate a commitment to change and identity transformation.

Long term vision:

Users would take ownership of the ideas, processes and tools of the project so that they would continue to use and adapt them after the lifetime of the project.

First blended learning programme:

Worked with DWP employer engagement staff and Learning and Development (L&D) staff to co-create material and work together in facilitation of learning and development in the delivery of the programme.

L&D staff did use the ideas and skills developed in the first programme to feed into both the second blended learning programme and the use for learning and development of DWP's on-line learning support.

Second blended learning programme:

L&D staff further developed their skills to feed into development and use of DWP's own on-line provision to support learning and development. For each of the three groups (work coaches; learning and development staff; and employer engagement staff) there was evidence of identity development as their work roles and identities evolved.

International MOOC:

Successful in facilitating a dialogue about the implications of the changing world of work for the professional identities of careers and employment counsellors in Europe.

Overall:

Positive outcomes have been achieved, including fundamental change management and demonstrable impact.

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