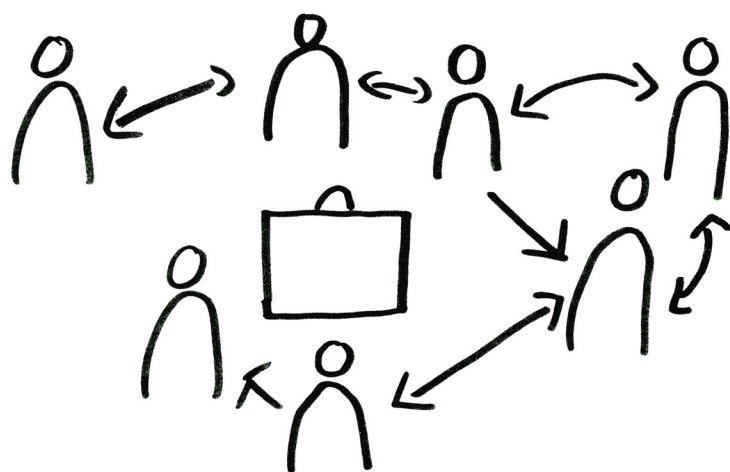


Empower to Shape Change



Learning & Identities
in the Changing World of Work

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Introduction



The changing world of work

The world of work is undergoing fundamental transformations. For example, nurses have mostly chosen their job because they want to care for their patients, but their work now involves, to a large degree, computer-based documentation and quality assurance measures. Practitioners in public employment services turn from administrating unemployment benefits into coaches for their clients. And engineers need to make sense of large scale sensor data and assess the opportunities of artificial intelligence techniques for their companies' future services.

We see technological developments such as digitisation and automation in an ever increasing number of sectors and intensity. Companies and public sector organisations have to reshape their value creation processes and guide their employees to new job roles, creating an uncertain outlook. **Ask yourself are you embracing and shaping change, or are you being driven by it?**

The ability to utilise modern technologies and methods is simply scratching the surface. Overcoming resistance to change, stressful conflicts, and lack of openness are major road blocks. We also need to look at a deeper level of learning. Employees need to rethink their job roles, their relationship to others, and what a successful working environment means to them. Leaders need to take new approaches to match the new responsibilities.

This indicates the importance of the professional identity of individuals and occupational groups. Employees are often not given opportunities to engage in reflective learning conversations. There is a need for workers to consider the emotional aspects of their work and identity. It is important that they also acquire the skills needed to work effectively with others to move from a problem focus to a solution focus and help each other in their learning process.

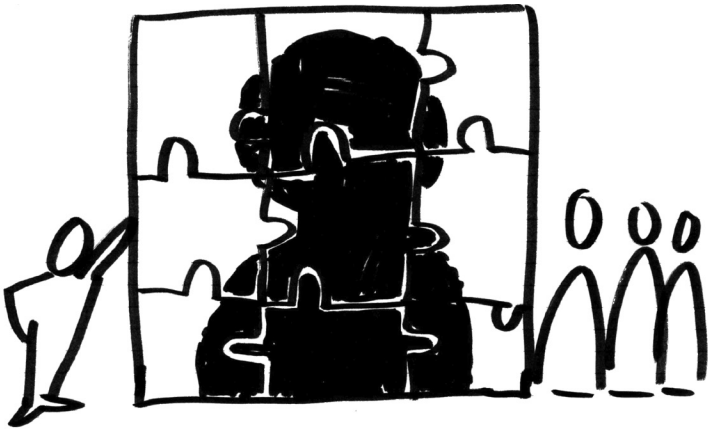
In this short book, we look at strategies to empower and shape change, including the role of technology and identity transformation for learning in the workplace.

The contents of this book follow a deliberate path focusing on contemporary themes. It is aimed at practitioners, managers, researchers and policymakers. There are at least two ways to use this book. We hope you find either of these useful.

Read it end-to-end to gain an overall picture. You can also stop and start by completing some activities along the way and follow up on further suggested reading. Alternatively, dip

and pick the themes that are most helpful to you and/or your organisation. Hopefully, you will come back to the book time and again.

Identities



Identity influences whether we embrace opportunities or resist change.

Who we are & who we want to be

We all have multiple identities and those identities change over time as our lives progress. These include family identities, social identities and interests and hobbies. And of course, most people today have online identities, which may or may not match their 'face-to-face' identity. Identities change according to where and how we live, to our interests and to our responsibilities.

One (or more) of those identities is our identity in work. Our identity at work helps define how we undertake our jobs and how we relate to our occupation and our colleagues. Our work identity is important in whether we are happy in an occupation or job and in how motivated we are and how we take on responsibility.

The nature of work is fast changing today through the rapid introduction of new technologies, and more recently the explosion in the volume of data to be collected and analysed.

These are changing both the forms and the structures of work organisation and the ways

in which we work. In many occupations, computers and increasingly Machine Learning and Artificial Intelligence are replacing tasks previously undertaken by humans. At the same time this is leading to new skills and competences being required. In customer facing jobs the way we interact with people is changing. Inside organisations, technology is being used for communication and for interaction between members of dispersed work teams.

At the same time in public, private and third sector organisations, including public employment and career development services, there is growing pressure to provide innovative services with fewer resources.. Staff are being given new roles and responsibilities. Despite the efforts of Learning & Design departments, staff may often feel they do not have sufficient training and support for these new roles.

ACTIVITY



How would you best describe your own identity when it comes to learning and/or work?

Can you describe how technology is impacting on you and/or your organisation? What are the pros and cons?

What does your organisation need to do more or less of when it comes to considering workers' identities?

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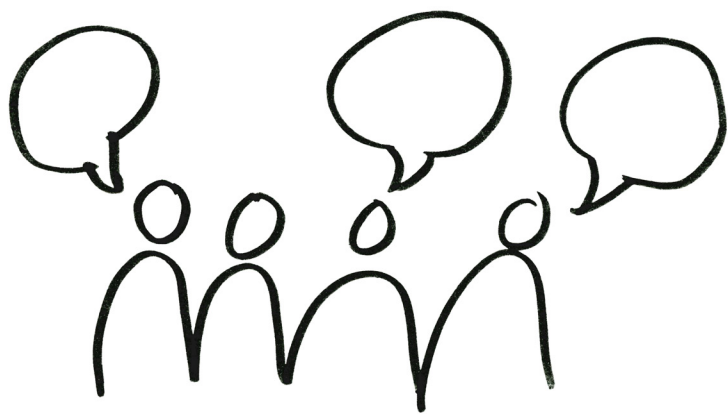
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Designing learning opportunities



Organisations can provide spaces, but
learners need to turn them into places.

How we can help turn spaces into places

Individuals need to adopt processes and strategies for dealing with change at work. This may mean developing coping strategies. Identities are not transformed overnight, change takes place over a period of time. We see it as a process whereby individuals are empowered to bring about change. Organisations have an important role to play in supporting identity transformation and also need to learn new processes and strategies for this.

One important way in which we express our identities is through story telling – both through stories you tell and the stories told about yourself. Stories are a way of understanding our work identities and how they are related to other identities.

Transforming identities often involves learning. Telling and sharing stories can be a key part of that learning – for ourselves and helping others. We call this way of learning *social learning*. To stimulate social learning, we can develop spaces, online and face-to-face, for that learning to take place. We will explore

spaces and how these can become places in the next section.

Traditionally such spaces have been developed by professionals and consultants. Courses are usually developed by Learning & Design professionals. Online spaces are developed by Information Technology specialists, often by purchasing or adapting an off-the-shelf Learning Management System. Evaluation assesses the satisfaction (or happiness) of participants but all too often fails to find out:

- *whether* learning has taken place
- *what* learning has taken place; or
- *how* that learning has taken place.

In this context happiness becomes a proxy for learning – if people like the site design and navigation we assume they have learnt something. Even less often do we ask whether there could have been a better way to learn. This is a difficult question because participants may not know what the alternative way could have been.

Co-design provides a different approach. Rather than working to a pre-determined brief and designing an application or space for learning, the alternative is to start by working closely with the potential end-users (i.e. organisations and individuals). This enables designing the learning space together. We see this as a form of accompanying a journey and of facilitating organisations and individuals to design their own learning spaces.

“Design is not just what it looks like and feels like. Design is how it works.” – Steve Jobs

Researchers working in the area of Computer Supported Work have investigated why so many online spaces designed by professionals fail to meet expectations and quickly become redundant with little take up from users. See below: Dourish, 2006; Harrison & Dourish, 1996.

They came up with the idea of spaces and places. While spaces provide an opportunity, places are the understood reality of how they are used, reflecting the human activity that takes place within them.

There is a difference between what designers and developers can influence or determine (the space), including physical, structural, procedural or technical properties, and what intended users make out of it: a place that is socially accepted and “theirs”.

Whether a space becomes a place relies on peoples’ adoption and appropriation of this space. In the words of Harrison and Dourish 1996:

“Like taking pictures to the walls, rearranging the furniture or placing personal artifacts around a room, these are the ways that people can turn a space into a place.” (p.69)

“Places” are spaces that are valued. The distinction is rather like that between a “house” and a “home”

The idea of spaces and places can help us understand how to design for change. The introduction of new technology supported spaces can create new opportunities for social exchange and at the same time change the environment in which we work.

The goal should be developing spaces which users take ownership of through turning them into places. The co-design process is a way of promoting that ownership. This chimes with ideas of open leadership:

- *Design*: planning projects for contributors and users' specific needs and capacities.
- *Build*: creating systems and solutions that maximize a project's clarity, usability, and inclusiveness.
- *Empower*: helping contributors own the work through transparency, accountability, and shared decision-making

Developers work together with managers and end users producing iterative versions of the product, checking as they go that it meets their needs. A key aim is that the places should become sustainable solutions. The use of Open Source Software and Open Data can help ensure that organisations can adapt and maintain by themselves these solutions, but only if they follow standards and best practices.

ACTIVITY



List the spaces and places where you feel you learn best?

What new steps, if any, could you or your organisation take to co-design projects that are inclusive and innovative?

How might you begin to adopt the principles outlined above?

Can you identify some new ideas and set some personal and/or organisational goals?

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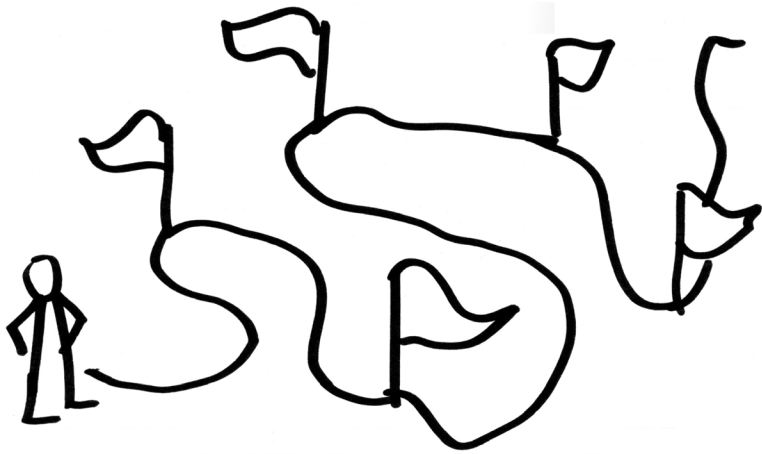
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Identity development in spaces and places



We need to create learning opportunities for the individual's identity development pathway.

What are elements of learning spaces?

Traditionally, education and training at work took place through face to face workshops and courses. The use of technology provided the potential for Learning & Development departments to expand access to learning opportunities. Technology Enhanced Learning was seen as both cost effective and more flexible than face-to-face courses and workshops. Yet, most solutions tended to mimic traditional learning models based on direct instruction with courses and workshops transferred from face-to-face interactions to onscreen interactions and relying on formal and standardised materials.

Often, participants complained of the lack of interaction in such online courses.

In reality, much learning in work takes place through work processes that are:

- multi episodic

- often informal
- problem based; and
- on a just in time basis.

Rather than a reliance on formal trainers, or inflexible (digital) guides or instructions, training and learning involves the passing on of skills and knowledge from skilled workers. In other words, learning is highly individualised and Identity transformation can be represented as a process of identity development.

EmployID's earlier research (2014-2018) into identity development showed the importance of skill development in four inter-related domains:

- (i) relational development;
- (ii) cognitive development;
- (iii) practical development; and
- (iv) emotional development.

These take place within particular structures and contexts which are rich in learning and development opportunities.

A major route for **relational development** is learning through interactions at work, learning with and from others and participating in communities of practice while working with others. Socialisation at work, peer learning and perceived identities all contribute to individuals' relational development. Many

processes of relational development occur alongside other activities, but more complex relationships may benefit from support through explicit education, training or development activities.

Typical requirements for such processes are:

- influencing skills;
- engaging people for particular purposes;
- supporting the learning of others; and
- exercising supervision, management or (team) leadership responsibilities.

Cognitive abilities are brain-based skills we need to carry out any task from the simplest to the most complex. A major work-related route for **cognitive development** involves learning through mastery of an appropriate knowledge base and any subsequent technical updating. This form of development makes use of learning by acquisition and highlights the importance of subject or disciplinary knowledge and/or craft and technical knowledge. It will be concerned with developing particular cognitive abilities, such as critical thinking; evaluating; synthesising etc.

For **practical development** the major developmental route is often learning on the job, particularly learning through challenging work. Learning a practice is also about relationships, identity and cognitive development. Practical development can encompass:

- the importance of critical inquiry;
- innovation and new ideas;
- changing ways of working; and crucially
- reflection on practice.

It may be facilitated by learning through experience, project work and/or by use of particular approaches to practice, such as planning and preparation, implementation (including problem-solving) and evaluation.

For **emotional development**, the major developmental routes are learning through engagement, reflexivity that leads to greater self-understanding and the development of particular personal qualities. Much emotional development may occur outside work, but the search for meaning in work, developing particular mind-sets and mindfulness may be components of an individual's emotional development. Particular avenues of development could include:

- understanding the perspectives of others;
- respect for the views of others;
- empathy;
- anticipating the impact of your own words and actions on others; and
- reflexivity.

The latter includes being able to examine one's own feelings,

reactions and motives and how these impact on others. Identity development at work may also be influenced by changing ideas that individuals have about their own well-being and their own definitions of career success.

Supporting and designing learning from this perspective requires new different approaches, especially in the development of online spaces for learning. In the next sections we look at some of these different approaches to learning.

In the next sections we look at some of these different approaches to learning.

ACTIVITY



Draw four large circles and insert relevant words that come to mind when you think about your own relational, cognitive, practical and emotional development. What do the findings tell you?

Who or what has had the most significant impact on your practice over the past year?

You might also find this a useful exercise to try out in a team looking at this from a group perspective.

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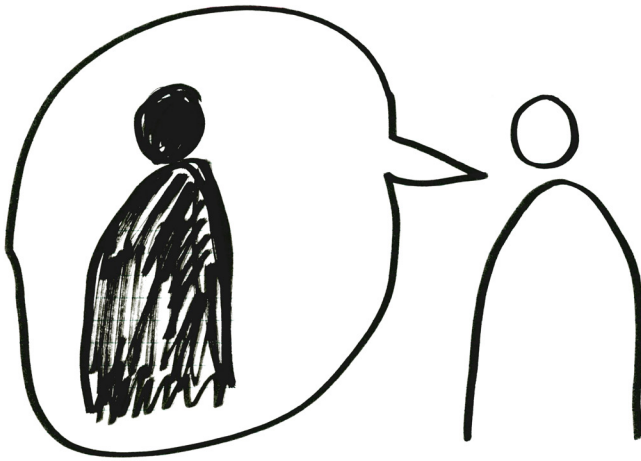
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Storytelling



We are what we tell
ourselves and others.

Stories we tell about ourselves and about others

Storytelling is the oldest way to express ourselves. From childhood on, we are used to learn from the experiences, fails and successes told to us in the form of stories. We also pass these through to others with the stories we tell. It also feels most natural to express and think about the uncertainties of work today with stories. Things we tell ourselves or tell others about a new job role; the stressful conflicts with managers or co-workers; or the fear of change (including digitisation and automation) are typical stories we hear from others or tell about others. With these stories we give a precise picture and a deep insight into personal feelings about changes and transformational processes at work. Stories are not only about neutral facts, but they also carry emotions with them which stimulates empathy and compassion.

However, employees often do not have the opportunities to tell their stories, or even co-develop them. Generally, organisations do not give sufficient attention to the insights they

convey and how they could help others in their sense-making process. But in these kinds of stories there lies significant potential and resources to shape change and uncertainty.

By combining innovative visualisation techniques with socio-scientific methods, we have developed a facilitation process for productive use of narrative methods. It is particularly targeted towards forms of knowledge that are difficult to grasp:

- **Phase I.** In the first phase, knowledge of individuals is captured. Employees are encouraged to tell stories about experiences and events. This is further analysed to uncover potentials and resources to shape change. Different interview techniques, the hero's journey, visualisation techniques, metaphor analyses and qualitative data analysis are used in this phase.
- **Phase II.** To make them more accessible, they are edited using narrative methods and visualised with a range of tools (for example, experience stories, business cartoons & visual storytelling, videos, podcasts, and simulations).
- **Phase III.** In the third phase, the goal is to trigger learning processes in the organisation and implement change. Towards that end, the stories are distributed to form part of a collaborative sense-making process. For example in the form of workshops, trainings, coaching, or event planning.



**Learning
Organisation**

STORYTELLING IN PRACTICE: A CASE STUDY

An international beverage company acquired several foreign international organisations in order to serve a larger market. For the employees of this company, which was previously regionally based, this step towards internationality meant a major change in the perception of the company as a “global player”. It also meant a concrete transformation of their job roles and tasks. They now had to work together with international colleagues with a different culture and different ideas of project processes. In addition to language skills, this required involvement in the different approaches and habits of the new colleagues.

In order to support this integration process and to facilitate the transformation of the employees, the company carried out a storytelling process. To get more insights about the current situation and feelings of the employees, in the first step, 21 individual and 5 group interviews were conducted. In these interviews, employees told their story about their experiences, their fears and hopes and how they could imagine a good development of their job situation under these circumstances in the future.

Narrative methods such as heroes’ journey, visualisation techniques and metaphor analyses were used in this phase. Then the stories were transcribed and presented in a small booklet. These very personal (and sometimes very emotional)

stories were then distributed throughout the company. They served as the basis for the management to find proper solutions to help their employees to cope with the changes. This also acted as an anchor for employee appraisals, coaching and workshops. Employees were given the space to talk about their personal development and transformation in the context of this change process. This allowed them to work with management to find solutions and ways for them to grow and develop.

The storytelling process helped the organisation to understand the needs, concerns and hopes of their employees. It gave the employees a platform to tell their otherwise never heard story to themselves, their colleagues, and the company. This led to a positive and honest way of dealing with transformation and change.

ACTIVITY



Think about your favourite story. How do you tell it? What can you tell to pass on your experience to others at your workplace? What's the inner logic? Is it a hero's journey?

Pick a "hot topic" in your work environment that affects you personally. Try to transform it into a story you tell about a third person. Sketch it as a story board.

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Social learning



Learning & Development needs to
focus on social forms of learning.

How we can learn from others

As we have seen, identities are often communicated and developed using stories: things we tell about our jobs and ourselves, and stories others tell about us. Today, workplaces often do not provide opportunities for exchanging narratives. But storytelling is particularly helpful in uncovering experiential and affective components, which are hidden success factors and barriers.

For individuals and companies there is a need for new and more efficient ways of addressing change and increasing pressures within the workplace. Strategies may include:

- moving away from face-to-face training towards engaging social online courses to stimulate reflection and mutual support between participants
- creating and fostering community spaces for developing narratives, exchange of experiences horizontally and vertically; and

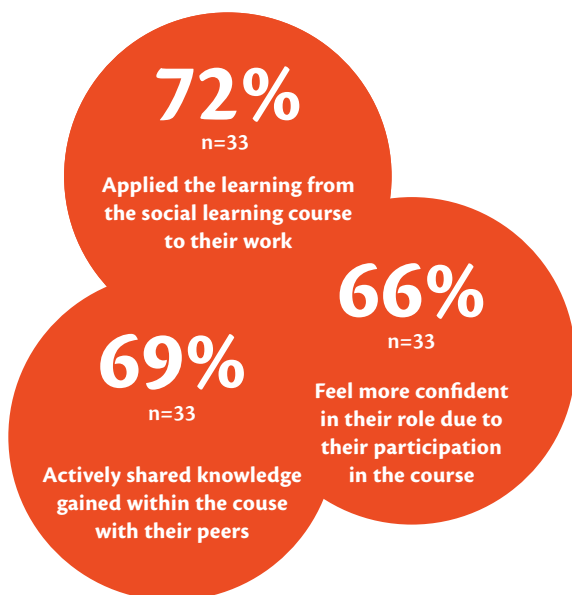
- building better professional networks.

One of the issues with ‘traditional’ online courses is that participants often feel isolated. Online Social Learning courses in which participants typically spend two hours a week learning over a period of six weeks, can overcome that feeling of isolation. EmployID has developed materials for participants’ learning and reflection, wherever possible linked to their practice. But more importantly we facilitate them sharing their ideas and experiences with others. Our research has shown supporting the learning of others is one of the most effective ways of learning yourself.

We have piloted social learning courses with learning and development teams, employment, careers and coaching practitioners from all over Europe and further afield. Some of the courses were open to all, such as an International MOOC on ‘The Changing Work’, an open Peer Coaching online training; others were company internally focussed, such as internal social learning programmes for public employment services.

Impact and evaluation are critical success factors. For example, evaluation has shown the effectiveness of the courses in not just providing new knowledge and skills but in promoting changes in practice. The evaluation also shows the importance of facilitation, not only by course leaders but also by course participants, in supporting social exchange, storytelling and discourse.

SOCIAL LEARNING IN PRACTICE



Learner

I am generally more aware of the places customers can use to help move them into work including Digital Support, employer information etc. Now I use them to effectively advise my customers when they are looking for work.



Line manager

I noticed significant changes in a few people because they were much more focused in what they were actually doing and certainly the learning within the MOOC was really helpful for them and for their personal development and that paid off in job performance. So, yes, I noticed a significant improvement

Feedback from a company internal course

To foster the learning process, the use of technology to provide facilitation is applied to:

- stimulate engagement
- provide nudges and reminders with daily in-touch messages
- assistance to find appropriate resources
- clarify of ideas and concepts; and/ or
- identification of patterns and trends through AI.

ACTIVITY



Think of examples in your work setting where social online courses have been used or could be used.

Access the open course materials at <https://mooc.employid.eu/the-changing-world-of-work/> and pick for yourself two or three useful resources.

Which would be topics you would exchange and discuss with others?

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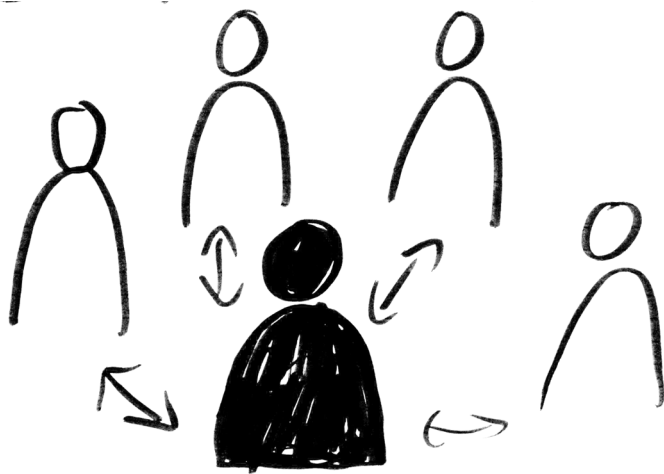
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Peer Coaching



Peers and a structured process help to overcome barriers.

How we can help others to find solutions

Employees face challenges in their workplace for which there is apparently no solution. Particularly in situations of change, these can be caused by conflicts. For example, conflicting values and expectations of direct managers, colleagues, customers, public and oneself. In such situations, employees lack a feeling of empowerment as solutions seem to go beyond their reach. This can often result in unproductive complaints, resistance, amotivation, burn out or other negative consequences for the individual and/or organisation.

It is important to turn this into a more healthy and more productive perspective. Peers can provide support in such situations, and with an appropriate methodology and support, they can develop a solution-focussed approach. This involves group coaching where peers (e.g. work colleagues) support mutual learning by solving individual and collaborative challenges that occur in daily work.



A peer coaching methodology builds upon the principles of coaching, but translates it into a group setting where participants take turns in adopting the role of a client, a facilitator, or an advisor. At its core, it is an easy-to-learn seven-step problem-solving process (see diagram) based on peer support. The process is time-bound, and a set of key skills which each member can acquire to a certain level, depending on their experiences of coaching.

The main difference from other approaches is that in peer coaching there is no supervisor nor expert who “knows” the solution. Each member of the group can facilitate the process and help each other to find the solution to the challenge that s/he identifies. They can also be a “client” who needs support and advice from others. The richness of this approach is that each person involved in the process can learn with and from others and in doing so all individuals benefit

This form of learning helps to address deeper layers of everyday work, such as coping strategies for dealing with emotionally stressful situations or contradictions between one's own values and expectations from the outside.

Core peer coaching skills

We have identified five core skills that are important for the peer coaching process. These are active listening, powerful questioning, emotional awareness, growth mindset and knowledge on the peer coaching process itself. Even though each of us already have some of these skills developed to a certain level it is possible to train people to improve them with specific exercises that are best learned by experiential learning. Knowing how to listen to other people, how to ask the right questions that will lead to solutions and to empathise with others is very important for the process. Being aware of other people's emotions and emotions that we have is also a very important aspect of finding solutions and learning.

In a career guidance and/or counseling context these core skills are underpinned by 'reflective skills' i.e.

- Reflecting back (using the client's exact words)
- Paraphrasing (re-stating the core of what the client is saying in the adviser's own words)
- Summarising (pulling together the key points from the careers dialogue).

By agreeing a clear purpose to the peer coaching experience

this lays a firm foundation for the group discussion either online and/or offline. Some common questions include:

- What decisions and/or challenges do individuals' face at the moment?
- Which decisions and/or challenges would they like to discuss?
- How would you ideally like to use the time today?
- What are the agreed priorities for discussion?

Reflective skills are important to check one's understanding and to convey empathy. The tone of voice (s) should be gentle, positive and encouraging. The process should also challenge any inaccurate assumptions and barriers that are perceived to be holding back the individual and/or organisation. Practitioners often draw upon many differing but complementary approaches in their everyday coaching and/or career guidance practice, for example, Egan's three-stage Skilled Helper approach, GROW (Goal, Current Reality, Options or Obstacles and Will or Way forward). The working alliance in career counselling etc. Peer coaching provides a safe place and space for tackling important decisions and/or challenges that might be difficult to solve on one's own.

Sometimes they are also called reflective questions, open questions, coaching questions etc. Powerful Questioning is a method of using questions that support the client to reflect and think more deeply about what for example the situation the

problem occurs really is about. For example the question “How would your supervisor feel about this?” This forces the client to take in another perspective and role, which can change the current view of the problem and lead to ideas for solving it. Some questions are more and some less powerful. In any way avoid the “why”. This is a powerful question, but it leads to force the client to back up and explain him or herself. It may force the client to become defensive in their responses, which leads to no creative solutions. Active listening, emotional awareness and growth mindsets can be rehearsed in training and a wide range of workplace settings. Overall, the peer coaching process is designed to be empowering, creative and pro-active in supporting individuals to move from ‘*a problem state*’ to a *solution-focused* approach using various tried and tested techniques.

PEER COACHING IN PRACTICE: A CASE STUDY

Managers and practitioners in the Croatian Public Employment Service expressed the need for additional support for practitioners in terms of improving their resilience to challenges they face in their work and additional tools that will help them improve their skills. This public employment service designed and implemented an interactive peer coaching online course for employees interested and motivated to learn. After acquiring the basic concept and process of the peer coaching, trainees experimented with forming peer coaching groups in different contexts within their workplace.

Croatian Employment Service trainers used the peer coaching process and method at their annual trainers meeting. This was designed to create solutions to a challenge that was identified by them as the one that needs to be discussed and supported in this meeting.

The challenge was identified and described in one sentence by the owner of “the problem” (including all associated emotions). By asking open socratic questions, the client was encouraged by the facilitator to create a future vision where the problem is solved.

In doing so, the “client” changed his mindset from a problem to solution state. This then allowed him and other colleagues to identify strengths and resources that could be applied to face the challenge.

68%

n=53

**Could already apply
Active Listening
in their daily work**

40%

n=53

**Feel motivated to
participate in a
peer coaching group**

38%

n=33

**Could already apply
Powerful Questioning
in their daily work**



Recently I had a client who is basically interested in everything but in the end end always finds some problem which disables him to accomplish his idea. I followed the peer coaching concept and in the end faced him with his real possibilities and options.



I mostly learned to ask better questions to my clients so that they can come to solutions to their problems by themselves instead of proposing solutions to them.

In the next phase of the process the client (with the help of the group) created possible solutions and an action plan.

The session ended with a concrete plan that the client created for himself and feedback from each member of the peer coaching group. All participants reported that they had learned something new, the client felt much better than before and felt supported by colleagues. The outcome of this new knowledge and improved peer coaching skills was that some trainees adopted the skills with their clients and also in their own private life., Overall, it helped trainees to create new solutions that led to sustainable change and personal growth.

ACTIVITY



Think about your state of readiness to support others using peer coaching.

What might you need to do in order to get started?

Who can you involve in the process? How much time can you realistically dedicate to this?

Have a look at the EmployID open peer coaching materials <https://mooc.employid.eu/peer-coaching-online-course-3-week-public/>

SOME USEFUL FURTHER READING

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Data

Intelligence



Making data available is not the challenge, making sense of it is.

Making sense of data in an increasingly data-driven world

Being able to understand and make sense of data is a part of an increasing number of jobs. As our definitions of digital literacy change, there is growing awareness of the importance of data literacy. Data is being used in all areas of business and public services. In part due to increasing computer power and new technologies for collecting and analysing data, in part due to a realisation that data can increase the efficiency of businesses but also enhance services and provide new insights for decision making.

Data applications have many different uses in different domains and sectoral areas. In education, schools and universities are developing Learning Analytics applications. Public Employment Services are developing applications to access up-to-date Labour Market Information to support clients in choosing education and training courses or planning future careers and jobs.

However, it is not always easy to make sense and meaning from data. When talking about 'labour markets', we call this a process of sense and meaning making - the conversion from Labour Market Information to Labour Market Intelligence. This requires developing data literacy: the ability to understand and make meanings from data and take appropriate actions.

Part of the answer lies in individuals working with data providers and application and interface designers to work out what data would be useful and how that data can best be presented. Another response is to provide online and face-to-face workshops and courses in how to understand and use data in different contexts. A further approach is to provide opportunities for people to ask questions and discuss data, once more in the context of its use.

Perhaps most important is a realisation that meaning making and intelligence about data is not an abstract subject. It takes place in the reality and context of the work we undertake and the people we work with. Learning about data has to incorporate this context.

LABOUR MARKET INTELLIGENCE

Labour markets are increasingly volatile today. The idea of a job for life no longer exists. Technology is not only changing occupations with some disappearing and new occupations emerging, but also the content of work. At the same time, the effects of the world economic crisis continue to be felt, with persistently high levels of youth unemployment in many countries. In this situation access to detailed up-to-date information about the labour market is vital.

Labour Market Intelligence/Information (LMI) is used by a wide variety of different professionals. These include careers counsellors, employment advisors, education and training providers, researchers and those responsible for planning and policy.

The EmployID project has worked with professionals in the UK and in Slovenia working with employer liaison specialists and with counsellors and advisers. This has involved working with clients to co-design and develop LMI applications and dashboards, to understand how to make sense from the data and how to use the data as part of their practice.

As part of a co-design process developers worked with staff in the Slovenian and UK Public Employment Services to define what data would be important for supporting and advising clients. They then developed, piloted and refined dashboards providing access to the data.

The first online social learning course piloted through the project focused on the use of LMI by employer advisers. Subsequent courses on The Changing World of Work looked at how LMI could be used in practice with employment counsellors and advisers.

The Slovenian LMI dashboard was incorporated into a Slovenian Social Learning platform, meaning users could ask questions and discuss the different data the dashboard offered.

The aim was to develop data literacy in terms of understanding and making sense of data, in the context of the work and daily practice of Public Employment Services. This encouraged practitioners to share their own ideas on both how data applications should be designed and how they could best be used. Data driven dashboards should not be just an online store but a living space for exploration and meaning making.

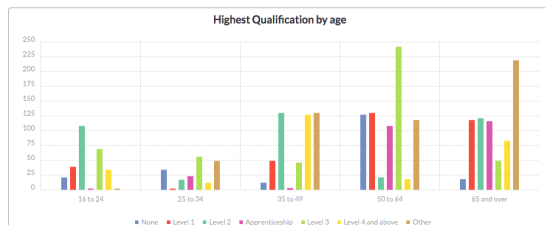
EXAMPLE LMI DASHBOARDS: UK AND SLOVENIA

Postcode:

High Cross
2011 Census Ward Profile

Wyre
Local Authority Profile (updated quarterly)

2011 Census: High Cross

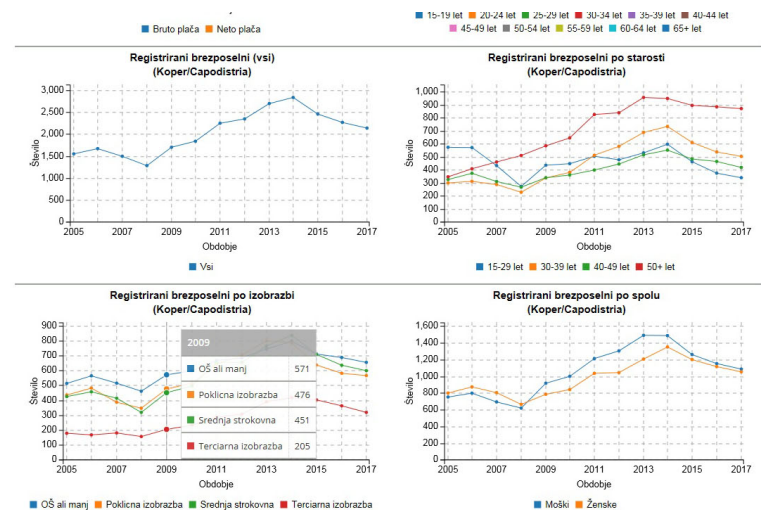


Top 20 occupations (3-digit)

SOC	Name	#	%
411	Government and Related Organisations	100	10.0%

Travel to Work (distance)

Distance	Count	Percentage
Less than 2km	228	14.1%
2km to less than 5km	553	34.1%



ACTIVITY



What data do you draw upon and what, if any, are the key challenges?

Looking at the dashboard examples above, can you identify key data that could potentially be developed and presented in a similar way?

Where do you see the need of facilitation and mutual exchange for making sense of data, e.g., because it is frequently misinterpreted, or used in a too simplistic way?

FURTHER SUGGESTED READING

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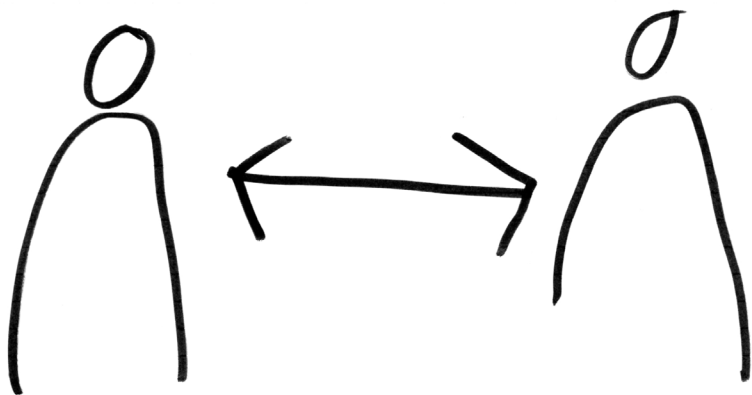
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Facilitation



*Learning spaces need to be energised
to become vibrant places.*

How to foster deeper learning

In developing new approaches to learning, we have learned that creating spaces is not enough; merely proposing interaction does not automatically lead to fruitful discussions and collaboration. We need to answer the contextual question as to how these spaces can be fully exploited to support rich interactions which help participants make sense of and tell stories about their changing world.

Facilitation, and what appropriate facilitation means in a particular context, is a key success factor throughout the different interventions. The structure of courses/interventions and support for tutors/moderators/peers have to be assembled like pieces of a jigsaw.

The more structured learning settings, including social online courses, an International Massive Open Online Course (MOOC), and the peer coaching workshops were not just promoting skill development in the four domains of relational development; cognitive development; practical development;

and emotional development. These activities and programmes were designed to offer learning, facilitation and reflection. This stimulated conversations about skill development structures and contexts within which practitioners worked and narratives about their own careers and identities. It has been found that the structure of courses/interventions strongly influences the way in which individuals learn and collaborate. Interactive elements, including the sharing of experiences and group work – combined with relevant topics – triggered the articulation of individual perspectives, reflection on others' perspectives and the co-construction of new meanings. Combined with active moderation of conversations during the process, it helps turn potential spaces for collaboration into places where learning, facilitation, reflection and identity development took place in practice.

Likewise, in community settings, moderators are crucial for discussions in peer coaching courses where support for applying techniques in practice is needed. Where such facilitation was provided, places of learning and interaction emerged, and traces of identity transformation became visible. Compared to the more structured learning settings, the community setting has been even more challenging. It could be that in those circumstances practitioners were offered, building on the ideas of Cope and Kalantzis (2000), “available designs” with which ‘to design and recreate the world afresh’ from a “complex range of meaning-making resources.”

Overall, the role of (peer) facilitators/moderators is highly

important since they create a sympathetic sense of community and stimulate co-creation processes. They build group cohesion and facilitate and model respectful critical discourse. An encouraging tone coupled with support for constructive criticism and shared experiences leading to a deeper understanding of course content is key in facilitation.

We have observed that facilitators need skills like active listening, powerful questioning and emotional awareness to understand learners concerns and guide them through a reflective process towards their own conclusions.

For reflective community platforms, the editorial skills to elaborate the expert content is key to success. Facilitators themselves are driven by the opportunity to create something new and meaningful, to be of help to their colleagues and to be part of a multi-disciplinary team that supports the facilitators own individual development.

The development of content is also critical, discourse and critical listening can develop an understanding of the information needs of different staff in their changing environments. The elaboration and provision of content by engaged moderators can make a reflective community a place for practitioners to go to, to search for information, to reflect on their own practices and to exchange with colleagues.

This clear emphasis on facilitation has implications for organisations and their management. It has to be understood that places do not just happen (e.g., by providing tools or online

PARTICIPANTS' VOICES



„There was much emphasis placed on reflective practice and learning. Since qualification I have learnt significantly from relational learning as I had moved from another profession to the world of careers and needed to “see” what careers professionals did. Currently, with such contract driven delivery, I have very little time with my peers so really value when I do get to have a peer reflect on my practice or vice versa. (2: 1084)“



„When I do courses together with a colleague, we reflect together, too, but I also discuss with them when I’m considering changes or when I face challenges. We used to reflect together more systematically before - that’s something we should get back to. I have a lot of new colleagues and sometimes I reflect on how to build more and/or better co-operation with them. (6: 4)“



„I decided to go free-lance and have ended up with a portfolio of work, combining four to five briefs at any one time. I enjoy everything I do, but this new way of working also poses its challenges in terms of managing my workload and meeting everyone’s expectations and timelines. It certainly has made me realise even more how important it is to be flexible and to invest heavily in building and maintaining professional networks, not only to keep finding work but also to create a pool of colleagues who can support you away from an office environment...So if we want to make sure to prepare our clients for a reality where they constantly adapt to changing circumstances and provide for their own future, we have to be much more serious about teaching them entrepreneurial skills so they are able to steer this process. (2: 262)“

content) but need to be carefully facilitated to emerge, which requires time and effort. If an organisation does not want to prioritise this, places of learning and identity transformation are less likely to emerge. Second, facilitation needs to be maintained by organisations to support existing places and to develop opportunities to create new ones.

ACTIVITY



Note down examples from your own learning journey: where and how did the structure of the learning setting help you? Where and how did human moderators help? Where and how did peers help?

Reflect on your own experiences: where did the lack of facilitation become visible? What should have been done

Is facilitation already well developed in your environment? What key steps can you take to develop and improve facilitation in your work?

FURTHER SUGGESTED READING

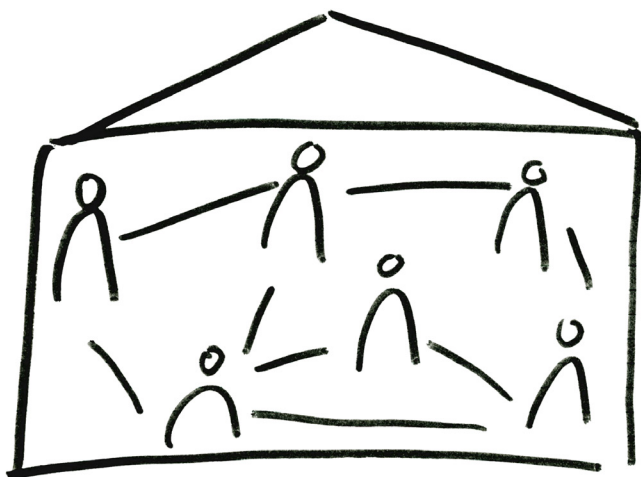
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Innovating organisations



It is not just the individual, organisation's mindsets also need to change.

How to do the transformation process

Digital transformations and the changing world of work requires innovation. Innovation is not simple, especially in traditionally hierarchical organisations. Innovations require support from different departments and from managers and staff at different levels. Pretty obviously this requires some reflection on the culture of the organisation and consultation with staff and the active involvement of those affected by change.

The objective of organisational change is sustained effectiveness and this relates to elements of the organisation that are implicit and cannot be so easily codified or explained. For example, culture, behaviours, relationships, interactions, the way a written process operates in practice as outlined below by Cheung-Judge & Holbeche, 2011 and Stanford, 2012, assumptions).

The culture of an organisation is key to its success or failure. Schein draws attention to the essence of culture (shared

assumptions), for example:

“A pattern of basic assumptions – invented, discovered or developed by a given group as it learns to cope with its problems of external adaptation and internal integration – that has worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to these problems.” (Schein 1996).

Where a learning culture exists, this input will result in new and shared assumptions being incorporated into the culture, replacing those redundant ones. Attitudes and behaviours will see a resulting shift, as will subsequent outcomes. EmployID advocates the development of open leaders. This is a process of empowerment whereby individuals become champions in their own right. By inviting others to collaborate, individuals can continue their own personal and professional leadership development. They find trusted contributors to whom they can delegate work and offer mentorship for project sustainability and maintenance.

Contributors can benefit from the same kind of intrinsic personal and professional development as they assume greater involvement in a project and receive guidance from others. They can also draw other kinds of extrinsic value from a project such as social capital within their professional networks. Individuals support each other to become champions for change.

Innovation and transformations require support for staff. Although traditionally this may have been through face-to-

face training events, the scale of change requires looking at other forms of support, including online courses and the development of online communities. In this, innovations in using technology may itself be a way of supporting staff in transforming organisations.

The biggest barrier that we have found in our interventions in Public Employment Services was the pressure of work and staff time. Innovations need to save staff time, not make their work harder. And organisations need to be careful that they are providing sufficient time for staff to contribute to projects. In a similar vein, thought has to be given to the recognition of the new skills and competences staff are expected to bring. With many organisations undertaking annual staff appraisal, will participation in innovation be recognised as an achievement in their next review? In the words of Henry Ford:

“Coming together is a beginning. Keeping together is progress. Working together is success.”

Perhaps most important is having an open culture in an organisation. With any change things will go wrong. But without an open and transparent culture, all too often staff do not feel confident in raising problems. Our individual identities are connected to the environment we interact in. So how we transform and adjust our identities and how we encounter conflicts depends on how the organisation develops as well. An organisation's culture, its internal (formal and informal) communication flows, established traditions and values system, its leadership style, all of these connect to an individ-

ual's identity. So when responding to challenges such as digitisation, the role of artificial intelligence etc., we also need to find ways to change organisations from within.

Common transformations include: how do we overcome hierarchical leadership with all its deficiencies? There is a need to achieve more self-organised ways of working that make the workplace more attractive to individuals and acceptance of occasional failures. But introducing concepts like agility to leadership changes not only the individual leader's identity, but needs to encompass the whole leadership and power structure inside the organisation. Other transformations look at increasing the creativity and innovativeness of an organisation to get ahead of the competition, which involves rethinking incentive structures, valuing 'thinking-out-of-the-box' etc.

There are various interventions developed, such as Design Thinking, that unlock:

- an organisation's capacity to change
- new ways to organise work (such as Scrum and other agile methods); and
- new ways of doing product design and development (such as user-centered design).

These interventions can complement the individual's learning processes. New cultures of leadership co-evolve on the individual level with peer coaching sessions, new ways of working emphasise reflection in communities, and the change

process as such needs to be dealt with where storytelling can be a critical catalyst.

We are frequently asked how to gain organisational support for initiating change and introducing new forms of learning. There are no easy answers to this question. Private, public and third sector organisations each face common pressures, for instance, the introduction of new technologies and the need for new skills and knowledge, they will often have different priorities and be focused on different issues.

Contextual investigation is needed to identify key topics and hooks linked to organisational priorities. Aligning the development of new forms of learning and new approaches to identity transformation to organisational priorities can help in gaining management support. It may be critical in influencing resource priorities within organisations, particularly when resources are already scarce and contested.

The role of champions in organisations is important, both for gaining the support of managers, but also for convincing over-worked staff to participate in new initiatives.

Finally, it is critical that researchers, developers and change agents are able to demonstrate the value of change initiatives, new forms of learning and learning interventions. This means not just undertaking thorough evaluations, but of being able to communicate the results of that evaluation in a clear and convincing way.

ACTIVITY



Think about your own situation, what changes, if any, do you feel need to be made and why?

Think about the company you work in, how would you describe its culture and attitude to learning and innovation?

What are the barriers and opportunities that exist?

How can you innovate and bring about change?

FURTHER SUGGESTED READING

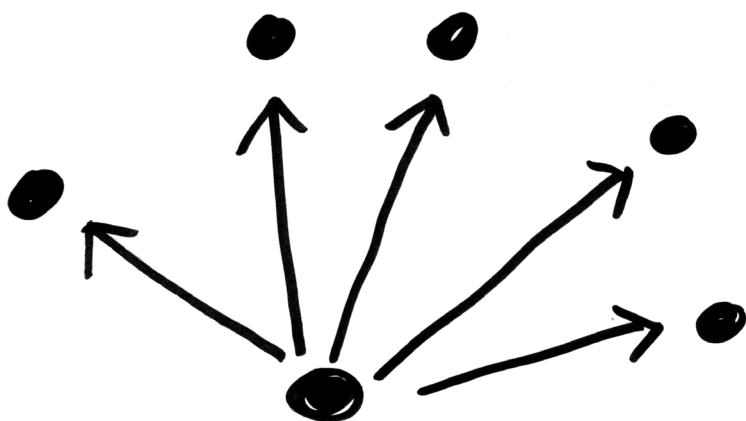
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Reaching out and moving forward



Each individual and organisation has
its own journey of transformation.

About starting and accompanying a journey

In our work on identity transformation, impact could be found on different levels. On individual and organisational levels, our interventions led to the acquisition of new skills, increasing confidence in applying new techniques, changed attitudes and practices and experiences with (collaborative) learning of resourceful learners. Furthermore, we supported practitioners in their work with clients and improved communication between colleagues.

In all these cases, people have been driven by the desire to 'hear' and 'to be heard' - to be part of a community of peers who share the same experiences, face similar situations and know how to help with their expertise and experience. In conclusion, the 'social' aspect in learning is key, especially in times of strong professional change. We realised that providing space for social interaction may lead to worries that this space might be used as a forum for individuals to register general complaints.. However, we observed the opposite in all our

cases: the exchange of experiences with others led to:

- an increased ability to solve problems
- understand practitioners' roles and organisational objectives
- higher motivation; and
- confidence and improved self-esteem.

There are two facets to identity – one is our personal relationship to others that we work with and the other is a collective professional identity. Often those different facets are linked to the values and norms people adopt as part of their work.

As individuals, we may embrace new opportunities, or we may resist change. Hopefully we can shape changes and positively change our working identities. Yet, this not easy and may depend on our resilience and personal ability to deal with change.

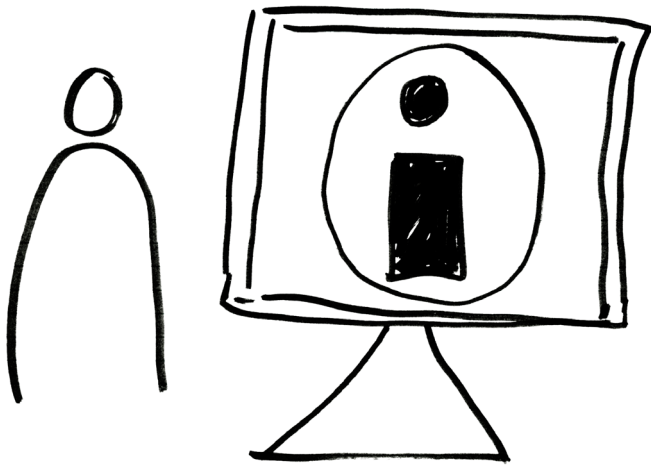
In contrast to often short-term business perspectives, we learned that the implementation of such new approaches as driven by EmployID (in particular the community settings) is a lengthy process that requires continuous interaction with and involvement of stakeholders to collect their inputs, following agile principles. It also requires the evaluation of activities from the outset to understand initial impacts and their implications on how to further proceed. In this, it is important to provide continuous updates from a robust evidence-base about the impact of an ongoing intervention.

Overall, our work has shown that a technology-enhanced facilitation of identity transformation can be successfully established, but in most cases the journey to those new places has only just started and will take time to mature. We have established an EmployID Consultancy Network to support existing and new organisations in our network and to provide expertise to design new spaces based on the outcomes of our research and development activities.

The driving mindset of the network is “accompanying a journey”. It is not our journey, it is the journey of individuals and organisations, but we are curious learners and listeners, critical external advisers, sources of inspiration for solutions and technical facilitators in implementing solutions.

Supporting organisations and individuals in transforming work identities is at the heart of the EmployID Consultancy Network. This includes examining how identities are developed and transformed in work situations and about the problems that organisations may face. It also includes designing and developing ‘interventions’ to help individuals and organisations with identity transformation.

EmployID and the Consultancy Network



Background and further information

This book has been the initiative of a European Community of Interest committed to sharing ideas, best practices, and improving the quality of services for individuals and organisations. The experiences reported have been built upon several years of collaboration, including a large-scale European research project (EmployID, <https://employid.eu>) on technology-enhanced learning for supporting professional identity transformation, piloted in several public employment services in Europe.

If we have succeeded in sparking interest in the topic, you will find more information and a network of individuals passionate for exploring new forms of learning that deliver value in real contexts under

<https://consultancy.employid.eu/book>

This includes additional video material as well as in-depth reports about case studies.

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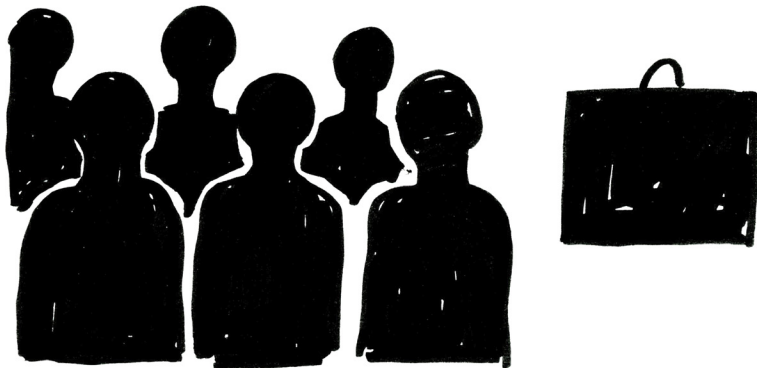
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Expert for applying narrative methods in change processes

Jordi Fernández Vélez

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*Enthusiastic of the transformation of people, the use of the
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**Graham Attwell, Christine Kunzmann, Andreas Schmidt,
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The world of work is undergoing fundamental transformations. We see technological developments such as digitisation and automation in an ever increasing number of sectors and intensity. Companies and public sector organisations have to reshape their value creation processes and guide their employees to new job roles, creating an uncertain outlook. Ask yourself are you embracing and shaping change, or are you being driven by it?

The ability to utilise modern technologies and methods is simply scratching the surface. Overcoming resistance to change, stressful conflicts, and lack of openness are major road blocks. We also need to look at a deeper level of learning. Employees need to rethink their job roles, their relationship to others, and what a successful working environment means to them. Leaders need to take new approaches to match the new responsibilities.

In this book, we look at learning & development strategies to empower and shape change, with a particular focus on identity transformation for learning in the workplace. It is aimed at practitioners, managers, researchers and policymakers, and includes exercises to motivate readers to start putting the new insights into practice.