

The EmployID
Approach
**Empowering Change
in Public Employment
Services**

Part II



EmployID Deliverables

Year 3

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Content

CONTENT	3
LIST OF FIGURES	8
LIST OF ABBREVIATIONS	10
1 INTRODUCTION	12
1.1 Highlights	12
1.2 Sustainability as a key theme	13
1.3 Structure of the document	14
2 SUSTAINABILITY	16
2.1 Foundations from year 1 + 2	16
2.2 The two pillars of sustainability (Type A and B)	17
2.3 Building Plans for Sustainability Type B	19
2.3.1 <i>Overview</i>	19
2.3.2 <i>Work Methodology</i>	21
2.4 Sustainability in this deliverable	22
3 INTERVENTIONS	23
3.1 Reflective Community	23
3.1.1 <i>General overview</i>	23
3.1.2 <i>The Reflective Community Platform</i>	25
3.1.3 <i>Effects on Identity Transformation</i>	33
3.1.4 <i>Transferability</i>	34
3.1.5 <i>Sustainability stories and plan</i>	34
3.2 Peer Coaching	35
3.2.1 <i>General overview</i>	35
3.2.2 <i>Effects on Identity Transformation</i>	39
3.2.3 <i>Transferability</i>	40
3.2.4 <i>Sustainability stories and plan</i>	41
3.3 Formal On-line Social Learning Programmes ('MOOCs')	42
3.3.1 <i>General overview</i>	42
3.3.2 <i>Effects on Identity Development</i>	43
3.3.3 <i>Transferability</i>	44
3.3.4 <i>Sustainability stories and plan</i>	44
3.4 Labour Market Information tools	44

3.4.1	General overview	45
3.4.2	Effects on Identity Transformation.....	49
3.4.3	Transferability.....	50
3.4.4	Sustainability stories and plan.....	50
3.5	Facilitation & Learning Analytics	51
3.5.1	The analysis scheme.....	52
3.5.2	Objectives of the analysis.....	55
3.5.3	Learning Analytics	56
4	ENHANCING HORIZONTAL AND VERTICAL COLLABORATION (ZRSZ)	59
4.1	Scenario.....	59
4.1.1	Reflective Community.....	59
4.1.2	Peer Coaching.....	63
4.1.3	Labour Market Information Tool.....	64
4.2	Lessons learned	64
4.2.1	Reflective Community.....	64
4.2.2	Peer Coaching lessons learned.....	77
4.3	Sustainability stories and plan.....	77
4.3.1	Reflective Community.....	77
4.3.2	Peer Coaching sustainability.....	78
5	STRENGTHENING PROFESSIONAL NETWORKS AND PEER SUPPORT (CES)	80
5.1	Scenario.....	80
5.1.1	Peer Coaching.....	80
5.1.2	Reflective Community.....	84
5.2	Lessons learned	85
5.2.1	Peer Coaching lessons learned.....	85
5.2.2	Reflective Community in the perspective of CES	92
5.2.3	Preliminary Quantitative Analysis of the Reflective Community Platform	93
5.3	Sustainability	94
5.3.1	Peer Coaching sustainability.....	94
5.3.2	Reflective Community.....	95
6	BUILDING RESOURCEFUL LEARNING CAPACITY (DWP)	97
6.1	Scenario.....	97
6.1.1	Formal on-line collaborative learning Programmes (MOOC1 + 2).....	97
6.1.2	Labour Market Information Tool.....	98
6.2	Lessons learned	104

6.2.1	<i>Evaluation MOOC 2</i>	104
6.2.2	<i>MOOC lessons learned</i>	111
6.2.3	<i>LMI Tool Evaluation</i>	112
6.3	<i>Sustainability</i>	114
6.3.1	<i>Sustainability of the social learning approach</i>	114
6.3.2	<i>Sustainability of LMI Tool</i>	115
6.3.3	<i>(Peer) Coaching sustainability</i>	115
7	REACHING OUT AND WIDER IMPACT	116
7.1	<i>International MOOC on Changing World of Work (EMMA)</i>	116
7.2	<i>European PES</i>	117
7.2.1	<i>PES Network / AFEPA</i>	117
7.2.2	<i>PES Ireland</i>	118
7.2.3	<i>PES Estonia</i>	118
7.2.4	<i>German University of the PES, Mannheim</i>	119
7.3	<i>International PES</i>	119
7.4	<i>Professional associations and educational institutions</i>	119
7.4.1	<i>EmployID and the Association of National Organisations for Supervision in Europe (ANSE)</i>	119
7.4.2	<i>Trials in higher education</i>	120
7.4.3	<i>Norwegian professional association (VOX)</i>	120
7.5	<i>Commercial activities</i>	120
7.5.1	<i>LEARNTEC 2017</i>	120
7.5.2	<i>UpASkill! and further freelance activities</i>	121
7.6	<i>EmployID Academy</i>	122
7.6.1	<i>General overview</i>	122
7.6.2	<i>Outlook</i>	123
8	REFLECTIONS AND FURTHER ROADMAP	124
8.1	<i>Reflection on implications of evaluation results for documenting identity transformation processes</i>	124
8.1.1	<i>Learning as becoming</i>	125
8.1.2	<i>Learning in four domains</i>	126
8.1.3	<i>Learning in opportunities structures within which individuals in the PES operate.</i>	128
8.1.4	<i>Summary</i>	129
8.1.5	<i>Outlook on transferability of professional identity transformation experiences</i>	129
8.2	<i>Reflection on the indicator framework as an instrument for evaluation</i>	130

8.3 Towards a revision of the EmployID Conceptual Framework.....132

9 CONCLUSIONS AND OUTLOOK..... 135

BIBLIOGRAPHY..... 137

APPENDICES..... 150

List of Figures

Figure 1: The two types of sustainability	13
Figure 2: Relationship of chapters and work package deliverables	14
Figure 3: Overview of Y3 Deliverable structure	15
Figure 4: Structure of sustainability activities in EmployID	17
Figure 5: From pillar A to pillar B in sustainability	19
Figure 6: Description of sustainability activities & plans in the deliverable	22
Figure 7: Reflection model by (Boud, 1985a). Drawing by the authors based on original model. ..	24
Figure 8: Landing page of the reflective community platform	25
Figure 9: Mock-up of LMI Integration into platform – Display of all information concerning veterinary nurses	28
Figure 10: Mock-up of LMI Integration into platform – Display of discussion view for all information concerning veterinary nurses	29
Figure 11: Mock-Up of Landing Page with redesign and new site layout	31
Figure 12: Visualisation of the self-assessment questionnaire	32
Figure 13: Visualisation of the items of specific questionnaire category	32
Figure 14 EmployID peer coaching process based on Lippmann 2013, Berg & Berninger-Schaefer 2010, Berninger-Schaefer 2011, see also Prilla & Wolf 2015, Wolf & Gerd 2016, Wolf & Gerd (in prep.)	36
Figure 15 EmployID peer coaching online-tool – peer coaching facilitator view (screenshot)	38
Figure 16: Facilitation & collaboration processes for analysis in EmployID.....	53
Figure 17: Development steps of the facilitation coding scheme.....	55
Figure 18: Overview of the ZRSZ scenario	59
Figure 19: Timeline of evaluation activities for the reflective community in ZRSZ	66
Figure 20: Showing the development of user registrations over time	72
Figure 21: Posts of moderators and users on the reflective community platform.....	72
Figure 22: Posts per group/month in the reflective community platform	73
Figure 23: Reads per group/month in the reflective community platform	74
Figure 24: Session length in the Reflective Community Platform.....	75
Figure 25 - Open Badges.....	83
Figure 26 - Achievement Steps.....	83
Figure 27: Timeline of evaluation activities of the Peer Coaching Online Course	86
Figure 28: Significant changes in frequency of individual & collaborative reflection and adaptation.	91
Figure 29: Elements of the scenario at DWP	97
Figure 30: The three pillars of EmployID.....	122

Figure 31: Key factors influencing ‘learning for career and labour market transitions’	124
Figure 32: Structure of indicator framework without concrete indicators.....	131
Figure 33: EmployID Conceptual Framework.....	133

List of Abbreviations

AFEPA	Administration for European Public Employment Service Affairs
ALMP	Active Labour Market Policies
ANSE	Association of National Organisations for Supervision in Europe
API	Application Programming Interface
BMC	Business Model Canvas
BSC	Balance Scorecard
CEDEFOP	European Center for the Development of Vocational Training
CES	Croatian Employment Service
CFCF	Coaching to Facilitation Competence Framework
CISOK	Croatian Center for Information and Career Guidance
CMS	Content Management System
COP	Community of Practice
CSRs	Country Specific Recommendations
DG EC	Directorate General of Education and Culture
DG EMPL	Directorate General of Employment Social Affairs & Inclusion
DWP	Department for Work and Pensions (the UK PES)
EAGLE	Enhanced Government Learning
ELCM	EmployID Lifecycle Management
EMMA	European Multiple MOOC Aggregator
ELGPN	European Lifelong Guidance Policy Network
EMCO	European Employment Committee
ENPES	European Network of PES
ESB	Enterprise Service Bus
ESCO	European Skills Competences and Occupational Taxonomy
EURES	European Employment Service
FAQ	Frequently Asked Questions
FL	FutureLearn
FSC	Facilitation Skill Catalogue
HOPES	Heads of Public Employment Services
ICT	Information and Communications Technology
IdP	Identity Provider
IT	Information Technology
JTEL	Joint European Summer School
LA	Learning Analytics

LACE	Learning Analytics Community Exchange
L&D	Learning and Development
LDAP	Lightweight Directory Access Protocol
LEP	Learning Partnership
LMI	Labour Market Information
LTU	Long-term Unemployment
MOOC	Massive Open Online Course
MS	Member States
NEET	Not in Education, Employment, and/or Training
NEST	National Employer Service Team
OLT	Operational Learning Team
PARES	Partnerships between Employment Services
PARES SD	Partnerships between Employment Services – Strategic Dialogues
PES	Public Employment Service
ROI	Return on investment
SAML	Security Assertion Markup Language
SaaS	Software as a service
SLA	Social Learning Analytics
SME	Small and medium-sized enterprise
SOLAR	Society for Learning Analytics Research
SSO	Single sign-on
TEBO	Technology-Enhanced Boundary Object
TM	Token Manager
TTWA	Travel To Work Area
VLE	Virtual Learning Environment
VPN	Virtual Private Network
WAPES	World Association of Public Employment Services
WP	Work package
YG	Youth Guarantee
ZRSZ	Zavod Republike Slovenije za zaposlovanje (Slovenian PES)

1 Introduction

Bringing employees into the position of shaping change instead of merely reacting is one of the key missions of the EmployID project. Towards that end, focus of professional learning and human resource development needs to target “deeper learning” and to shift away from training skills towards facilitating the transformation of the professional identity of employees, both individually and collectively. In the context of Public Employment Services (PES), EmployID has investigated how technology-enhanced learning approach can provide this facilitation in the form of social learning programmes, complemented by labour market information tools as well as reflection, and peer coaching. In the context of PES, EmployID has investigated how technology-enhanced learning approaches can provide this facilitation in the form of social learning programmes, complemented by labour market information tools as well as reflection, and peer coaching.

1.1 Highlights

The end of year 3 in EmployID is a snapshot of an in-between state where the project is still **learning from on-going and recently started pilots**, adjusting its methods, content, and tools as a result, and already planning, preparing, testing, and following **routes towards more widespread and lasting impact**, which includes a European, partially even global perspective in Public Employment Services (with the European MOOC, see 3.3, the event in Tallinn in September 2017, and various plans for Latin America via the International Development Bank), but also generalizing interventions for other contexts which struggle with similar issues (public service, larger companies challenged with digitization of their sector etc.) where offerings are developed and tested (using, e.g., fairs, such as LearnTec 2017).

- The ongoing pilots in Croatia on introducing peer coaching (chapter 5) and the reflective community in Slovenia (chapter 4) have continued to grow to almost 100 participants for each case, and evaluation activities could gather insights into their effects. Recently the roll-out of the peer coaching online course to Slovenia and the reflective community to Croatia have started.
- The second social learning programme (“MOOC2”) at the Department for Work and Pensions (DWP, chapter 6) with 68 work coaches has yielded rich qualitative and quantitative data on facilitation activities in the online course. Trials on the LMI tool (section 3.4) have involved around 150 work coaches in addition to the MOOC2 participants and contributed to concrete plans for a possible national roll-out.
- The project was given as a lighthouse project in the area of supporting learning for PES practitioners the exceptional chance of presenting its intermediate results to the PES Network of all European PES as part of an Advisors for European PES Affairs (AFEPA) meeting in Brussels in October 2016 (see 7.2.1) as a result of which several PES’ have expressed and confirmed interest to cooperate (in addition to the ones that the project is already engaged with).
- Both PES Ireland and Estonia as existing associate PES have pinned down plans with the consortium on introducing peer coaching and discussions about further approaches (see 7.2.2+3). Other associate PES activities are pending.
- The project has attracted interest from the International Development Bank for supporting PES in Latin America. As a result, the EmployID MOOC which is scheduled to start end of March, is also going to be run in Spanish on the edX platform, and negotiations about providing support for the use of Labour Market Information in Chile are underway.

1.2 Sustainability as a key theme

One of the key lessons of previous research projects is that sustainability is one of the often overlooked aspects of research projects, and as a research priority is often comes last. However, the commitment to sustainability is required to be embedded into the project's activities from the beginning, from contextual investigation in which the most promising areas, pain points, target groups, and interventions are identified (year 1). But it is of equal importance in the process of developing the pilots (as a motivation for listening to the target context), when engaging with management, technical staff, and users all of whom expect a clear and credible message for a lasting return for their investment of resources in pilot usage and evaluation, which includes taking risks and changing one's own practices (year 2 and 3). And it continues with planning, preparing, testing activities that allows for continuation in a post-funding period.

For all of this to succeed, it requires strong commitment of all project members beyond their own personal (research or commercial) agendas. And it requires the identification of *realistic* routes, based on deep understanding of the context and the combination of different backgrounds and skills in the consortium. Complementing designing and developing the interventions and evaluating them as part of the design-based research process, this has been a key theme in year 3.

As a result of several discussions, the project has developed a shared understanding of sustainability as a broad concept of making activities and results of the project live on without the project's funding. This includes a variety of forms of sustainability, which can be divided into two strands (which will be detailed in section 2):

- A. Sustaining interventions and/or its effects inside the EmployID PES partners, including continued use, further adoption and roll-out, or change processes.
- B. Sustaining project results by generalizing them and carrying them to an enlarged scope, including implementation in additional (associate) PES, commercial offerings to similar target contexts, or contribute to a more in-depth understanding of the field of inquiry.

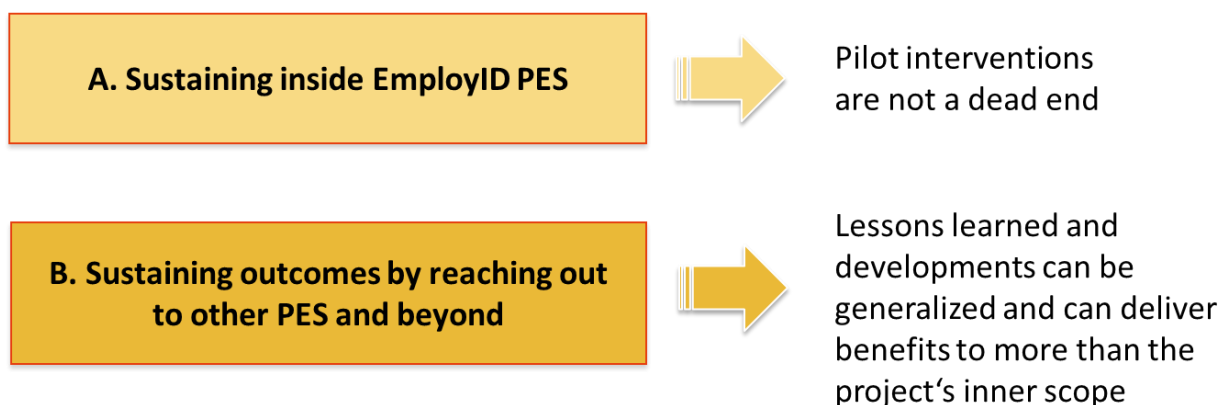


Figure 1: The two types of sustainability

Both of them are of equal importance and have been in focus in EmployID. Even more, as part of the project management activities, the potential and requirements for sustainability have been key in prioritizing. However, these two strands require different types of planning and activities and instruments so that we describe them separately (as explained in more detail in section 2).

- **Type A** sustainability is embedded into the contextual interventions and therefore described in chapters 4-6.

- **Type B** sustainability is often referred to as „exploitation“ and requires methods of generalization and therefore is bundled with (i) the actual content, methods, and tools (which are described in section 3), and (ii) with associate partner network activities (which is described in section 7)

1.3 Structure of the document

As in the previous year (see Y2 Deliverable), project work has been very integrated so that splitting into separate documents would not only have created redundancies or excessive cross-linking, but would have also led to unnecessary incentives for keeping activities separate as observed in other projects. Instead we have focused on presenting the project as a coherent whole. As a consequence, the work package contributions are spread all across the document (see Figure 2)

	WP2 D2.3	WP3 D3.3	WP4 D4.3	WP5 D5.3	WP6 D6.3	WP7 D7.3	WP8 D8.3	WP9 D9.3
Section 2 Sustainability								
Section 3 Interventions			3.1 3.2	3.3- 3.5				
Section 4 ZRSZ								
Section 5 HZZ								
Section 6 DWP								
Section 7 Reaching Out								
Section 8 Reflections								

Figure 2: Relationship of chapters and work package deliverables

The structure of this document follows the three main lines of activities (see Figure 3):

- Sustainability is presented in **chapter 2** with the overall approach of the project, a conceptual systematization, and a methodological overview for developing generalized offerings using the Business Model Canvas (BMC).
- **Chapter 3** describes the approaches to facilitating professional identity transformations as generalizable interventions. It describes the design process and results in terms of methods, content, and tools, such as reflective community support, peer coaching, social learning programmes, labour market information tool and facilitation & learning analytics. Evaluation results across pilots are used to build a body of evidence about the approaches on a more general level. For each of the approaches, sustainability perspectives are presented that carve out the value propositions as well as sustainability achievements and further plans. This mainly targets at Type B sustainability, but also forms the basis for Type A sustainability.

- **Chapters 4-6** describe the actual pilot interventions in the three PES contexts, which address concrete challenges inside the organizations and significantly contributes to a change process that reaches beyond the scope of the project. Each chapter describes the pilots, the evaluation results and lessons learnt as well as the achievements and further plans with respect to sustaining the interventions and the resulting change processes (i.e., Type A sustainability).
- **Chapter 7** describes concrete Type B sustainability activities and achievements with partners beyond the project consortium as examples on how to spread and apply the results in additional contexts. This includes a European/International MOOC, applying the approaches from chapter 3 in European associate PES as well as developments in Latin America. It further outlines commercial perspectives (consulting offerings).
- **Chapter 8** pulls the strings together and provides a reflection on what the project has learned so far on professional identity transformation, on impact assessment, research avenues into which the project results feed into, and main priorities for sustainability in year 4.

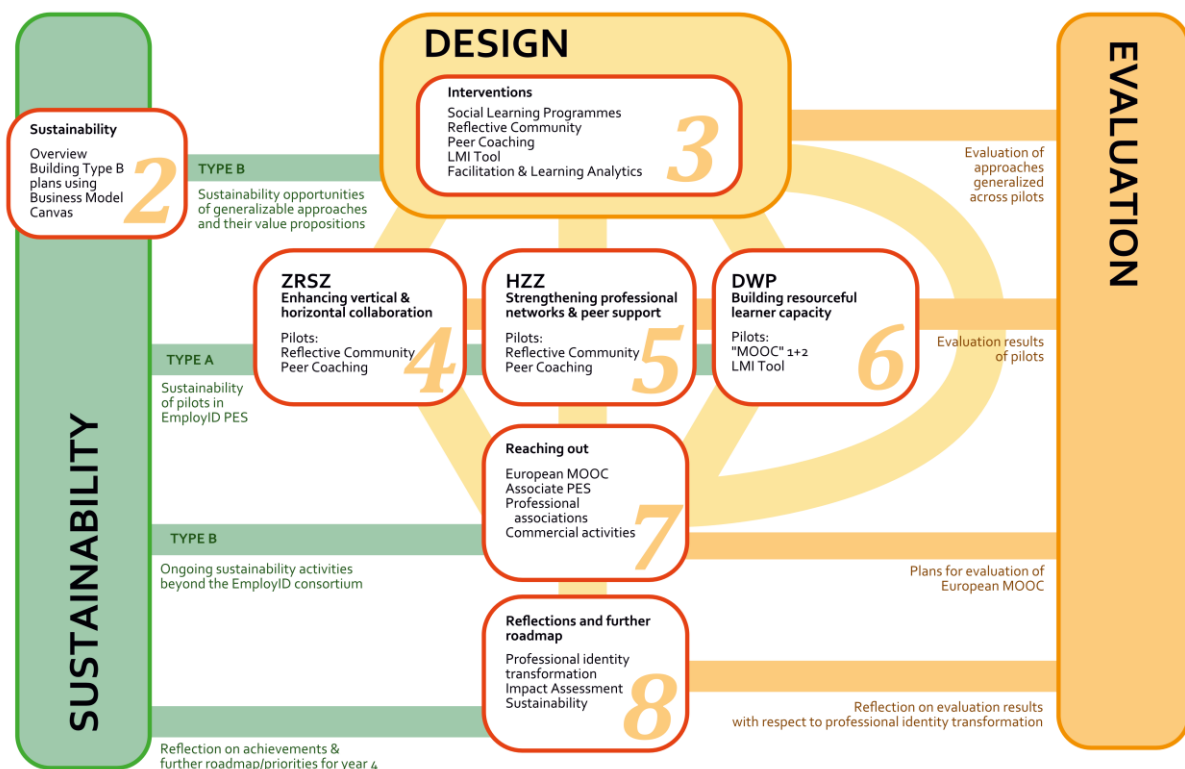


Figure 3: Overview of Y3 Deliverable structure

2 Sustainability

2.1 Foundations from year 1 + 2

As outlined in the introduction, year 3 has put strong emphasis on the sustainability of the intervention and results. It is important to note, however, that this sustainability perspective has been guiding the project from the beginning so that Year 3 activities in this context have built upon the foundation of previous years, most notably:

- **Contextual investigation and user engagement** have made sure that EmployID interventions address real needs of the respective organizations and have identified in close and frequent conversations with management representatives the most promising target contexts and introduction strategies.
- **Design-based research activities** have built upon mature technologies where possibilities and adapted them and developed them further only where it added value to the overall goal of the project. This has enabled the project to start real pilots early enough for evaluation results and deployment experiences to feed back into an improvement process. Furthermore, a clear message towards pilot users and their organizational entities that the project is committed to ensure the sustainability of introduced methods and tools has been an indispensable prerequisite in convincing pilot participants to adopt new practices. Finally, the high degree of involvement and coordinating role of the PES partners in running the trial set the priorities and created ownership of the solutions.
- **Architectural decisions** (such as WordPress), or choice of platforms, and involvement of technical operations staff in the pilot has also contributed to the development of ownership and has in most cases already accomplished handover for continued operations.
- **Associate partner network activities and liaising with key organizations** and stakeholders early on, ranging from the majority of European PES via European networks (such as the PES Network) of PES and their educational institutions (such as the German University of the PES) to professional associations, such as coaching associations, has attracted interest and opportunities to testing the transfer of methods, content, and tools to other PES and beyond.
- **EmployID Academy** has matured from in-house face to face workshops and a blog of tutorials to become a methodology for knowledge sharing and a social learning platform in its own right. It has thus laid the ground for both open educational resources and a mutual learning process inside the project's partnership.
- Finally, the project's **agile approach**, the conversations and collective sensemaking has created a truly collaborative environment in which the cause of the project has become more important than individual (research) agendas and has established a (deep) shared understanding in which it has become visible how sustainability depends on the others' contribution and cooperation. The focus on a single domain has helped considerably – as known methods for innovation like Lean Startup also emphasize.

This has created solid ground for a sustainability strategy that is based on realistic options and assumptions, which we will outline in the following subsection and present in context in chapters 3 (for the interventions) and 4-7 (for the respective PES organizations) in context.

2.2 The two pillars of sustainability (Type A and B)

Following reflections on past successful and unsuccessful approaches to exploitation/sustainability of research projects, the project has identified that in line with its overall agile project management approach a bottom-up strategy building upon individual interests and their perception of opportunities and routes are most promising, but benefit in their development from facilitation through suitable methods (such as the business model canvas, which is widely used) and systematization so that these sustainability routes can benefit from the collaboration with others and that we can gear project activities across the whole project towards maximizing the contribution to success.

In the course of the conversations, it has been realized that sustainability in the context of our project is a wide and open field with many possible routes. Therefore, the project has also moved away from the term “exploitation” often used in other research projects and replaced it with the more general term “sustainability”, which still has different shades of meaning depending on the background the respective person is coming, but encompasses the different aspects in a much better way.

Therefore, one important part of the sustainability discussion in the project was the creation of a systematic overview that also defines (partly) the structure of this document, and which is depicted in Figure 4.

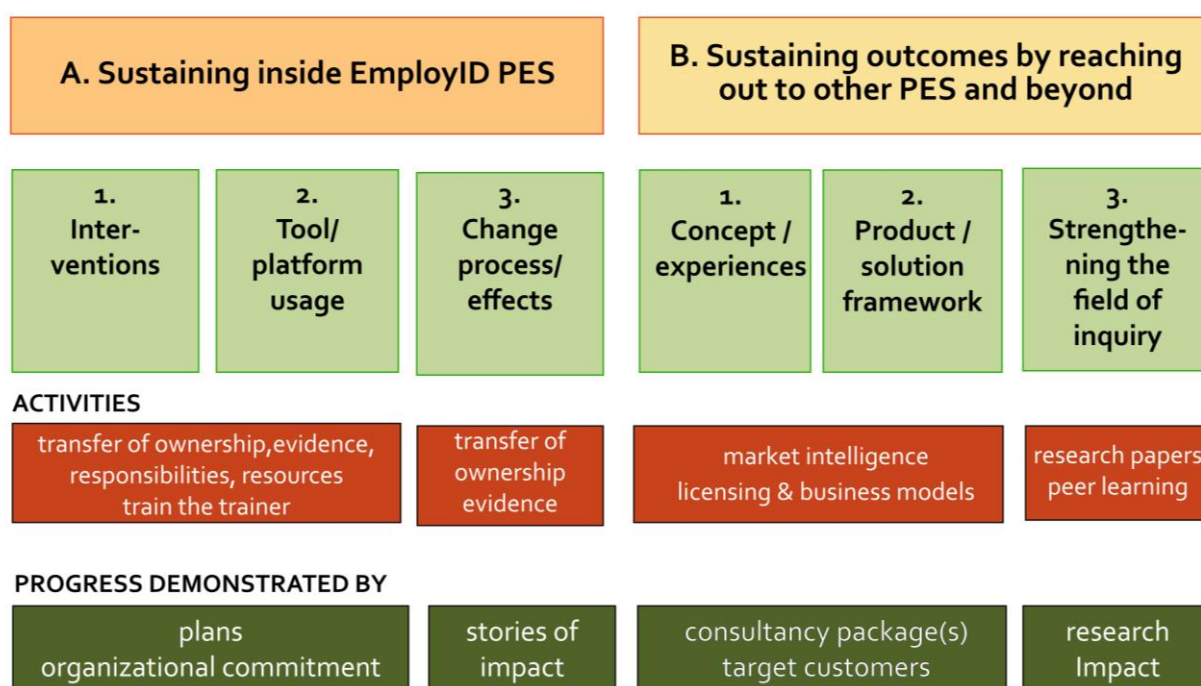


Figure 4: Structure of sustainability activities in EmployID

Pillar A is concerned with sustaining the interventions and change processes that the project’s activities have a lasting impact with respect to facilitating the transformation of professional identity. This can be achieved in various ways, the suitability of which depends on the contextual constraints so that there is no priority (in terms of “what is better”):

- **A1 Sustainability of interventions.** Sustainability goals in this category are primarily concerned with the interventions into learning processes, such as introducing peer coaching, reflection, building professional networks, or enhancing communication and

collaboration. How this is achieved is secondary so that it might be perfectly fine that the pilot have used one tool and the organization later switches to another one.

- **A2 Sustainability of tool/platform usage.** In this category, tools and platforms (such as the reflective community platform or the Peer Coaching Tool) are seen as primary contributions, e.g., as catalysts for wider impact on collaboration and leaning. As with many social media tools, the tools are not necessarily bound to the methods and could also be employed for other purposes (e.g., as a social intranet or for other problem solving methods, e.g., the process of the Peer Coaching Tool could be exchanged).
- **A3 Sustainability of change process and effects.** In this category the focus is on the wider change process with respect to identity transformation and its facilitation. Here, interventions and tools are catalysts which might be reused, but might also be followed by other interventions which have only become possible through the project's interventions. The priority is here on sustaining the change process, which sends the organization on a longer term journey.

It is important to note that concrete sustainability routes and initiatives are not exclusively one of those categories, but mix different ones. E.g., the combination of A₁₊₂ often seems natural, and in some cases all three categories are of equal importance. However, it has proven useful to make explicit what is the actual goal with respective to sustainability for better mutual understanding.

Pillar B takes a “reaching out” perspective and is driven by the conviction that EmployID results are generalizable and transferrable to other contexts. While some activities might have started in the project (such as associate partners), there is explicitly the intention to win new stakeholders and sustain results through spreading them and feeding them into channels that ensure its further development. Similar to pillar A, this also groups together a variety of sustainability goals:

- **B1 Sustaining concepts and experiences** created and gained in the project. In this category, the priority is to create sustainability through reuse and transfer of results to a wider target context. This includes commercial consulting offerings of project members (such as in the area of peer coaching and reflection). The pattern-based approach is another element in, which also encompasses a critical reflection on the conceptual foundations of the project in the light of the ongoing evaluation, which set the agenda for year 4.
- **B2 Sustaining results as products or solution frameworks.** The project's result not only consists of conceptual elements, but also design of concrete technical solutions that can be used in other places and for other purposes. While building a “product” might not be possible in every case, a “solution framework” that allows for quickly setting up context-specific solutions is a likely outcome. Examples are the LMI Tool (already with concrete opportunities in Latin America), the “reflection as a plugin” approach, but also the content the peer coaching online course or of the MOOC currently under development, for which universities and international organizations have expressed concrete interest. In many cases, commercial offerings will bundle B₁ and B₂.
- **B3 Sustaining results by strengthening the field of inquiry.** This category is focused on contribution to research strands and conversations in the context of Public Employment Services and/or professional identity transformation.

Rather than contrasting the two pillars, we want to emphasize that pillars A and B are clearly connected as Figure 5 shows. What we have learnt from the interventions, produced as part of the design activities, and observed as impact and change processes, supported by the evidence gathered

as part of the evaluation forms the indispensable basis for pillar B, which constitutes a generalization.

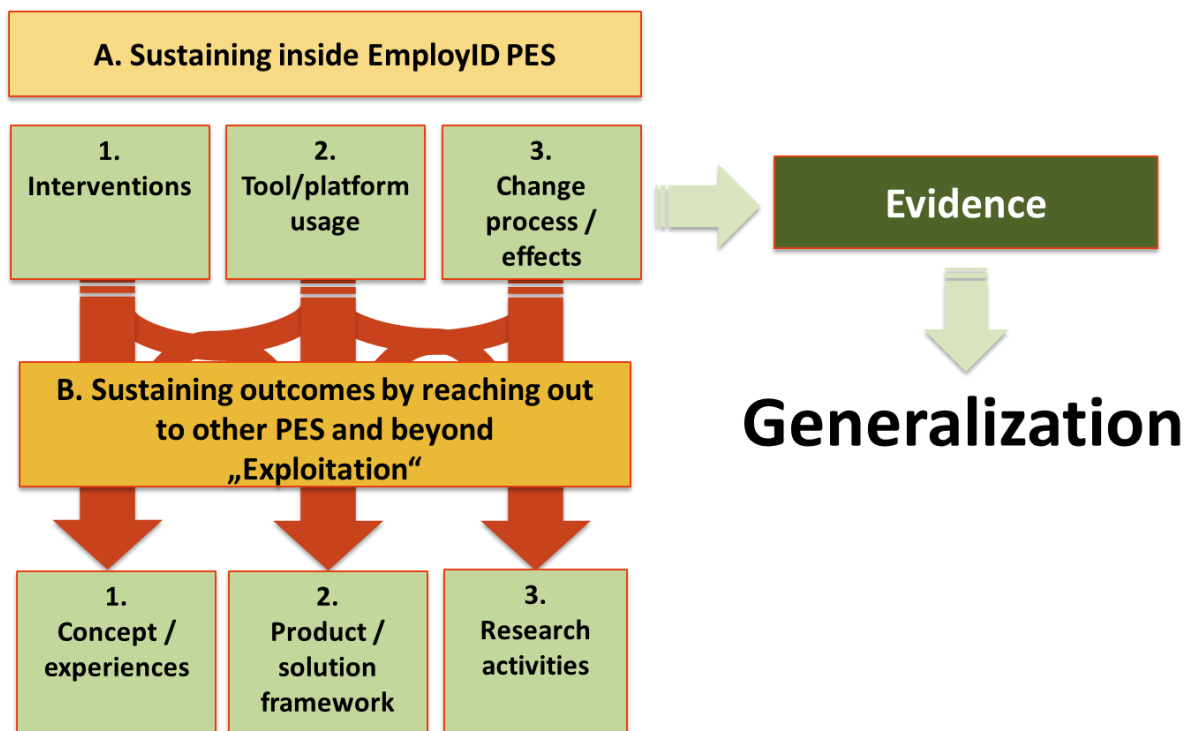


Figure 5: From pillar A to pillar B in sustainability

This of course also implies that pillar B is associated with a higher degree of uncertainty. While we have built an understanding of our pilot contexts for pillar A, this still needs to develop in pillar B. This does not want to suggest that pillar A is easier than pillar B, but the methods to be applied are different.

While in pillar A they are “natural extensions” of the intervention pilots and partially have already taken place, they are best described in the context of these (i.e., chapter 4-6 in the respective concluding section). In pillar B, it involves pinning down the offerings, developing a deeper understanding of the market (e.g., through fairs and partners). Here we have employed, among other things, the Business Model Canvas as described in the following section, and clarified licensing issues and principles of cooperation.

2.3 Building Plans for Sustainability Type B

2.3.1 Overview

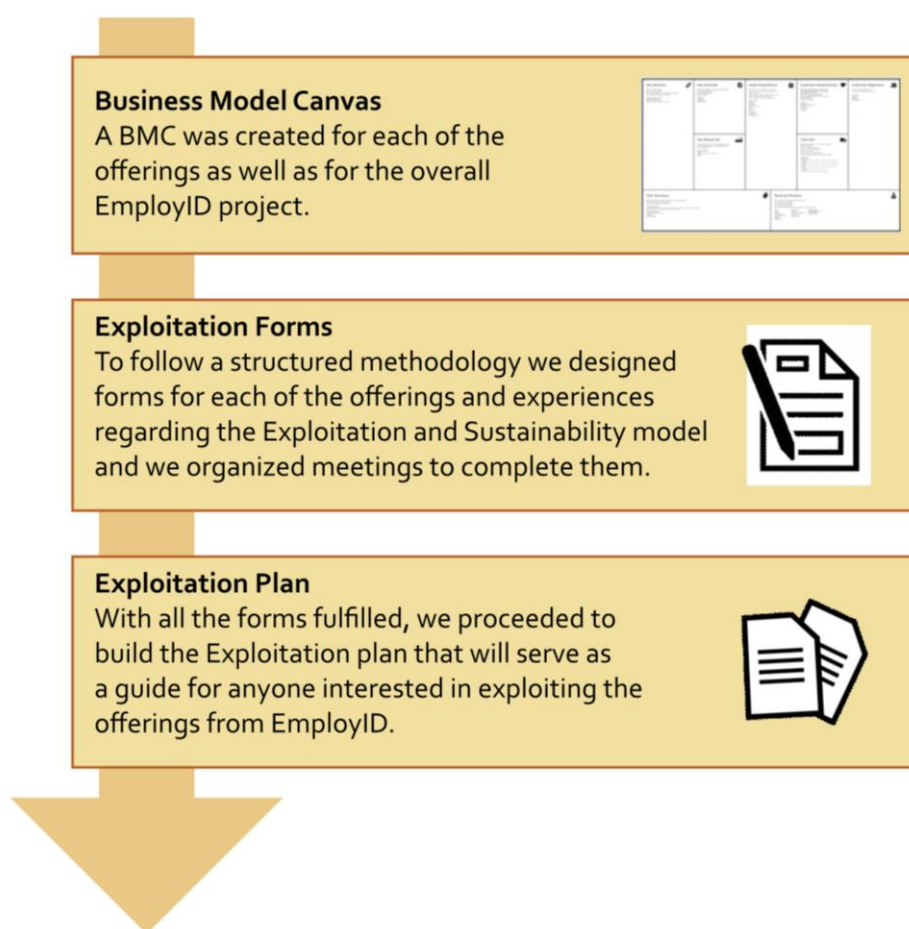
To tackle the uncertainty associated with emerging offerings in pillar B activities, the Consortium took a more systematic approach to structure and a sustainability plan that ensures the continuation of the project and guides the exploitation of its benefits further into the future. Along the project, we have used the **Business Model Canvas** (BMC¹) approach to structure and define the business model for each of the offerings encompassed in EmployID. The Business Model Canvas

¹ <https://strategyzer.com/canvas>

presents the nine key areas that interact and relate to sustain a business model successfully. From the four BMC (one for each offering) we created also a general BMC for EmployID. The methodology introduced by Professor Alexander Osterwalder helped us guide the entire Consortium towards a more structured business perspective.

From the structure with the key aspects for each offering, we moved to the creation of an Exploitation and Sustainability Plan that would serve as a guide for the future of EmployID.

The proper build-up of this plan required a methodology that coordinated the entire consortium and allowed for a common organization of the content in the Exploitation Plan of each offering. Additionally, the sustainability of the offerings had to be agreed by the entire consortium all together. Given that, we first created three different forms:



1. **General Form** with information regarding the Sustainability, Dissemination and Exploitation of the offerings and the overall EmployID project
2. **Offering Form** for each specific offering
3. **Experiences Form** with the implementation and exploitation of the experience

Once the Forms were created, we started by meeting with the owners from each offering and fulfilling the Exploitation Form, at the same time that we defined the General Form in the monthly consortium meetings and the sustainability meetings. In parallel, when the experiences were finished we captured the implementation and the exploitation of each offering in the specific Public Employment Service. A picture of the roadmap to create an Exploitation Plan is presented in Figure 8.01 below.

In the creation of the Sustainability plan we followed the BMC already defined for each of the offerings. The internal structure we defined for the Sustainability Plan started in a brief introduction for each offering where the mission, the owner and the value proposition were summarized. In the core of the Sustainability Plan we started by presenting the risks, challenges and strengths of the offering and then introduced the potential direct and indirect beneficiaries. After that, the value proposition of the offering was extensively deployed and the key activities, resources and channels and agents involved were described. Finally, we presented a more practical approach on the exploitation route for the offering. In this last section we explained aspects such as the legislation that rules the offering, the agents who will exploit the offering, the resources needed or the Open Source Licence.

The Sustainability Plan was created for three key offerings in EmployID:

1. Peer Coaching
2. Reflective Community Platform
3. Labour Market Information

Most of the details of the working documents are in:

- Appendix A: Presents the current Sustainability Plan for EmployID, the offerings and the Experiences of implementation of those offerings
- Appendix B: Presents the Business Model Canvas for EmployID and the offerings as well as an introduction to the methodology and the reasons supporting the choice.
- Appendix C: Presents the Development Journal where we include all the tasks and work Enzyme did along the year in coordination with the Consortium

2.3.2 Work Methodology

The development of the business perspective and the definition of both the exploitation and sustainability for EmployID needed to go side by side with the work each party in the consortium was doing. To achieve the full alignment between all parties, several meetings were held. Every month there was a project-wide sustainability meeting. Additionally, once a month, we also gathered to do a meeting with the parties involved in the definition of the sustainability and exploitation of EmployID. Finally, all the documentation was shared and updated daily using Google Drive, Wiki and SharePoint, for any party in the consortium to be able to consult it.

In addition to online meetings, workshops and break-out meetings on sustainability were organized as part of consortium meetings:

- Valencia, Spain (January 2016) with the objective of validating the Business Model Canvas (Peer Coaching, Labour Market Information and Reflective Community Platform and EmployID General)
- Vienna, Austria (May 2016) with the objective of discussing the roadmap to define the EmployID's Sustainability and Exploitation Plan and definition of responsibilities among the partners in the consortium and the next steps.
- Goslar, Germany (October 2016) with the objective of presenting the systematization of sustainability in EmployID in the previous section and the structure of the Exploitation, Sustainability and Dissemination Plan

In 2017 we will continue with this process and further work on consolidating the plans along with deepening the understanding and upcoming opportunities.

2.4 Sustainability in this deliverable

As sustainability is highly context-specific and distributed all over the project, we have decided to describe the various activities, achievements, plans, and perspectives in the respective context they belong. As depicted in Figure 6,

- the sustainability perspectives for the generalizable interventions (mainly Type B) can be found in chapter 3
- the sustainability plans & activities for the PES contexts (mainly Type A) can be found in chapters 4-6
- the concrete sustainability initiatives and opportunities beyond the project's PES organizations are described in chapter 7

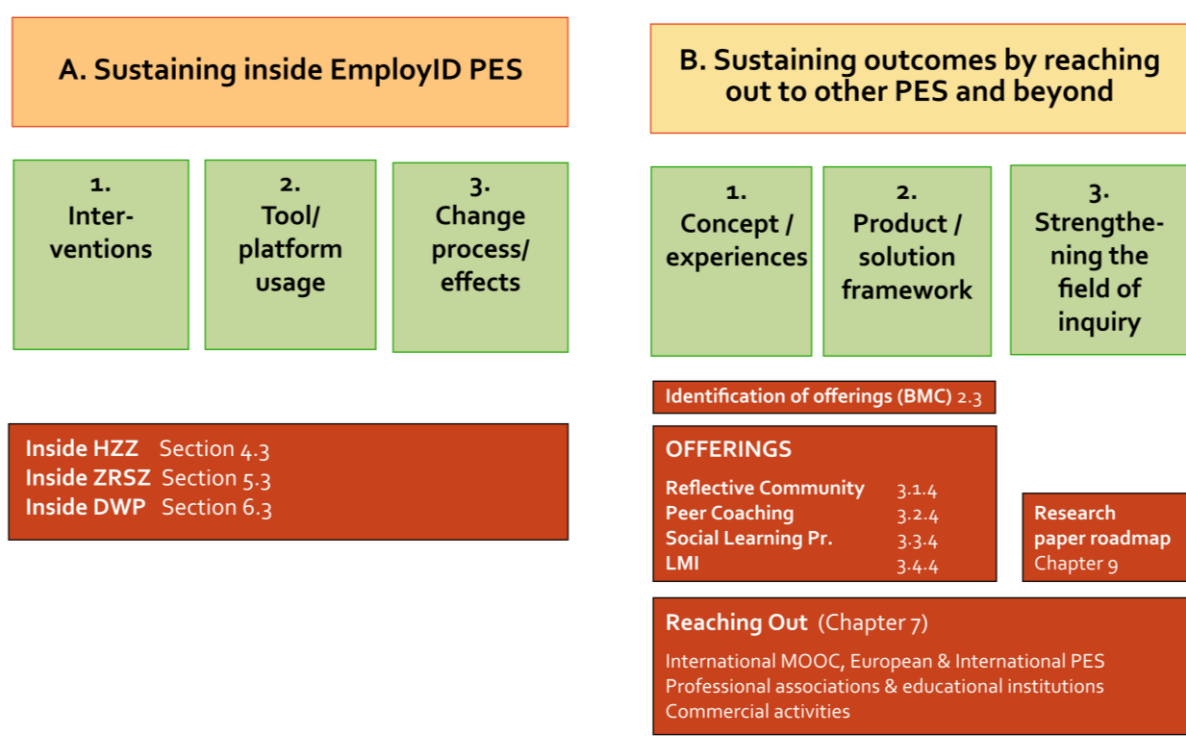


Figure 6: Description of sustainability activities & plans in the deliverable

3 Interventions

In this chapter we describe the **types of interventions** as ways of facilitating social learning for professional identity transformation, i.e., reflective community, peer coaching, social learning programmes, labour market information, and facilitation and learning analytics. These include packages of content (e.g., online courses), methods (e.g., process models), and tools (e.g., a platform). While being developed deeply embedded into the PES context, these are generalizable beyond single organizations and are used already in multiple contexts. In the chapters 4-6, the concrete instantiations in the PES organizations of EmployID will be described as solutions in context. Therefore, chapter 3 on one side and chapter 4-6 on the other side are closely interlinked: while chapter 3 focuses on the commonalities across contexts, chapters 4-6 provide the details on embedding the approaches in a particular organizations.

In the following subsections, we describe the

- a general overview of the approach
- its effects on professional identity transformation (and what we have learnt about it),
- and a brief summary of the sustainability perspective, including
 - the value proposition
 - what has been already achieved, and decided,
 - as well as planned activities

The sustainability part is a brief summary based on the working document in Appendix A, which in turn is a snapshot of using the Business Model Canvas as described in section 2.2.

3.1 Reflective Community

This chapter describes our reflective community intervention aiming to support identity transformation.

3.1.1 General overview

In EmployID we combine the concepts of communities of practice and reflection as a means of informal learning in workplace environments. In this section we briefly present both concepts and show how they link both in theory and from a technological perspective in the community platform we created in EmployID. The aim of the reflective community platform is to support the emergence of a Community of Practice (CoP) in order to facilitate learning through exchanging experiences and knowledge within a community to allow for continuous vocational training, learning from experiences and facilitation of horizontal and vertical communication.

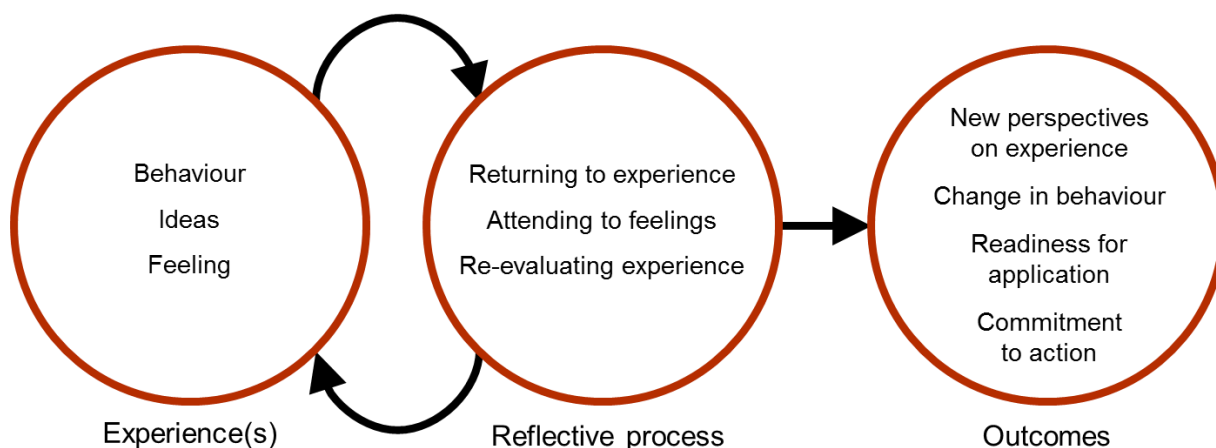


Figure 7: Reflection model by (Boud, 1985a). Drawing by the authors based on original model.

According to Boud (see Figure 7) reflection is a process of learning in which one returns to past experiences, re-evaluates them based on current knowledge in order to come up with ideas on how to improve in future (Boud, 1985b).

This is an important activity in work place learning (Schön, 1983). Although reflecting can be seen as an individual process, people often engage together in collaborative reflection relating own experiences to others experiences to help each other (Hoyrup, 2004). This is also in line with both Cressey (Cressey, Boud, & Docherty, 2006) and Mead (Mead, 1934) who describe reflection as highly influenced by and based on the interaction with others. Thus in EmployID we connect the concept reflection with communities to allow for this interaction. (Refer also to D[2-9].2 section 2.2.3 for more information).

As reflection is an informal process of learning people often need support to engage effectively in reflection. Mostly the communication in collaborative reflection needs support as multiple perspectives and experiences need to be aligned and discussed (Baumer, 2015; Daudelin, 1996; Fleck & Fitzpatrick, 2010; M. Prilla, Pammer, & Krogstie, 2013). To support this a discussion platform can be used in which users can share their experiences and discuss them in order to come up with ideas for the future.

Our understanding of communities of practice is based on Wenger (Etienne Wenger, 1999), who sees communities of practice as groups of people who share a domain, who work on improving themselves and who share a common practice. The common domain and practice is in our case working in a public employment as a counsellor working to bring together job seekers and employers. Communities of practice are a proven concept to facilitate exchange knowledge and experiences in companies (E. Wenger, McDermott, & Snyder, 2002).

In the deliverable we are differentiating between, on the one hand, communities of practice as both the concept and the community of people exchange experiences and learning from each other. The reflective platform, on the other hand, is the technical platform we are using to support the emergence of a community as such and also as the facilitation instrument to support community members in exchanging experiences.

Currently our reflective community platform is currently being used by both ZRSZ and CES. We present detailed overviews and analysis of those cases in the chapters 4 and 5 respectively.

3.1.2 The Reflective Community Platform

This section gives a short summary of the current functionality of our reflective community platform as well as planned extensions, like the LMI plugin, and redesign efforts in order to improve the usability of the platform.

3.1.2.1 The Features of the Reflective Community Platform

In EmployID we created a reflective community platform supporting the emergence of a community of practice. The platform supports the emergence of a community of practice by providing a platform in which users can represent themselves via profiles and use a forum area to discuss their experiences, issues and success stories from their daily practice. It allows community members to share files with each other and also to post news which are relevant to the community.

The screenshot shows the landing page of the ZRSZ community platform. At the top, there is a navigation bar with links for Home, News, Groups, Members, Help, and a notification icon. Below the navigation bar, the main content area is titled "Welcome to the ZRSZ community". It features several sections: "Recent News" with a list of news items, "Topic of the Month" with a featured article and a "Join the discussion" link, "Recent Topics in the Forums" with a list of forum topics, and "Most useful posts in the last 30 days" with a list of posts and their vote counts. On the right side, there is a sidebar with a user profile for Oliver, a "Log Out" button, a "Search Forums" bar, and a "Currently Online" section.

Figure 8: Landing page of the reflective community platform

The reflective community is following a plugin-based approach allowing a high customizability by enabling us to tailor the features of the platform to each organization who wants to use it. As the main phase of development happened already in Year 2 of the project, this chapter contains only a brief description of the features. For a more comprehensive description refer to D[2-9].2 section 5.1.1.

Our reflective community platform supports basic community features of users having profiles in which they can highlight which job role they have and in which office they are working. In addition, there are several plugins, which can be used in the current platform, but are designed to work in other platforms possibly at use in different PES:

- The *Topic of the Month Plugin* allows organizations and moderators to showcase important discussions directly on the front page. This is great to highlight topics which are relevant to the entire community.

- The *Helpful Posts Plugin* enables users to mark posts as especially helpful, allowing users to make great content stand out and value other people's contributions. The landing page shows leaderboards of users who wrote the most helpful posts and also a list of those very helpful posts.
- The *Anonymous Posts* plugin lets users post anonymously while still allowing organizations to track the user in the very rare cases that someone acts out of line.
- The *Weekly Digest Plugin* allows users who are not engaging with the community on a regular basis to receive a weekly newsletter summarizing the discussions which happened during the week.
- The *Logging Plugin* is created to support our research and also to track how users use the platform. This data can be used to improve the platform further.
- As noted above the reflection process often requires support and various research has been done in order to show how reflection can be support within tools (Baumer, 2015; Fleck & Fitzpatrick, 2010). To combine the concepts of reflection and communities of practice, and also support users to engage in reflection we created two additional plugins implementing our reflection as a plugin concept (Michael Prilla & Blunk, 2015):
- The *Prompting Plugin* displays different text prompts to users to stimulate various aspects of reflection (Blunk & Prilla, 2015). For example, one of the prompts asks users to share experiences as collaborative reflection is based on the sharing and discussion of experiences. Further studies on this have been conducted (see 3.1.2.2).
- As questions are an important aspect to facilitate reflection (van Woerkom & Croon, 2008; Zhu, 1996), we created a *Questions Plugin* which displays three different questions to select from and also the possibility for users to phrase their own questions. This way we intend to make users aware of the benefits of asking a question.
- A questionnaire plugin is used to users to conduct self-evaluations (more on this in 3.1.2.5) and to conduct periodic evaluations of the reflective community platform.

Offering various features through different plugins enables a high customizability for different needs in different organizations. Thus the reflective community platform can be configured differently for each PES.

3.1.2.2 Studies on Prompting

Prompting is a core mechanism of supporting reflection in the reflective community platform. In 2016 we conducted two experiments to further study how prompts to support and facilitate reflection. We compared how prompts asking for experience and prompts asking for solution proposals are supporting reflection. We ran the experiment on a crowdsourcing platform to gather many participants, and simulated reflection in a forum of crowd workers to be closest possible to the situation we are facing in EmployID.

For this we created a fictive forum thread based on real problems crowd workers are facing, which we obtained from literature on crowd sourcing platforms (Martin, Hanrahan, O'Neill, & Gupta, 2014). From early analysis of our results most replies seem to indicate that our participants could relate to the issues described in the task. The task for participants included reading a topic written by someone and then providing an answers. We differentiated between three groups in the experiment: Receiving an experience prompt, receiving a solution proposal prompt and a control prompt receiving a neutral prompt ("Enter a comment").

In the second experiment we focused on how reaction to prompts differ when the topic already contains replies. For this we again set up a fictive discussion thread based on real crowd worker issues and then provided three different fictive replies to that. Experiment participants then received either a solution prompt (like in experiment one) or a prompt that they should relate to existing solution to suggest something or a control prompt.

To conduct the experiment we used Crowdfunder, a crowdsourcing platform. Earlier studies have shown that studies conducted in crowd sourcing platforms produce results comparable to lab experiments (Kittur, Chi, & Suh, 2008). Using a crowd sourcing platform helped us also to quickly recruit a total of 600 participants, having 100 participants per experiment condition in each experiment. We also adhered to current practices of crowd sourcing experiments, like fair payment (Mason & Suri, 2012), specific instructions (Egelman, Chi, & Dow, 2014), and checks against malicious contributions (Kittur et al., 2008).

The reason to conduct these experiments is to help us refining the prompting concepts as it should provide clarity of what prompts might work better in which situations. In 2017 we continue to work on the prompting concept to conduct further studies to take also further into account how users are experiencing the prompts in the reflective community platform. We are currently working on a detailed analysis and publishing the results of the experiment.

3.1.2.3 LMI Plugin for reflective community

Additionally, supporting users to reflect together is also about creating opportunities which act as a trigger. For this we are currently working to combine the interventions of the reflective community and the LMI (see also 3.4). The idea is to let people engage with the labour market information right on the reflective community and enable them to discuss their findings with each other. We use both tools and take measures to integrate them with each other so that the combination offers more possibilities than both tools next to each other.

The integration of LMI is planned to both include a dedicated page within the reflection platform as well as the creation of an additional plugin. The dedicated page will enable the user to search for specific information, view the LMI data as well as discuss the information right away (see 3.4). To be able to do so we are planning to include a *discuss (reflect) button*. Each element showing labour market data as well as the complete information on the page can be discussed. To ensure that the user does not need to leave the page where the labour market information is displayed, the new interaction is planned to be integrated as an overlay on the same page where the researched information is displayed.

The mock-ups (see Figure 9 & Figure 10) are based on the design which is being created within the redesign of the platform based on the technical feedback received during user interviews (see section 4.2.1).

The displayed LMI information within the LMI page on the platform is planned to be interactive. Through this the users can get different information from a single statistic and reflect upon this information (see Figure 9). Additionally to simply being able to click the *discuss button*, we are considering in which ways we can support the user to reflect and interact with the data provided. For example, as you can see in Figure 10, we are considering including leading questions to aid the user in the writing of the discussion post as well as possible reflecting considering their personal experience. To ensure that the user is not confused or overwhelmed, an information icon (see Figure 9) will be included that informs the user about the use of the *discuss button*. Furthermore, the same layout, page identity and clear labelling structure of the reflective community will be applied also to the LMI page to ensure that the user feels comfortable using the tool and keep the cognitive load as low as possible (Garrett, 2012). For example, the statement (see Figure 10) *back to*

LMI overview, with the big arrow to the left, clearly indicates how the user can return to the previous page and does not have to worry on how to return to the “rest of the information” provided.

Currently we envisage moving into a testing phase in March/April 2017 in order to identify last bugs and usability issues which will be subsequently fixed.

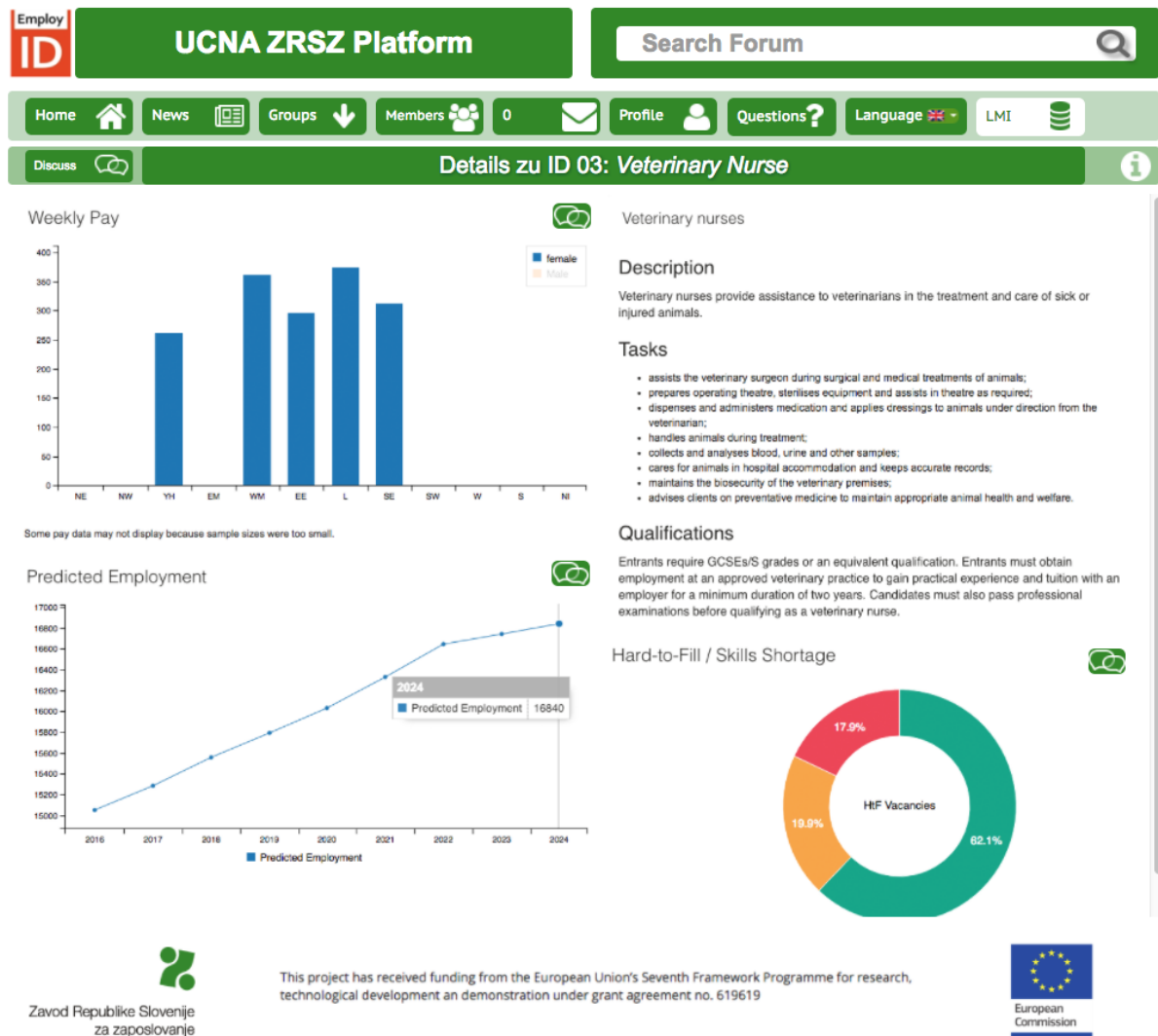


Figure 9: Mock-up of LMI Integration into platform – Display of all information concerning veterinary nurses

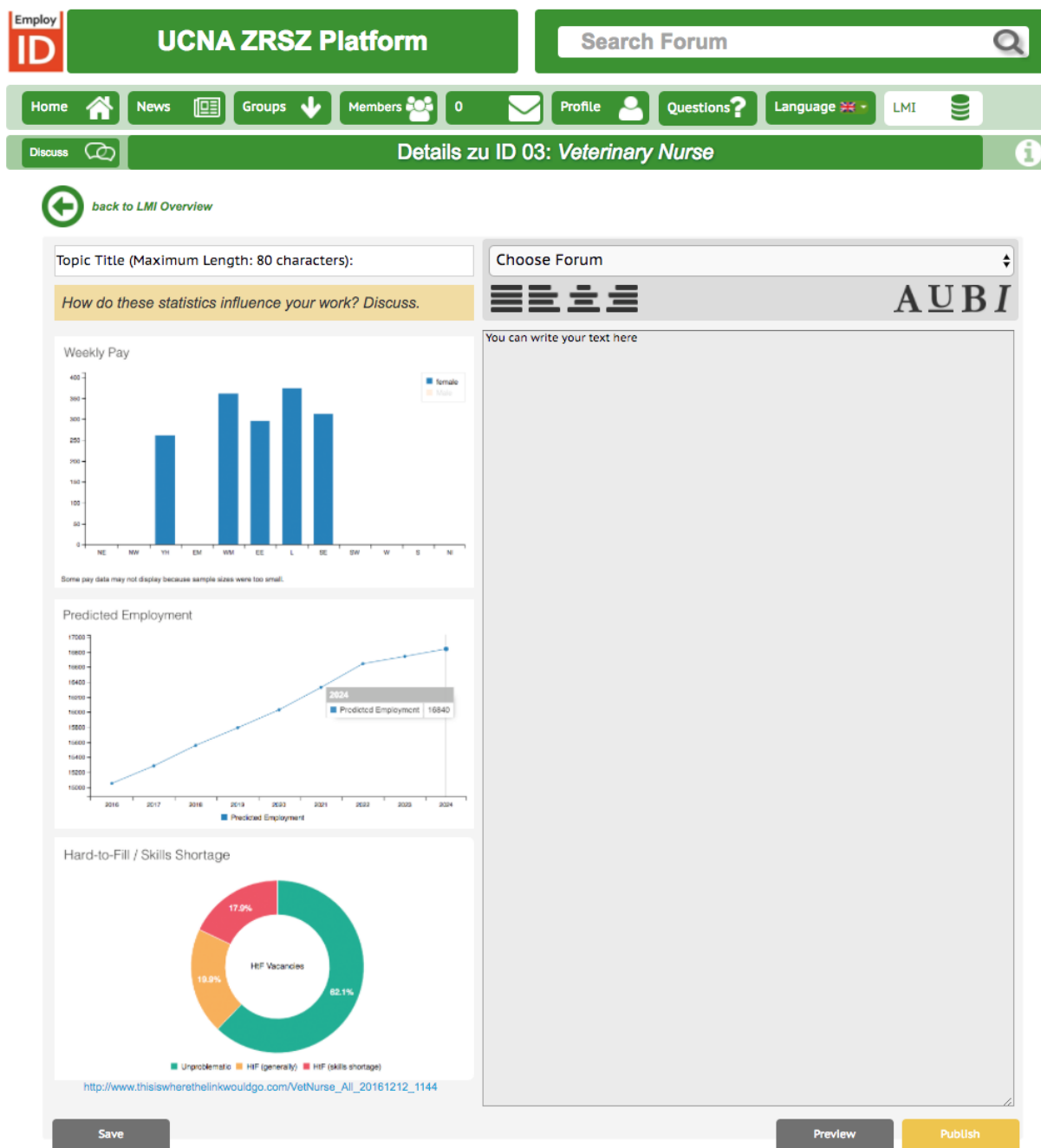


Figure 10: Mock-up of LMI Integration into platform – Display of discussion view for all information concerning veterinary nurses

3.1.2.4 Redesign of the Landing Page of the reflective community

During interviews with practitioners we got feedback referring to the design of the reflective community platform in general as well as concerning the landing page in particular (see section 4.2.1). Based on this feedback a redesign with a simpler layout structure as well as a higher user-friendliness is being developed. For the new layout, we take a redesign of the colours as well as general layout of the platform into consideration. The current landing page shows six interactive elements in addition to a sidebar with the user information, a tag cloud as well as who is currently online.

Figure 11 shows a first approach of combining the feedback and the new layout. This design reflects upon a few usability components that should make it easier for the user to interact with the platform. Consistency of different elements within the platform is important for the user. This is reflected upon both the size of icons and the site structure. All four elements within the landing page have the same size and framing. Additionally, during the redesign, it will be worked towards establishing a 'standard grid' which will aid the placement of elements and buttons. This will further ensure consistency across the platform (Garrett, 2012, pp. 139–143).

The colour identity of the platform has been kept intact even though the colours have been changed to resemble the EmployID colour scheme and move all within the same colour area. This change of colour increases the ease to read the displayed information as the contrast between text and background is increased. Additionally, the sidebar with the user information and search bar has been removed to provide more space for the displayed information.

The different elements (Topic of the Month, Recent Topics in the Forum etc.) on the landing page have been reduced from six to four. These four elements are not yet 100% defined and are subject to change. For example, the element on the bottom right could display a tag cloud with the most used words in either all forums or a specific forum chosen by the user and could be interactive to draw the user in (an example of such a visualization can be seen in Figure 11, bottom right corner).

An additional change is, that the *Join the Discussion* button is clearly distinguished from other parts of the landing page which might activate the user more to join the discussion (see Figure 11). The use of contrast is a crucial tool to get the attention of the user (Garrett, 2012, pp. 139–140). Even though the user profile as well as the search has been removed from the sidebar it has not been removed from the page all together. These elements have been moved within the page structure and will still be accessible to the user. The search has been moved into the header and the user profile information has been moved under the menu point *Profile*. The search bar provides an easy access to all information and enables the user to quickly find information he/she is looking for. Through this, the user can use recognition instead of recalling information to be able to find the post they are looking for without having to recall where exactly the information was published. This is easier for the users and eases the interaction with data (Budiu, 2014).

Employ ID UCNA ZRSZ Platform Search Forum

Home News Groups Members 0 Profile Questions Language LMI

Questionnaire

Here you can read about the questionnaire, which is displayed for two weeks every six weeks.

Topic of the Month

How to minimize the 'creaming effect'?
Help us all in finding good strategies against the 'creaming effect'. This effect describes that when referring people the qualified ones are getting referred over and over and the less qualified ...

Latest reply (by Alice A)
I often try to include one or more persons who are on paper less qualified but who were quite motivated in the appointments here at ZRSZ. This can account for a lot and I even got Feedback from ...

[Join the discussion](#)

Recent Topics in the Forum

How to minimize the 'creaming effect'?
Help us all in finding good strategies against the 'creaming effect'. This effect describes that when referring people the qualified ones are getting referred over and over and the less qualified ...

Latest reply (by Alice A)
I often try to include one or more persons who are on paper less qualified but who were quite motivated in the appointments here at ZRSZ. This can account for a lot and I even got Feedback from ...

Most useful in the last 30 days

Zaposlovanje DBO pri delodajalcih, ki sodelujejo z ZRSZ	2 Votes
Pozdravljeni, iščemo dobre prakse posredovanja DBO delodajalce...	
Reply to: how-to-minimize-the-creaming-effect	2 Votes
I often try to emphasize the social skills someone has when refer...	
Employer wants persons from outside of Slovenia	1 Vote
Today I was visited by an employer who wanted to hire foreign wor...	
Reply to: employer-wants-persons-from-outside-of-slovenia	1 Vote
Don't worry. We in Koper are close to the border and have this ...	
Uporaba VKO pripomočkov v praksi	1 Vote
Pozdravljeni, zanima nas vaše mnenje glede uporabe VKO pripomoč...	

Your Tagcloud

Zavod Republike Slovenije za zaposlovanje

This project has received funding from the European Union's Seventh Framework Programme for research, technological development and demonstration under grant agreement no. 619619

European Commission

Figure 11: Mock-Up of Landing Page with redesign and new site layout

Based on this change in layout and design choices the platform will be remodeled to provide a complete user experience. The usability should increase and the user will have an easier time navigating the platform. Through the added usability and lightening the cognitive load of the user they might visit the site more often and communicate, reflect more which would aid the overall goal. We plan to launch the redesign together with the LMI plugin (see section 3.1.2.2), which is already being developed in the new layout.

In summary, we use a reflective community as a combination of letting people engage in communities in order to exchange experiences with dedicated facilitation instruments to help them engage in learning from these experiences exchanges.

3.1.2.5 Personal Development Visualisation Plugin for the reflective community

The self-assessment approach in EmployID serves the individuals in reflecting on their personal progress and development. To feed the data back to the participants in an appropriate way, a visualisation approach has been developed. To visualise the complexity of data, the items of the self-assessment questionnaire are summarized into five categories as described in more detail in D[2-9].2 section 3.1.1.

The visualisations have been implemented first in the ZRSZ reflective community platform, where the platform members fill in the self-assessment questionnaires every 6-8 weeks. Each of the five categories is represented by a curve. The visualisation plugin enables a platform member to interact with the graph and further inspect the categories and visualize the answers to the questions from a single category. By hovering over a curve a user can view curve values (frequency of activities) on a day the questionnaire was filled in, or zoom into the graph. By clicking on the curve the detailed results of the respective category are presented, for example the answers from the *Individual learning activities* category. A click on a curve in the latter graph returns the user back to the overall visualisation.

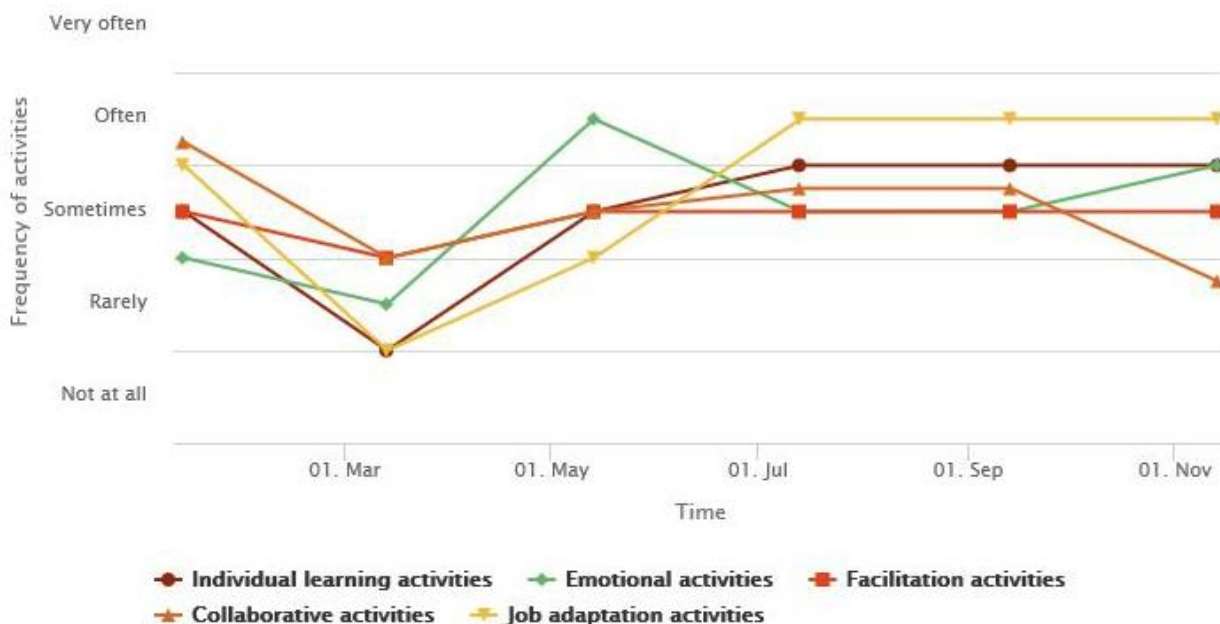


Figure 12: Visualisation of the self-assessment questionnaire



Figure 13: Visualisation of the items of specific questionnaire category

The plugin uses live data from the questionnaire database, and can be easily adjusted and reused by other EmployID interventions that use self-assessment questionnaire, for different grouping of

the questions into categories, or for different types of questionnaires, such as daily questions on the user attitude and frequency of the platform related activities.

3.1.3 *Effects on Identity Transformation*

The goal of the reflective community platform is to support users in exchanging experiences, discussing them and learn from this interaction. In this section we show how both reflection and communities of practice as a concept link to identity transformation.

Four key dimensions have an influence on career adaptability which is required for identity transformation (Brown, Bimrose, Barnes, & Hughes, 2012):

- Learning from challenging work: This gives confidence to tackle new and more difficult tasks as well as allows the employee to work to fit a changing job environment.
- Updating a substantive knowledge base: This involves employees updating how to apply their knowledge, skills. Here people think about what they know and are able to do to adapt to changing contexts.
- Being self-directed and self-reflexive: This includes employees learning from their own experiences and skills, and checking how those can be adapted into other contexts as well.
- Learning through interactions at work: This dimension encompasses different interactions like working together on demanding issues, interactions while helping others with cases, interaction in broader networks, and interactions help others with their learning.

As we described the link between reflection and career adaptability in (Prilla, Blunk, Bimrose, & Brown, 2014), we present a short overview here. Dealing with challenging work is often leading to perceived discrepancies between the expected and the reality which then provides a trigger for reflection (Knipfer, Wessel, & Cress, 2013). As employees need to keep their knowledge base updated they participate in formal training, which they can then in turn put into practice. Reflection can help to put the learning content into practice (Davis, 2000). The dimension of being self-directed and self-reflexive already directly contains reflecting about past experiences with an emphasis on reflecting about own past experiences. The last dimension of learning through interactions at work is supported by reflection about the interaction one had at work. This includes helping others with their learning with contains collaborative reflection as well. Engaging in reflection supports career adaptability and as does both individual and collaborative forms of reflection.

A community of practice can be seen as a cross section of the four dimensions, as it offers its members to exchange their knowledge and experiences. Organized communities can have e.g. regular events highlighting important work related topics and hosting expert sessions to learn from this. People can here talk about their issues or success stories they experienced while working on challenging tasks. Sharing experiences and new approaches in a community is a way of informally learning at work which is part of updating one's knowledge base. Additionally, a community offers a place to learn through interactions, through sharing own experiences and helping others in learning from those interactions directly.

Communities of practice are offering the group of likeminded people as a structure one can engage with in order to exchange experiences and learn from those and also to learn from each other. It offers a good opportunity for employees with changing job roles or career plans to talk to each other to tackle those changes and actively shape them rather than just awaiting them. Reflection is a technique of informal learning which can be employed while learning from each other in a community. Thus, a reflective community might actively support one's identity transformation.

Case specific evaluation results and lessons learned are located in the respective chapters for ZRSZ (see 4.1.1) and CES (see 5.2).

3.1.4 Transferability

The intervention of the reflective community platform consists of both the combination of using a reflective community approach to informal learning in an organization, as well as the technical reflective community platform to support the emergence of the aforementioned community of practice itself.

Experiences from implementing the concept at ZRSZ and CES as well as conversations with additional PES helped us to develop a procedure of adapting the concept to other PES, which consists of workshops to clarify goals and narrow down support for them, training sessions and moderation activities. We aim to describe this procedure more systematically as soon as there is evaluation data from both sites.

The usage of the concept of combining reflective learning with a community of practice can be also used in different contexts in an organization flexibly. For example while setting up the reflective community in ZRSZ we discussed using the community as an environment in which learners of an internal training course can prepare for an exam. When putting this idea into practice, we, however, saw mixed results as not a lot of counsellors took part in discussions for the training preparation. To stimulate some discussion through training activities, the reflective community platform could be included in training activity.

It is also important to consider cultural aspects of the organization when setting up a reflective community in the organization. Aspects like existing communication structure, readiness to support bottom-up discussions, role of intermediaries and which groups are fitting to start a community need to be considered. In the sections 4.3.1 and 5.3.2 we briefly analyse these aspects for both ZRSZ and CES. However, we are currently preparing a detailed analysis of these aspects in a publication for the Communities & Technologies 2017 conference.

The reflective community platform itself is developed with customizability in mind and organization can enable and disable various plugins (see also 3.1.2.1) to tailor the community platform to their specific needs.

3.1.5 Sustainability stories and plan

This section discusses the sustainability options of the reflective community, and in this section we discuss the general sustainability options (case-specific sustainability plans for ZRSZ or CES are described in the respective chapters).

In this section we focus on two different aspects of sustainability: The first aspect concerns how the community platform can be sustained after the project ends as a technical platform, and the second aspect concerns how our application partners who are already using the platform can sustain the usage after the project ends.

3.1.5.1 Sustainability of the reflective community platform

To use the reflective community platform an interested organization will need the software for the platform itself, and know-how about hosting and maintaining the technical platform as well as knowledge about starting communities of practice (all will be provided by EmployID).

The source code of the reflective community platform will be made available for free at the end of the project, allowing other organizations to use or modify the reflective community platform. As our software is based on WordPress and many other plugins are available for WordPress for free as

well, this offers a great start for organizations who want to start a communities of practice without heavy up-front investments.

There are in general three different options for hosting the reflective community platform: For smaller use cases or trial periods, Clausthal University of Technology as the lead partner for the platform offers to host the platform. Interested organizations need to supply hosting for future or bigger use either on on-premise servers to via third-party hosting suppliers. Based on our experiences most organization prefer the self-hosted options as this keeps the data within their premises and they have a higher control over application and data security.

Currently there are manuals available for users not familiar with the technical aspect of WordPress which explain e.g. how to post new topics, how to activate new user accounts, how to delete content. Those manuals are being made publicly available for others to use as well.

If individual organizations require help with installing and configuring the reflective community platform, special training or introduction workshops, those services are currently offered by Clausthal University of Technology, and will be continued after the project to continue research in this area.

3.1.5.2 Sustaining the reflective community within an organization

For the organization who already started using the community of practice platform in EmployID there is a need to create a plan with concrete steps on how to sustain the community of practice itself and the reflective community platform after the project ends.

In earlier stages of the community, it is important to have a facilitation or moderation plan present to help users find something interesting on the platform to engage with (Callahan, 2004; E. Wenger et al., 2002). After reaching a critical amount of users in the platform the facilitation activities can be reduced as there are enough users present who provide interesting content themselves. In order to reach this critical amount of users, the parties responsible in the organization should create a detailed facilitation and moderation plan, which details which steps are taken when by whom in order to stimulate activity on the platform. It takes time until users take ownership of the reflective community platform and perceive it as something they can shape to their liking. For this it helps to organize events where members of the community can meet up in person also to maintain their relationships but also to meet persons with whom they previously only interacted through the reflective community platform (E. Wenger et al., 2002).

Furthermore it is important to obtain management support to get long-time funding to be able to maintain the reflective community platform, and also to get the permit to spend time on facilitating the community of practice. Members of the community of practice platform also officially need be permitted to spend their work time to interact with the community of practice in order to benefit from it by learning from others experiences.

Experiences from applying the platform in two PES (ZRSZ and CES) will help EmployID to create sample material for moderation activities and the like. This will be provided to support sustainability in other organizations.

3.2 Peer Coaching

3.2.1 General overview

Peer coaching is a group coaching setting where peers (e. g. colleagues) support mutual learning by solving individual and collaborative challenges that occur in daily work along a specific peer coaching process with changing roles. The members of the peer coaching group do not need to be professional business coaches, but all of them need to be trained in the specific peer coaching

process and additional supportive skills. While in classical individual coaching or group coaching the professional coach is the person responsible for the process in peer coaching the whole group takes responsibility (Ajdukovic et al. 2015).

Peer coaching enables individuals to find solutions to everyday challenges they face in their work environment and to develop and share experiences. The process is designed to focus on solution-oriented approaches and to foster methods of support that create an effective learning environment. Over a two-year period (2013-2015), EmployID has drawn upon a wealth of literature examining different forms of coaching for individuals and organizations. Whilst there are differences in terminology in this evolving professional discourse, e. g. intervision etc. new forms of ICT are now emerging to support dialogue and the sharing of resources. Peer coaching provides unique opportunities to activate the capacity and capability of individuals to cope with change in a productive way. It calls for solutions and positive actions, thus enhancing the effectiveness of outcomes.

The EmployID peer coaching concept was developed with three roles for participants: the client, the peer coaching facilitator and the advisors. The client has a professional challenge that needs to be solved, the peer coaching facilitator moderates the peer coaching session and uses coaching-techniques such as powerful questioning to gather information on the situation and to support the client with a positive vision. And then there are the advisors who listen actively and share their experience and ideas when asked by the peer coaching facilitator. They brainstorm on possible resources of the client and help with collecting solutions.

A short process description with possible questions for the peer coaching facilitator is available in Croatian, English, German and Slovenian which is distributed in each peer coaching training session. It is called the cheat-sheet and it provides an overview of process, roles and tasks on just one page.

In the figure below the process is visualised showing meso level of the peer coaching process (the steps within the session) and macro level of the peer coaching process consisting of problem state, change of pattern state and solutions state. For the meso level the duration of steps and the main actors in the step are mentioned in addition.

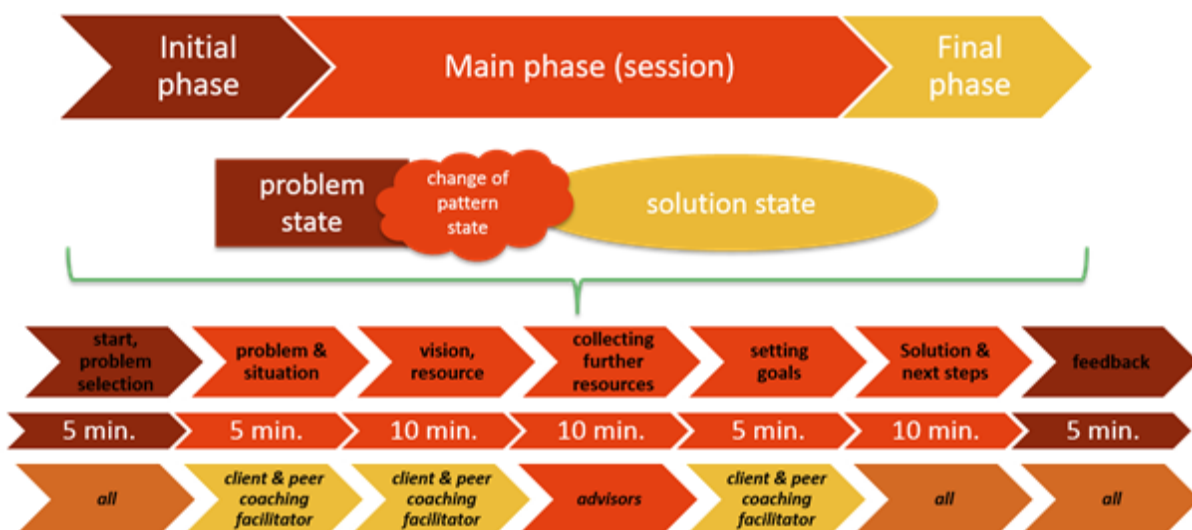


Figure 14 EmployID peer coaching process based on Lippmann 2013, Berg & Berninger-Schaefer 2010, Berninger-Schaefer 2011, see also Prilla & Wolf 2015, Wolf & Gerd 2016, Wolf & Gerd (in prep.)

The main process focuses on bringing the client from a problem state to a solutions state. This is achieved by interventions with resource activation and by building a positive goal vision. During the process there are steps where mainly peer coaching facilitator and client interact, some with interaction between advisors and client and some where all three parts are involved. By having a scheduled timeframe the peer coaching facilitator is forced to moderate the process solution-oriented and with clear focus on the process steps. In order to facilitate this approach this time management is supported within the EmployID peer coaching tool which is created to do peer coaching over distance or to support new peer coaching groups with additional instructions.

The EmployID offering consists therefore of:

- a peer coaching concept,
- collection of training with training material; and
- an online peer coaching tool/ app.

Since the project is still running there is additional facilitation on implementation of peer coaching in organisations. There will be specific services for after the project ends which will be described in section “sustainability stories and plan”.

The concept is described in earlier publications (D[2-9].9, Prilla & Wolf 2015, Wolf & Gidion 2016).

The training on peer coaching includes an introductory workshop, kick-off workshop, train-the-trainer-workshop, online-course, modules in MOOCs, webinars (which have not yet been used) and additional training resources such as the “cheat-sheet”. A handbook will follow in 2017 on providing peer coaching training and supporting peer coaching practice. The training introduces the peer coaching process and the defined core skills on peer coaching:

- knowledge and transfer skill on the peer coaching process
- active listening
- powerful questioning
- emotional awareness and
- growth mindset.

The main training activities are the kick-off workshop and the online course. The goals of these interventions will now be described in more detail:

- The kick-off workshop focuses on EmployID peer coaching to support individual and group problem solving and facilitation among peers. The training provides the five EmployID core skills of process knowledge and transfer, active listening, emotional awareness, powerful questioning and growth mindset. These skills were derived from the EmployID Facilitation Skill Catalogue, a collection of facilitation skills to support peers and colleagues. The EmployID peer coaching concept is taught and exercised with a role play and a first real peer coaching session among colleagues. There are several exercises and discussions for reflection. The main goal is to provide a method for PES practitioners to support each other with challenges they face in their work life and to make them aware of how powerful even small interventions such as active listening, powerful questioning and their own emotional awareness can be and how they can build their own growth mindset from that. Another goal is to form peer coaching groups from the workshop to go into transferring the knowledge learned.

- The online course focuses on EmployID peer coaching to support individual and group problem solving and facilitation among peers. The training provides the five EmployID core skills on process knowledge and transfer, active listening, emotional awareness, powerful questioning and growth mindset. These skills were derived from the EmployID Facilitation Skill Catalogue a collection on facilitation skills to support peers and colleagues. The EmployID peer coaching concept will be taught and exercised with a case study together with colleagues. There are several obligatory tasks for exercising, discussing and reflecting and additional and knowledge test at the end. The main goal is to provide a method for PES practitioners to support each other with challenges they face in their work life and to make them aware of how powerful even small interventions such as active listening, powerful questioning and their own emotional awareness can be and how they can build their own growth mindset from that. Another goal is to form peer coaching groups from the workshop to go into transferring the knowledge learned. If the course is taken as addition to the workshop it will bring deeper knowledge and more opportunities to learn and try out in a secure space.

The tool was tested several times in 2016 and will be tested and used by externals in 2017. It has the function to create a peer coaching group, schedule time for the peer coaching and work on a peer coaching session. The process and the time frame is omnipresent within the tool and peer coaching facilitator and advisors are supplied with additional support for what action is expected of the in the different process steps. Especially for the peer coaching facilitator there is a rich collection of powerful questions.

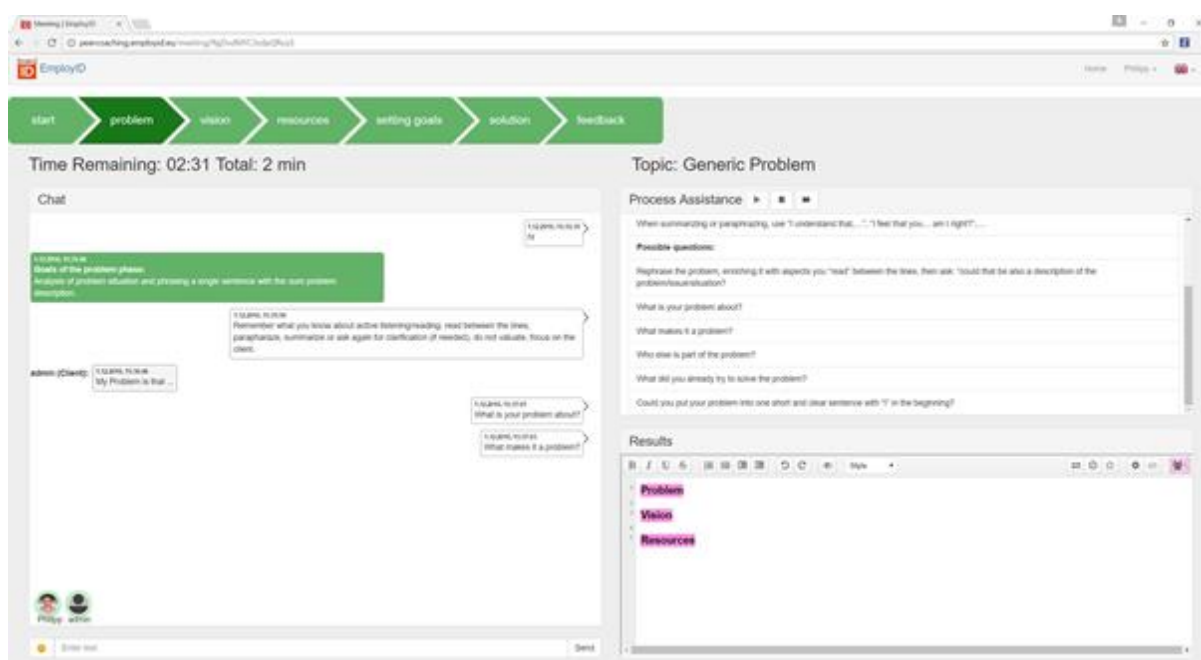


Figure 15 EmployID peer coaching online-tool – peer coaching facilitator view (screenshot)

The main communication channel is the chat-function on the left side of the screen. Participants can write as they are used to it from other tools with chat-function and can even add some emoji to represent emotions. The screenshots shows the view for the peer coaching facilitator who can start, pause and stop the session by pressing buttons in the process assistance window on the right top side of the screen. These buttons can only be seen by the peer coaching facilitator. The process

assistance gives examples for possible questions that the peer coaching facilitator can ask the client. It also gives some instructions, especially for those in the role of the advisors. The client does not see this window. In the window below, the results section, the main content of the session is collected for documentation of the session for the client. The field can be filled by all participants in the group.

The peer coaching facilitator sees how much time is still left in a process step and gets a reminder, when he should go a step further. In each new process step, a short instruction on what to do in this phase is displayed in the chat for everyone to see.

3.2.2 *Effects on Identity Transformation*

Peer coaching and peer coaching training facilitate professional identity transformation on the individual level as well as collectively in influencing how roles develop and the environment within which they operate. In both interventions various areas of professional identity development are tackled.

On the collective level peer coaching supports the professional culture with the development of shared values and norms and it builds up and consolidates relationships with colleagues, peers, and even members of other professions. Influences on work activities and the organisation of work can be multiplied through exchange on topics related to patterns of work organisation during the peer coaching sessions. These developments will also have an effect on individuals' self-organisation of work.

Peer coaching can also be used as a structure to help individuals share coping strategies which may also be of benefit to other participants in the group. The peer coaching training provides the environment to form these peer coaching groups and is a form of training which also supplies a useful support for networking within the organization.

Peer coaching is an example of 'learning for career transitions' (Brown & Bimrose, 2014) where the process of 'learning as becoming' is supported by delivery methods and opportunities for practice which facilitate self-understanding and personality development, generate motivation and support the development of self-efficacy. Learning and identity development across four domains (relational, cognitive, practical and emotional development) is tackled on the individual level as well as for the group. Relational development is supported by learning from experience, considering ideas from others (peers) and also by learning that others face similar challenges. Cognitive development is achieved by enhancing participants' knowledge and skills and understanding how to exercise them at work through peer coaching training. Practical development is supported by collaborative working on professional challenges, the opportunity to enhance guidance practice by exercising skills, knowledge and understanding in the peer coaching group, discussing methods and techniques with peers, and by reflecting on work practice and possible solutions to work challenges. Emotional development was facilitated for participants through developing the awareness of their own emotions, which in turn leads to more self-understanding and more understanding of others, as perspective taking and change is an important method in coaching and peer coaching and gives the opportunity for individuals to reflect on perspectives of others or change from a problem state to a solution state while working on challenges. The peer coaching training also introduces knowledge on different mind-sets such as the fixed and the growth mindset. The growth mindset can be developed through coaching.

In EmployID one key driver for identity transformation processes is by facilitating this change through supporting the learning of others. In peer coaching this means that individuals learn through adopting roles where they facilitate the learning and development of each other. The peer coaching facilitator facilitates the whole group by moderating the process of peer coaching and models asking questions to the 'client'. The advisors facilitate with their experience, their

interpretations and ideas in brainstorming. Even the client can be seen as facilitator who facilitates the group in reflecting on a work related challenge that does not only concern herself or himself.

The effects on identity transformation will be evaluated by using the specifically created self-assessment questionnaire and the content analysis based on facilitation activities.

For peer coaching the evaluation plan contains the following data collection instruments that are if needed slightly adapted to each case:

- expectation questionnaire before the peer coaching training (some weeks in advance and online),
- workshop evaluation questionnaire (directly after the workshop on paper),
- self-assessment (pre and post; this depends on participants starting with the kick-off workshop or the online course),
- comments in the online course (content analysis),
- online course evaluation (at the end of the online course and online), and
- post questionnaire (some weeks, months after the online-course).

The evaluation stage in PES Croatia is currently at the level of the final analysis of the peer coaching online course comments.

The evaluation stage in PES Slovenia is still at the level of the workshop evaluation, since the online-course will start not earlier than January 2017.

There soon will be evaluation material for PES Ireland and PES Estonia who decided to use the EmployID offer of peer coaching training. Both of those partners are associate partners.

The effects on identity transformation so far are described in the specific cases.

3.2.3 Transferability

For peer coaching the target group is wider than the PES organizations as in the associated partner network there are also organizations for training and coaching included. The target groups for the peer coaching activities are therefore:

- PES practitioners and managers in the PES organizations,
- PES human resource department,
- training and coaching organizations and associations (Fuehrungsakademie Baden-Wuerttemberg, Karlsruher Institute für Coaching, ANSE, ICF,...) and,
- trainers and coaches (freelance).

The implementation plan of peer coaching in PES organizations has a natural implementation flow. For knowing about our offer the PES organizations need to know about the peer coaching concept and training. The introduction is made by videos and information material on the EmployID homepage and specific management flyers. Afterwards the training is introduced as a kick-off event in the organizations. At the moment this training is face-to-face, but it could also be done as a webinar depending on the needs and technical capabilities of the PES organization. Afterwards, the workshop participants plus others can take part in an online-course on peer coaching that is hosted on the EmployID Academy platform. There is a public version of the course for those who just want

to have an impression of it or work independently, but for PES organizations we created specific, closed, private courses, translated in their language and supporting free communication by learners via private fora and comments sections.

The next step would now be that practitioners can go ahead and practice peer coaching, but we have to face the challenge that they still not feel completely secure with peer coaching, they are too far away in different regional offices and they do not find the time to do peer coaching, although they liked the concept and training and see the benefits.

3.2.4 Sustainability stories and plan

Peer Coaching aims to provide a differential value to its final users by creating an online cost-effective and time-efficient coaching package with secure processes. The package helps the share of knowledge across PES and also within them. To build this added value three key activities are defined: (1) the development of the platform and the concept; (2) piloting, testing and amending/adapting the Peer Coaching package; (3) final implementation and evaluation of the success in PES.

What does sustainability mean for training and coaching?

For sustainability in peer coaching we divide into

- sustainability of method and tools (1),
- sustainability at our full partners (2), and
- sustainability at associated partners and beyond (3).

3.2.4.1 Sustainability of methods and tools (1)

In order to clarify the options for sustainability in peer coaching, the Business Model Canvas (BMC) was filled early in the project. The main products for peer coaching are the concept, the training and the tool. Currently the training is supported by additional consulting that is provided mainly to the full partners. By identifying the products and possible target groups or stakeholder it provides information on what possible ways for sustainability there are. In addition to the BMC a more detailed instrument was used in the last project year to clarify what is needed to support sustainability of products.

For the concept there is clear need for somewhere to distribute and host the concept and to ensure that at least the online course is available for after the project ends. One possible platform to do this is the EmployID Academy which is full of material on peer coaching, facilitation and other project specific content. The Academy will be further hosted and updated by Pontydysgu Ltd.

For the platform the sustainability plan is that the academy will continue to be hosted by Pontydysgu and will act as the platform from which all training offerings from the EmployID project will be accessible. The platform will include courses, resources and tutorials as well as social learning features. The public resources will continue to be available as Open Educational Resources (OERs). Other resources may be accessed by registered users and there is also an option for bespoke, private courses available to groups or individuals. Some courses and webinars will operate on a paid-for basis to cover the costs of running the platform but the platform will operate on a not-for-profit basis.

The method of peer coaching will be sustained at the project partners' organisations as well as through the coaches within the project that will use these methods further and plan to support organisations with the peer coaching training offer even after the project ends.

3.2.4.2 *Sustainability at the consortium partners (2)*

Concerning the sustainability at the full partners there will be a detailed report in this book for PES Croatia (chapter 5), PES Slovenia (chapter 4) and PES UK (chapter 6).

In short:

- PES Croatia: The human resource department there has declared their interest in sustaining peer coaching practice within their organization. The online-course is currently reviewed to be implemented with CES online learning platform. In order to secure that there is training on peer coaching after the project ends. There is a two-day train-the-trainer workshop planned for trainers of CES to learn what is necessary to teach others to practice peer coaching. The challenge in contexts with no peer coaching practice yet will be analyzed in-depth and one of the solutions e. g. the practitioners being in a different office the peer coaching tool can be introduced. There will also be a peer coaching training handbook with an exact plan on how to introduce peer coaching and how training should be provided with additional exercises. This is not only to support CES, but can also be used by ZRSZ and other partners.
- PES Slovenia: In Slovenia the peer coaching online-course was translated to Slovenian and transferred from EmployID Academy to the reflective community that is already implemented at ZRSZ. After the launch of the course and depending on the interest of the partner the train-the-trainer concept and the tool can be introduced and provided.
- PES UK: Here the main focus in relation to 'external sustainability' lies in the skills provided by peer coaching that are used within the MOOCs for DWP. The content on coaching and peer coaching in MOOCs can be preserved on the EmployID Academy even after the project. Additionally, however, the MOOCs themselves depend upon mutual learning and peer coaching as an integral part to the overall pedagogic approach and this was transferred to the MOOC presented on the EMMA platform.

3.2.4.3 *Sustainability at associated partners and beyond*

Another activity is that EmployID tries to reach training and coaching associations and organizations to use EmployID material.

In addition, ANSE is supporting EmployID to find partners for sustainability plans and there is much interest of a trainer within a coaching programme that is currently testing the peer coaching course and tool.

Another action on sustainability comes from project members themselves who want to use the products after the project ends such as the internal coaches and there are specific plans for training offerings by the company UpASkill! from Barcelona, Spain.

More details are contained in the working document included in Appendix A.

3.3 Formal On-line Social Learning Programmes ('MOOCs')

3.3.1 *General overview*

Most DWP development programmes prior to involvement with the project were individually based. Hence the activities based around collaborative group learning were identified as social learning programmes. The first of these was MOC₁. Following the success of the social learning programme MOOC₁ early on in Year 2 it was decided that MOOC₂ would be delivered at the end of Year 2 (note: it was called a MOOC within DWP because it used the FutureLearn MOOC platform even though the programme itself was private and small-scale as it was a pilot of the approach).

MOOC 2 was aimed at work coaches rather than Employer Engagement staff. The nature of these programmes was fully outlined in earlier annual reports. However, the formal evaluation process was not completed until July 2016 and the results are outlined in section 6. Overall, the evaluation results of the MOOC 2 at DWP were very positive, with critical feedback mainly relating to some IT infrastructure problems when accessing course material (similar to, but not quite as extreme, as those which affected MOOC 1). The collaborative learning experience and the content of the MOOC were perceived as very useful. A detailed evaluation report based mainly on Kirkpatrick's level 1-3 evaluation questionnaires (Kirkpatrick, 1998) and feedback found in the course comments can be found in the Appendix D and a summary of lessons learned is provided in section 6.

The second EmployID MOOC was conducted in DWP in November and December 2015, although the flexible delivery format meant some individuals did not complete the programme until January 2016. The intervention aimed at supporting DWP Work Coaches in managing challenges in their working life as well as providing them with relevant material linked to the digital agenda and use of labour market information together with insights into coaching processes. The material covered during the six course weeks included: 1) cultural changes within DWP, 2) impact of going digital, 3) enhanced coaching (two weeks), 4) labour market information (LMI) for Work Coaches, 5) reflection on experience and learning. The content was presented in 70 separate learning steps in total.

114 DWP employees were invited to the people preparation conference before the start of the MOOC, of whom 74 finally took part in the online course, which was run on the FutureLearn platform. The evaluation team provided insights into the learning patterns of the online learners, conducted semi-structured interviews were conducted with line managers (whose staff members participated in the course) and learning and development staff responsible for design and delivery of the programme. The interviews were conducted 4-6 months after the course finished in order to gain some insights into long-term learning outcomes, the applicability of the learning and transfer of knowledge within the organization. Another source of information for the project evaluation team was the evaluation report provided by DWP.

3.3.2 Effects on Identity Development

The MOOC2 evaluation highlighted how there was evidence not only of individual development, such as increased digital capabilities, deeper understanding of coaching processes and how to use LMI in practice, but also of transformed attitudes to learning which amounted to a changed culture supportive of resourceful learners. Learners had actively engaged in experience exchange and collaborative discussion during the course, and this carried over to their subsequent work activities, as there was a statistically significant rise of collaborative reflection activities – compared before and after the course - on the level of “asking colleagues for support”, “actively reading colleagues’ and clients’ comments” and “supporting colleagues in finding solutions via the new skill of strong questioning”.

The social learning activities around the changing world of work also significantly changed the learners’ experience of collaborative learning. Participants agreed to a much stronger extent that the discussions with colleagues helped them to solve problems, reflect about their own learning, understand their role in the organisation and how to reach organisational and individual goals. All these improvements are important indications of resourceful learners. As learning in communities is an important aspect of professional identity transformation (Brown & Bimrose, 2015), we can see that the course supported professional development processes on several levels.

Effects of the intervention can be observed on the level of individual development, collaborative learning and customer satisfaction. Looking at the level of internal processes rich feedback was collected on how to roll out an online social learning format in DWP. The positive learning effects

triggered by the social learning approach implemented in DWP have also been recognised at higher management level and EmployID has clearly influenced the approach towards how learning will be implemented in DWP according to information obtained by core staff members.

The social learning programmes (MOOCs 1 and 2) taken together provided strong evidence of professional identity transformation for three groups in DWP: Work Coaches, Employer Engagement staff, and learning and development staff. Successful completion of this intervention at DWP enabled the focus to be changed for the final eighteen months of the project on an intervention based on the development and use of an LMI tool for Employer Engagement staff and Work Coaches which would represent a significant shift in roles and identities for these groups as interactions with employers were given greater significance – see section 3.4 for further details.

3.3.3 Transferability

Once the work with DWP on identity transformation through development and delivery of social learning programmes was completed, it was decided to adapt what we have learned through these processes by offering a generic MOOC which was open to everyone with an interest in the consequences for identity development of guidance, coaching and counselling staff of the changing world of work. The course, which is described in more detail in section 7.1, will initially be offered on the EMMA platform it is currently under construction and will be delivered in March – April 2017. The content will then be transferred to the EmployID Academy where it will be accessible to anyone wishing to incorporate the materials into their own training.

3.3.4 Sustainability stories and plan

The Long-term Vision of EmployID was that users would themselves 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. Hence the intention of the work on the social learning platform (MOOC 1) was to work with DWP employer engagement staff and learning and development staff and co-create material and to work together in facilitation of learning and development in the delivery of the programme, such that ideas about employer engagement and use of LMI to support staff and clients would be owned by employer engagement staff and used in their work with both employers and work coaches. In this the management of change strategy was successful and employer engagement staff took forward the development and adaptation of the LMI tool. The learning and development staff too started to use the ideas and skills developed in MOOC1 to feed into both MOOC2 and the use for learning and development of DWP's on-line learning support.

The intention of the work on the social learning platform (MOOC 2) was to work with DWP work coaches and learning and development staff and co-create material and to work together in the facilitation of learning and development in the delivery of the programme for work coaches, such that ideas developed in the programme would be owned by the work coaches and used in their work (evaluation shows this was largely achieved). Again the management of change strategy was successful and learning and development staff further developed their skills in MOOC2 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.

3.4 Labour Market Information tools

The EmployID project is working with PES organisations in the UK and Slovenia to develop tools and applications to provide access to high quality Labour Market information (LMI).

3.4.1 General overview

Access to high quality Labour Market Information (LMI) is a key priority for European Public Employment Services (PES). The evolving labour market requires employees to engage in a continuing skills acquisition process involving numerous transitions to different occupations and skills-sets. Persistently high levels of youth unemployment in south European countries challenge young people in what education or career pattern to follow. Technology is not only challenging the content of jobs, but is threatening the future of some occupations. At the same time, new jobs and occupations are being created. Job coaches or employment advisers have to work with clients, both those embarking in early careers or those in transition between occupations, in what skills they might need to acquire for future employment. While Labour Market Information is not the only factor in making complex choices, it is an important factor for many in planning their future training or jobs.

It is not just work coaches in PES organisations who need access to high quality and up to date LMI. PES employees responsible for liaising with employers also need information about national, regional and local labour markets. LMI is also important for developing strategies and policies for future skills development and in liaising with different agencies and organisations, from both public and private sectors.

In 2011, the European Network of the Heads of Public Employment Services recognised the development of LMI services as one of six key priorities for European PES organisations:

“Properly functioning labour market information (LMI) systems can be an effective platform for information, interaction and decision-making PES need to build up professional Labour Market Information Services (LMI), which must include tools to assess structural imbalance between skills supply and demand to enable an early diagnosis of skill gaps. They should also improve their capacity to anticipate future skill requirements (forecast capacity) using a mix of different methods at European and national level in a coordinated way, combining skill supply and demand forecasts with qualitative information on skills requirements.”

To develop quality LMI services, they identified enhanced access to quality data and the analytical capacity to analyse this data as prerequisites and said PES, as potential contributors, should be involved not only in the anticipation of skills needs, but also in the creation and dissemination of good practices. “This will involve better production and use of Labour Market Information Systems, and include policy functions and ensuring the relevance of education and training offers, migration policies and activation measures.”

3.4.1.1 Open data

Public data is increasingly being made available by governments and other organisations as Open Data. The European Digital Market web site explains they support open data for 4 reasons:

- Public data has significant potential for re-use in new products and services;
- Addressing societal challenges – having more data openly available will help us discover new and innovative solutions;
- Achieving efficiency gains through sharing data inside and between public administrations;
- Fostering participation of citizens in political and social life and increasing transparency of government.

In accord with EU and government policies, labour market information is increasingly being published through websites and data portals. However, this open data is not usually easy to use by employees in PES organisations. First, it is often contained in large databases or spreadsheets. These

are not suitable for use in daily practices for advising clients and developing skills strategies. Secondly, much of the data is primarily collected for economic and labour policy purposes and classification systems are more based on economic classifications than occupational categories. Thirdly, for helping clients, be they job seekers, those looking for courses or employers, economic data around labour markets needs to be combined and linked to data about education, training and skills. Finally, data is just that, data. To gain value from the use of LMI requires developing an understanding of its meaning in practice, in local, regional or national and increasingly international labour markets. We make a distinction between access to LMI as Labour Market Information and LMI as Labour Market Intelligence.

3.4.1.2 *Design and Development*

All these factors impinge of the design and development of LMI systems for PES organisations. However, there are a series of design and development processes and technical steps which are common for the design of a single instance of an LMI system:

1. Identify who needs access to LMI, for which purposes and practices and for which target groups of clients.
2. Identify what data each group of users ideally require.
3. Identify what data is publicly available and what gaps there are.
4. Design a data map and database structure and identify how the data is to be linked.
5. Download, transform and clean the data.
6. Develop Extract, Transform and Load systems (ETLs) for uploading data
7. Upload the data to a common database.
8. Develop tools and applications for querying the database.
9. Where, applicable, mash data from the database with data from other sources using open APIs.
10. Develop tools for visualising the data.
11. Evaluate and iteratively improve the LMI systems.

Although this describes a general design process, experience tells us that in practice there are significant differences between countries. PES practices and responsibilities are different. The availability of data and data formats varies greatly between countries. Although Eurostat publishes common LMI for all European Member States, based on the European Labour Force Survey, this data is not of a sufficiently granular level to be used by PES organisations. Beyond this, there are no common standards for collecting LMI. There is not, for instance, a common occupational classification system in Europe, or agreement on what data should be collected and how it should be published, even where there is a commitment to providing access to Open Data. Nor, in most countries, does the data come from a single agency or organisation and negotiating access to data can be problematic. Where governmental agencies collect detailed data, they may have legitimate concerns in providing access to that data over confidentiality and non-disclosure.

The design and development of LMI systems requires close collaboration between PES organisations and potential users and researchers and developers. In PES organisations, it requires collaboration between different departments. At a research and development level, it also requires an interdisciplinary approach, bringing together knowledge and skills about labour markets, careers

counselling and guidance, education and training systems, skills development, statistics, data and database development and computer interface design.

LMI can be used for different purposes and by a range of different employees in PES organisations. Systems can provide access to a wide range of different data including:

- Employment numbers in different occupations and geographical areas
- Unemployment in different occupations and geographical areas
- Pay by gender in different occupations and geographical areas
- Skills required for employment in different occupations
- Education and training opportunities and employment outcomes
- Occupational and industrial profiles of different regions and localities
- Skills shortages
- Future skills requirements and labour market employment needs
- Replacement demand in different occupations
- Job vacancies and apprenticeship opportunities.

Such data can be used by coaches and advisers to help clients take decisions on jobs, careers and training. It can also be used by employment advisers in understanding needs and opportunities in different sectors, and, when working with other organisations, it can be used for labour market planning and for understanding the need for future training provision. LMI can also be used for helping PES organisations plan future strategies and priorities for services for planning.

3.4.1.3 *Data sources challenges*

Guidance, counselling and coaching staff in PES as elsewhere are faced with a major challenge in offering career and employment advice and that is the world of work is changing rapidly and there is a mountain of possibly relevant information available. Choosing amongst data sources for LMI is challenging and general 'health warnings', applicable across a number of data sources, are outlined next.

3.4.1.3.1 *'Provenance' of data*

When considering any data set, it is helpful for any user to keep in mind information on how the data were collected (i.e. methodology) and why it was collected. This will enable an initial assessment as to the likely reliability of the data, and an initial assessment about its robustness. Questions to consider include:

- if the data were collected for a specific reason, what are the implications of the rationale of data collection for the coverage and reliability of the data set?
- what are the implications of the data collection methodology for the coverage/degree of detail available in the data set?
- what period does the data relate to?
- if the information is not current, but is being used as a proxy for the prevailing situation, is there any reason to expect that there have been substantial changes in the period since data collection?

In general, if the provenance of data cannot be established clearly (in terms of sourcing and timing) it is prudent to exercise a degree of caution in interpreting that information and translating it into intelligence.

3.4.1.3.2 *Classification issues*

Various classification systems (both standard and non-standard) are available. Users need to beware that:

Standard classification systems (e.g. Standard Industrial Classification, Standard Occupation Classification) *change over time* to take account of developments in economy and society. (This has implications for analysis of trends.) Some suppliers match ‘new’ and ‘old’ classification systems in order to produce consistent classifications/produce data series on a consistent basis. There is a tension between, on the one hand:

- pressures to resist changes to classification systems, in order to maintain comparability between data sources and over time (so enabling the generation of time series data); and, on the other hand,
- pressures to update classification systems to better reflect reality, address new ‘policy’ issues, etc.

A category name/label may not necessarily have the same coverage between sources – but there is a move towards ‘standard’ classifications and ‘harmonisation’ of classification systems (e.g. across the EU). Therefore, it may be appropriate to check the detail of classification systems.

(The issue of the same label encompassing different definitions of the same phenomenon tends to arise in circumstances when a particular issues rises up the policy agenda, and no universal standard is agreed or adopted – examples include definitions of ‘cultural industries’, ‘the knowledge economy’, etc.)

Non-standard classification systems might well seem attractive for a particular purpose, but difficulties arise when a system/facility draws together data sets/ information using different schemes, because of a lack of comparability.

3.4.1.3.3 *Boundary and ‘geography’ issues*

Some of the issues here are similar to those addressed under the ‘classification issues’, immediately above.

Boundaries of geographical areas may change over time. A recent key change in the UK was the shift from Standard Statistical Regions to Government Office Regions. Such boundary changes have implications for the generation of time series statistics. Some geographical areas are more ‘stable’ than others.

At sub-regional level, especially, the same ‘name’ can refer to *different geographical units* – e.g. Cambridge local authority district, Cambridge TTWA, etc. Often, users may bring together data on different topics from a number of sources adopting different geographical units.

Use of *non-standard geographies* poses a problem for a LMI facility/system because we cannot be sure of comparability between sources. Also, what one person thinks of as ‘area X’ may be different from what another person thinks of as ‘area X’.

When focusing attention on a particular region or local area, there is often a tendency for information users to ‘treat’ that area as an ‘island’ – cut off from the influence of cross-boundary flows.

3.4.1.3.4 Residence- and workplace-basis of information

This links to the issue of cross-boundary flows. It is important to know whether the data from a particular source refers to people living in an area (i.e. a residence base) or people working in an area (a workplace base). Sometimes indicators are compiled using a numerator compiled on one base, and a denominator compiled on the other.

3.4.1.3.5 Survey non-response bias

In any data based on a survey it is important to consider the possibility of any potential bias caused by non-response, together with the impact of such non-response for the robustness and quality of the data.

Social surveys often find that the most socially excluded sections of the population do not respond to surveys. So, the people most difficult to survey are those who are difficult to contact at home (because they are out or because they are unwilling to answer the door to strangers) and people who are alienated from the wider society. This is a particular problem, since these are the target groups for many government initiatives aimed at combating social exclusion.

Related to survey non-response bias are further issues of:

- *proxy responses* – In some surveys a member of the household may provide answers on behalf of other members of the household. Users need to bear in mind whether, and to what extent, the use of proxy responses has implications for the quality of the data.
- *recall error* – In some surveys respondents are asked to remember events over a period of time. This introduces the possibility of recall error.

3.4.1.3.6 Scope and coverage of administrative data

Often a key advantage of administrative data sets at successively more disaggregated geographical scales is that they provide complete coverage. However, the user needs to bear in mind that administrative data are collected for administrative purposes, and so reference is made to administrative definitions. As administrative definitions change, so does the scope and coverage of administrative data collected. This can create difficulties in generating time series data. Moreover, the effect of changes in scope and coverage of administrative counts can vary at different geographic levels.

3.4.1.3.7 Alternative information sources

In order to answer a particular question or examine specific topic of interest, there may be a number of different data sources to which a user can turn for information. While in some instances the sources will ‘tell the same story’, in other instances the details/trends may be contradictory. This may arise because different methodologies were used to collect information, coverage may vary, the concepts may be defined differently, different classification systems may have been used, the time period to which the information refers may be different, or the appropriateness of the analytical techniques used in manipulation of data may vary. If ‘the stories are different’ it does not necessarily mean that one source is ‘right’ and the other ‘wrong’, or that one source is ‘better’ than the other is. It may mean that further investigation may be necessary to try and find reasons for the differences.

3.4.2 Effects on Identity Transformation

The key to unlocking the transformational potential of LMI systems by PES organisations is based on how it is integrated within the individual and organisational practices. Both require and understanding on the meanings of data for future labour market structures and for jobs and careers

for clients. As yet, we have limited evidence of changing practices. However, for work coaches, the trails within DWP in the UK, suggest that the systems may help with both continuing professional development and assist in advising and coaching clients during interviews.

Similarly, there is some evidence that LMI may help those responsible for employer liaison in understanding sectors and industries, prior to meetings with employers. Additionally, at an organisational level there is some evidence that suggests that access to LMI may enhance cooperation between PES employees in different roles.

In terms of transforming professional practice, we are not suggesting that PES employees should become Labour Market Information specialists. The issue is how they can have sufficient access to high quality LMI in a way whereby it can be incorporated and thus improve their existing and future practices. Most, if not all, PES organisations already have some provisions for professional development around LMI and in a limited number of countries, such as Germany, have access to advanced LMI tools. The challenge is how to scale up provision of learning around LMI allowing employees to access an advanced understanding of the present labour market and future labour market trends and how these trends may impact at a local level. Our initial work in this direction has been through incorporating the use of LMI, and of our LMI tools, within two MOOCs run with DWP and a planned third open and public MOOC. A further stage will be to introduce opportunities for learning and meaning making directly within the LMI applications themselves.

Although, at the present stage of development, we have limited evidence, we have enough indicators to suggest access to LMI tools and learning about LMI may prove transformational for both individuals and organisations.

The EmployID project have adopted the development, implementation and evaluation of LMI services as a major area of project work and are currently working with both the UK Department of Works and Pensions (DWP) and the Slovenian PES around developing and piloting LMI applications. In addition to outlining our general approach to developing LMI systems, we provide more detail on the different instances for implementation in Slovenia in section 4.1.3 and the UK in section Labour Market Information Tool 6.1.2 .

Pending a final decision in February 2017 it is likely that the LMI app will be rolled out to thousands of DWP staff. The effects on identity development should be clear for the different groups. For employer engagement staff access to (and ease of updating of) LMI data means that they should appear and indeed be more professional in their dealings with employers and in support they offer to work coaches. For work coaches access to LMI data through the app means that they should appear and indeed be more professional in their dealings with clients and it should enhance opportunities for collaborative learning and development. The 2017 roll out will be fully evaluated.

3.4.3 Transferability

The development and use of an LMI tool for employer engagement staff and work coaches represents a significant shift in roles and identities for these groups as interactions with employers become increasingly important and relations with clients also become more influenced by application of LMI. The use of the LMI tool in DWP will be fully embedded in 2017. The next challenge will be to support other European PES in developing and making use of such applications. Even where availability to LMI is already good, guidance, counselling and coaching staff may need support in how to use such data effectively in practice.

3.4.4 Sustainability stories and plan

The long-term Vision of EmployID was that users would themselves 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. This has been achieved with the development and application of the LMI app within DWP. DWP employer engagement staff, work coaches and learning and development staff co-created the app. The staff are now in the process of taking full ownership of the app. Once again for each of the three groups involved (work coaches; learning and development staff; and employer engagement staff) there was evidence of identity development as their work roles and identities evolved.

The plan for sustainability is dependent upon successful implementation in the UK and Slovenia and will be put in place in mid-2017. Interest in the development remains strong following dissemination events. However, it is worth highlighting that several issues have arisen in the development, piloting and evaluation phases which are worthy of some discussion.

One of the major criticisms of the Coach Central application is the lack of local data. This is simply because the sample size in the major surveys is not sufficient to produce meaningful data for each occupation at a local level. Although Slovenia produces more local data, it is likely that this will continue to be a problem in other countries were we to attempt to implement LMI systems. There are three potential solutions:

- Persuade statistical agencies to increase survey sample sizes. This is unlikely in the present financial climate.
- Use web scrapers to augment data with other sources. This appears a promising approach.
- Augment official data with data gathered from ‘the crowd’ – for instance from local PES employees. Once more this appears a promising approach.

The problem of lack of data also applies to lack of job vacancy notifications. Only in a very few countries are employers required to advertise vacancies through official PES agencies. Often PES job vacancies are skewed towards low paid and public sector jobs. Once more the answer would seem to be to use web scrapers to gather data although this may have copyright implications.

The other major issue emerging is around (informal) learning and how to move from Labour Market Information to Labour Market intelligence. We have argued in the past that LMI systems form a boundary object and that in engaging in these systems new knowledge is created as PES staff cross boundaries. Although we would still concur with this assertion, there seems little doubt of the need for more formal learning around LMI.

The pilot MOOCs with DWP have shown promising results and could probably be sustained given an organisational commitment. However, ideally we would like to see online learning opportunities embedded through the system, so ‘byte-sized’ learning episodes could be contextually triggered when needed.

We also believe that learning can take place through peer to peer questioning and dialogue. Unfortunately, it has proved difficult to build such systems into Coach Central due to DWP security concerns. The Slovenian LMI systems is embedded into the existing reflective community platform and therefore offers great potential for designing such interfaces for learning.

3.5 Facilitation & Learning Analytics

As outlined in Y2 book and in the EmployID Conceptual Framework, the EmployID approach is activity-centered as it views the main area of interventions on the activity-level (instead of instructional pathways or similar). In our project, for supporting facilitation we follow three strands of activities:

- **Inform users about possible social roles and their activities.** As neither target users nor the organizational context are familiar with social learning and facilitation, guidance is

importance to outline possible roles that can be flexibly assumed and activities of such roles. This has been found of particular importance in the case of the reflective community (see section 5), but also as part of Peer Coaching sessions (see section 6).

- **Identify skill requirements and possible training interventions.** Preparing individuals for effective facilitation activities is a goal of EmployID training activities. In this regard the peer coaching trainings have considerably supported facilitation capabilities amongst learners.
- **Inform research activities.** Finally, from a (design-based) research perspective, these activities provide a common foundation across the different interventions and approaches to social learning. They underlie the content coding approach to analyse facilitation activities and their dynamics in a social network. Therefore a facilitation coding scheme was developed and will be applied to understand facilitation and social learning via the EmployID interventions.

3.5.1 *The analysis scheme*

The starting point for our analysis of facilitation and learning in a social network was a model on interaction and collaboration in asynchronous discussions by Murphy (2004) which was applied by Rodrigue et al. (2012) to analyse an asynchronous learning community.

The model conceptualises collaboration on a continuum along six processes starting with social presence and ending with the production of a shared artefact. The reason why we found this model to be especially interesting for our purposes was that it investigates:

- 1) facilitating and supporting interaction amongst learners along this continuum as well as
- 2) the evolving of intensified collaboration where learnings start reflecting based on individual statements from others, and then move to collaborative co-constructing of new meanings and ideally creating artefacts of this new meanings.

Analysing this model in the context of our PES, we identified stages and activities that would need to be added, like presenting the lessons learned to the outside or providing technical assistance.

We created an adapted version of Murphys (2004) model, defined activities for each of the main processes in this model and created a code book in an iterative process on how to apply this scheme when analysing asynchronous discussions.

The result of this development process is the EmployID facilitation coding scheme which consists of 7 processes (see the following figure).

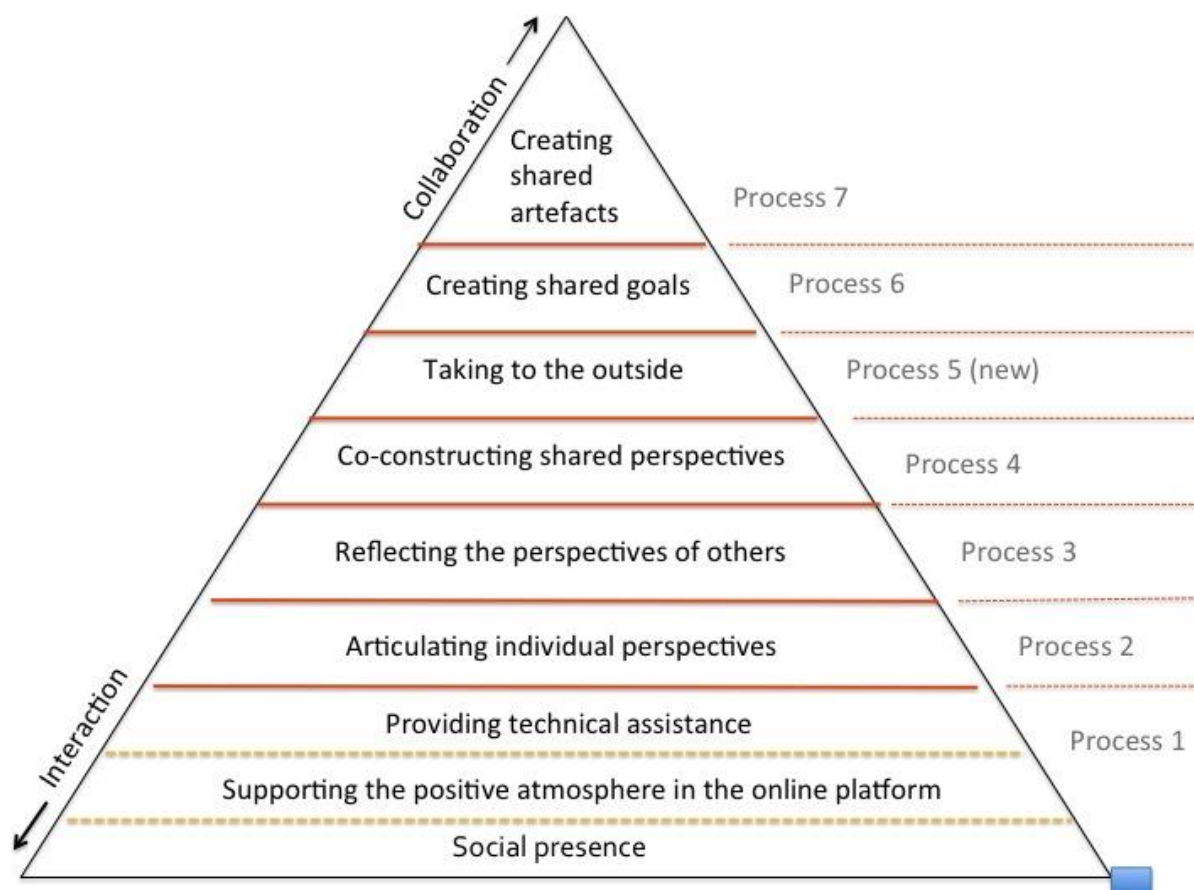


Figure 16: Facilitation & collaboration processes for analysis in EmployID

We expanded process 1 “Social presence” from Murphy’s model by stressing two more aspects “Supporting the positive atmosphere in the online platform” and “Providing technical assistance”, as we think that all three of these aspects are important to establish the fertile grounds for further collaboration in social learning platforms.

And we added a new process “Taking to the outside” which encompasses activities that are related to the intention to share the newly gained knowledge with people outside of the social learning platform (eg. with colleagues) or the intention to apply the newly gained knowledge (e.g. with clients) , as well as reporting back to the other learners about the usage of the knowledge outside of the learning environment.

Each of the main processes contains a sub-set of activities, which are listed as follows:

Facilitation Process	Activities related to this process
Social presence	Encouraging contributions from others
	Expressing feelings and emotions (not related to the learning platform and/or community but to what the learner experienced outside the platform)
	Encourage participants to network with others
	Reassuring any worries, offering help and understanding

	Sharing (factual) information about oneself
Supporting atmosphere within platform/ community	Simple expressions of politeness
	Complimenting/expressing appreciation towards other participants and contributions
	Expressing feelings and emotions (related to the learning platform, community and/or learning content)
Supporting usage and technical assistance	Articulating a general problem (technically, usability)
	Providing assistance/solutions concerning technical problems and usage questions
Articulating individual perspectives	Statement of personal opinion or belief, advice and experiences without reference to perspectives of others; Referencing on learning content without reference to perspectives of others
	Stating goal or expectation regarding the participation in the learning platform, the course, the module
Co-constructing shared perspectives and meanings	Asking for clarification/elaboration of perspectives and meanings, asking for feedback or advice
	Sharing advice, providing feedback as a response to someone's request/question
	Summarizing and analysing shared perspectives
	Coordinating/moderating perspectives
Presenting learning to the outside	Preparing presentation to the outside
	Reporting back from presentation to the outside
Building shared goals and purposes	Proposing a shared goal
	Contributing towards defining a shared goal
Producing shared artefacts	Producing document or artefact (by group members)
	Guiding the creation of shared artefacts

Table 1: Facilitation and collaboration processes in social learning platforms

As indicated above the development of this model took place iteratively. Starting from a 1st version of the model that was based on literature review and our experiences with PES, we applied it to analyse small parts of the more than 1000 comments that were shared between the learners of MOOC2 in DWP and based on these practical experiences continually adapted the coding scheme and the code book based on our lessons learned. This process is shown in the following figure:

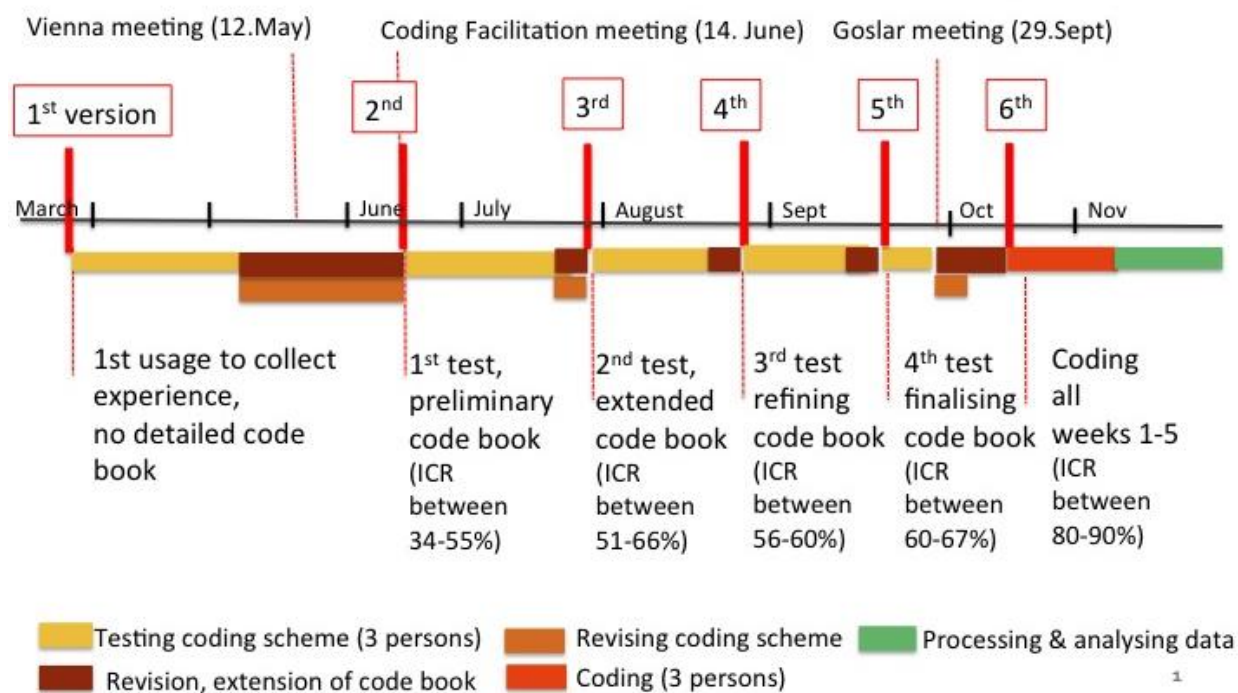


Figure 17: Development steps of the facilitation coding scheme

What can be seen from Figure 17 is that the coding scheme as such was well applicable after the first iterations, with only one change that was applied during the last iteration in October 2016, where we combined two sub-codes into one to simplify the scheme.

But it took 6 iterations to describe the codes and sub-codes in a such a precise way in the code book that it was understood and applied the same way by different coders. Involved in this iterative development process were three coders. There were always two persons involved in the coding of a selected part of the MOOC comments, and one person who joined the discussions after the codes have been applied to objectively discuss potentially different codes applied, improvement of coding scheme and code book.

To provide an example of the challenges we faced during the iterative fine-tuning of the coding scheme and code book: In the coding scheme there is one sub-code which is called “Extending and improving the ideas of others” as part of process 3 and one sub-code “Sharing advice, providing feedback” as part of process 4. While the first code was applicable to comments, where learners reflected and added to an individual statement of another person”, the second code was attributed to comments that were given as an answer to a specific question or formulated in a way that it addressed several persons and not only one. Only when practically applying the coding scheme and discussing different reasons to assign codes, this clear distinction could be formulated and documented in the code book.

3.5.2 Objectives of the analysis

In the Y2 book we presented a chapter on social learning in the work place. We said that social learning is not something, which can be done to people. Instead an approach to social learning has to be based on facilitation of social learning processes with organisations and within Communities of Practice. We shortly introduced Murphys (2004) model of social learning, also as a template for social learning processes that could inform our work. One basic proposition of this model is that

sheer interaction amongst learners does not necessarily imply that learners are constructing knowledge or engaging in higher levels of thinking. Thus ideally social learning should go beyond social interaction to include knowledge construction. Learners must negotiate meaning or modify their ideas in response to feedback from others in order to integrate their prior knowledge with other learners' ideas and co-create new knowledge (Garrison et al. 2001, Savery & Duffy 1995). This concept is said to be important for both, computer mediated as well as face-to-face learning situations. In computer supported learning and asynchronous online discussions, facilitation and peer facilitation has been proposed as a means to encourage a greater degree of interaction. Research has shown that the support of dialogue with minimal shaping of the course of the discussion is as a significant determinant of student satisfaction (Ladyshewsky 2013), perceived learning (Garrison & Arbaugh, 2007), and sense of community (Phirangee et al., 2016). But at the same time there are calls for more research on facilitation (Clarke & Bartholomew, 2014; Ng et al., 2012) to delineate the actual types of facilitation techniques that encourage interaction and knowledge construction in asynchronous online discussions.

This is where our work comes in, and as facilitation is a key concept in professional identity transformation processes we want to fill this research gap.

The analysis of asynchronous discussions of PES practitioners in: 1) DWP as part of MOOC2, in 2) CES as part of the online social learning course on peer coaching and in 3) ZRSZ as part of the reflective community platform, will shed light on the applied facilitation activities by both moderators and peers. It will increase our understanding about the dynamics of applied facilitation techniques, e.g. how is facilitation and learning taking place at the beginning, the middle, the end of the course. We will analyse facilitation activities together with the degrees of interaction, observing if participants start to reflect on each other's view point and negotiate different meanings. The setting of our project will also allow us to investigate how facilitation activities differ in the three interventions named above and what could we learn from these differences also with regard to the impact on identity transformation and perceived usefulness of the course. Unlike most research our insights will derive from social learning settings at the workplace, where existing research studies are even more difficult to find. But our aim is not only to inform research. If we achieve a better understanding of facilitation activities in social learning, we can also inform practice on how to stimulate higher levels of interaction and learning in computer supported environments.

At the time when writing this report we are in the phase of analysing and writing up results from the analysis of the MOOC2 discussions, which will be published in a peer reviewed journal in 2017. In 2017 we will also continue with the analysis of asynchronous discussions in the reflective community platform and as part of the peer coaching online course and start to compare and synthesis the results.

Looking into the future, the collected data from the manual content coding could also inform processes of machine learning, as a preparatory step to integrate the analysis of facilitation and levels of collaboration as part of a learning analytics instrument.

3.5.3 Learning Analytics

As we have previously reported, despite the continuing interest in the potential of Learning Analytics in formal educational institutions, Learning Analytics, has made only limited impact for learning in the workplace and still less in Public Employment Services.

The reasons for this are myriad. Universities and schools have tended to harvest existing data drawn from Virtual Learning Environments (VLEs) and to analyse that data to both predict individual performance and undertake interventions which can for instance reduce drop-out rates. The use of VLEs in the workplace is limited and "collecting traces that learners leave behind" (Duval, 2012) may fail to take cognizance of the multiple modes of formal and informal learning in the workplace

and the importance of key indicators such as collaboration. Ferguson (2012) says that in LA implementation in formal education: “LA is aligned with clear aims and there are agreed proxies for learning.” The most commonly agreed proxy of learning achievement is achievement of outcomes in terms of examinations and assignments. Yet in the workplace, assignment driven learning plays only a limited role, mostly in formal courses and initial vocational education and training.

Workplace learning is driven by demands of work tasks or intrinsic interests of the learner, by self-directed exploration and social exchange that is tightly connected to processes and the places of work (Ley et al, 2015). Learning interactions at the workplace are to a large extent informal and practice based and not embedded into a specific and measurable pedagogical scenario.

In present Learning Analytics developments, there appears to be a tension between measuring and understanding. Pardo and Siemens (2014) say “learners are central agents and collaborators, learner identity and performance are dynamic variables, learning success and performance is complex and multidimensional, data collection and processing needs to be done with total transparency.” This poses particular issues within the workplace with complex social and work structures, hierarchies and power relations.

Despite these difficulties we remain convinced of the potential value of Learning Analytics in the workplace and in Public Employment Service organisations. If used creatively, Learning Analytics can assist learners in monitoring and understanding their own activities and interactions and participation in individual and collaborative learning processes and help them in reflecting on their learning. Furthermore, LA offers a potential approach to gaining rapid feedback to trainers and learning designers and data can be a tool for researchers in gaining a better understanding of learning processes and learning environments.

There is some limited emerging research into Workplace Learning Analytics and Social Learning analytics which offer at least pointers towards developing on such potential. Social Learning Analytics (SLA) can be usefully thought of as a subset of learning analytics approaches. SLA focuses on how learners build knowledge together in their cultural and social settings, taking into account both formal and informal learning environments, including networks and communities. Buckingham Shum, S., & Ferguson, R., (2012) suggest social network analysis focusing on interpersonal relations in social platforms, discourse analytics predicated on the use of language as a tool for knowledge negotiation and construction, content analytics particularly looking at user-generated content and disposition analytics can be developed to make sense of learning in a social setting.

Such an approach to Social Learning Analytics links to the core aims of the EmployID project to support and facilitate the learning process of PES practitioners in their professional identity development by the efficient use of technologies to provide social learning including advanced coaching, reflection, networking and learning support services. The project focuses on technological developments that make facilitation services for professional identity transformation cost-effective and sustainable by empowering individuals and organisations to engage in transformative practices, using a variety of learning and facilitation processes.

It should also be noted that although Learning Analytics has been linked to the collection and analysis of ‘big data’, MacNeill (2016) stresses the importance of fast data, actionable data, relevant data and smart data. LA, she says, should start from research questions that arise from teaching practice, as opposed to the more common approach of starting analytics based on already collected and available data.

Learning Analytics has been the subject on ongoing discussion in the EmployID project and particularly with the PES organisations. Although a number of PES organisations are interested in the possibility of adopting LA, it is not a major priority for them at present and they are aware of

the constraints outlined above. Our initial experiences with sentiment analysis confirm this general interest as well as its limitations with public organisations. (see Appendix for abstract). It also became apparent that there were major overlaps between the Social Analytics approach and the tools and approaches we have been developing to evaluation. Our work in evaluation encompasses looking at interpersonal relations in social platforms, discourse analytics based on the EmployID MOOCs as well as learners own mapping of their progress through the self-assessment questionnaire.

We recognise that this data can be valuable for PES employees in supporting reflection on learning. But rather than seeking to develop a separate dashboard for reporting on data, we are attempting to embed representations of learning within the context in which the learning takes place. Thus, the social platform allows users to visualise their different interactions through the platform. Other work, such the facilitation coding scheme, does not yet allow real time analytics. But if proven successful as a research approach to understanding and supporting learning, then it could potentially be automated or semi-automated to provide such real time feedback.

We further recognise the importance of developing research and practice in Workplace Learning Analytics. To that end, the EmployID project is working in conjunction with other organisations and is a founder member of a new European network on WLA. Following two workshops, the network has developed a European COST network funding application.

4 Enhancing horizontal and vertical collaboration (ZRSZ)

4.1 Scenario

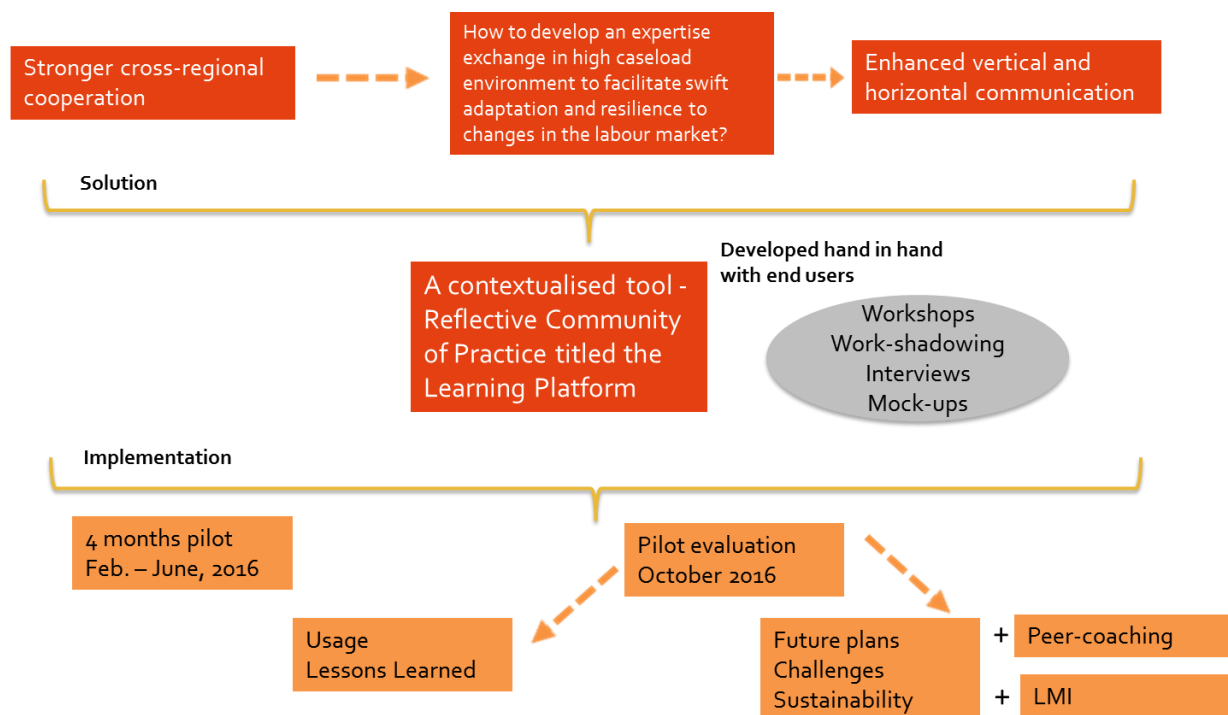


Figure 18: Overview of the ZRSZ scenario

In the first year, we have reported on the process of identifying the ZRSZ needs and challenges, which were summed up in one overarching challenge to enhance vertical and horizontal communication of the ZRSZ employees (namely communication between displaced colleagues). In the year 2015 a joint (the EmployID project with the end users) search and decision on the solution was made to develop a contextualised tool- reflective community of Practice (titled Learning Platform), which would address the challenge.

In 2016 we have implemented a four-month pilot trial and evaluation of the reflective community of Practice usage. Through the tackled challenges we have learnt valuable lessons on how to effectively incorporate such a tool into a high caseload environment. Furthermore, upon raised awareness of the benefits the Community provides as well as upon the need not to disperse other tools developed within the EmployID, Peer-Coaching On-line Course was transferred from the EmployID Academy to the community platform; same is planned for the Labour Market Information (LMI).

4.1.1 Reflective Community

4.1.1.1 Adapting the reflective community towards ZRSZ needs and requirements

Before launching the community of practice platform in February 2016 we ran several user workshops and check groups to investigate how the concept of communities would work in the domain of public employment services, gather requirements and test out the platform. We described the process in D[2-9].5 and this section is a brief summary enriched by the activities in 2016.

As described in the year 2 deliverable, the workshops uncovered a need for support of horizontal and vertical communication within the organization. Counsellors reported that they would like to have more opportunities to talk with others about their own experiences and how to better help clients. After deciding on a community of practice platform to support this needs of horizontal and vertical communication as well as informal learning, we start developing a first prototype. We focused both on functionality to allow for peer exchange about various topics, as well as group functionality to allow different job roles to have a possibility to group the discussions concerning their job role. Additionally, to support informal learning at the workplace we implemented different features to stimulate reflection at work like prompts and questions (see also o).

That prototype was tested by a check group who had a trial period of a few months to check the features of the reflective community platform. In two workshops we discussed which features did not work both technically and from a perspective of whether the feature helps them in their daily work. Afterwards we fixed technical issues in the software and adapted several features, and started the process of setting up the community platform for the launch together with all required organizational procedures.

During the launch workshop in February 2016, participants could already register on the reflective community and have a first hands-on session. From the point of the workshop, the community of practice was live and workshop participants could invite their colleagues to join them on the platform.

In the first weeks we scheduled several facilitation activities to get users into actively participating in the discussions. For example the reflective community platform was used as a discussion location to prepare to an internal training exam. Additionally, we planned a list of various topics of the month, to highlight important matters to be discussed in the organization.

In July 2016, we conducted an evaluation based on interviews to further improve the reflective community platform on both the technical level and also the integration in the organization. The results of this evaluation are also being discussed later in this chapter (see 4.2.1).

4.1.1.2 Implementing the reflective community

After multiple workshops in year 1 of the project and two workshops with test groups in the second year, we launched a five months reflective community of practice pilot in February, 2016 with an introduction workshop. Upon the ZRSZ management decision, the introduction workshop comprised of a section in which the concept of communities of practice were introduced to 18 counsellors for youth, as well as a hands-on session in which participants could try out the community platform for the first time and already use it. At the face to face session, the participants created a common group dedicated to challenges faced when working with young unemployed people. This way we could ensure that participants got acquainted with usage and potential benefits of cooperating on the reflective community of Practice and to introduce the non-obligatory concept of participating.

Partners from ZRSZ took over the role of moderators on the community in order to motivate, encourage, and show by example how to cooperate on the platform in terms of content share.

Despite the face-to-face session, the transfer of users from being readers (this meaning that they only read the moderators' posts) to actively participating on the platform by posting or replying to the posts was a quite challenging task and demanded a thorough content and time planning of moderators' activities. Therefore, moderators were heavily involved in supplying content to the platform the whole time of the four-month pilot phase, so that users could engage in reading work related topics when they visited the platform each week. These included posts in the created group as well as our Topics of the Month (see also 3.1.2.1). Especially during the first phase, users were also asked via email to contribute to some of the discussions in order to raise activity. Participants

created a group dedicated to exchange knowledge on the ZRSZ internal exam, which did not engage in any activity.

The project partners involved in the development and launch of the reflective community of practice identified the need to meet on-line weekly in order to facilitate the work of the ZRSZ partners/moderators. These facilitation planning meetings were held throughout the whole pilot phase giving an opportunity to all partners to follow the progress and challenges of active participation of both participants and moderators.

In April, after two months of pilot runtime, it became evident that some participants felt very confident replying to posts and thus sharing experience, while others remained readers. Therefore, the moderators had to address the need for expanding and engaging new co-workers to the platform. In this phase additional 65 counsellors working with long-term unemployed were invited to join the Community. A special group was created for them by the organisers of the visits. Not all invited joined the Community and the created group attracted seldom conversations; nevertheless, those who did took over the initiative to join the Community, created their own open common group intended for debating counselling the Long-term unemployed. The group is at the time of writing this report still sporadically active. The topics shared in these two groups attracted several new participants who registered to the Platform without direct introduction in order to get acquainted with the content on the Platform.

We experienced the next boost of shared posts in the beginning of May as the EmployID partners held a one-day face to face training on Peer coaching and the next two Topics of the Month publish continued to discuss the theme. The covered topics confirmed that the participants deemed peer coaching skills as highly useful for their work.

After the pilot phase and during summer break we have experienced lower participation. Still, the participation raised in the beginning of September as employees at the Central Office created groups, which functioned as shared space for supporting the work of closed working groups. For example, groups for New services at the Contact Centre and Short Modular Workshops. Some of the colleagues published diverse information material in the group intended for all members of the Community.

During the second week of December a question-answer session with an expert of drug-related employment problems was conducted. Users were invited to phrase their questions to the expert on the Platform, and then an expert answered the questions in a fixed time frame. Although some users preferred chat over a forum-style interaction for this, the feedback from counsellors was positive and many asked for similar events in the future. Also, usage statistics showed that a lot of users were interested in this activity with 29 new registrations just for this event (more on the lessons learned in section 4.2.1).

In the same period Department for Human Resources expressed a wish to launch a so called “mentoring scheme” on the community. These are groups in which mentors would present their expertise, relevant for the organisation but not necessary to the concrete post; and where mentees would have a chance to present their queries. First theme covered will be “health at work”. The scheme will be launched in the first half of 2017.

All through the pilot phase and afterwards, the moderators daily or weekly implemented several activities to keep the discussions alive, such as: posting relevant up-to-date topics in the groups or as the topics of the month, cooperating closely with counsellors on the up-to-date topics, replying to answers, posting reflective or motivational questions, inviting colleagues personally to share content and experience, informing on the usage (e.g. “help desk”), introducing the reflective community platform to different departments, including the usage of the platform into the ZRSZ strategic documents; and updating management on the frequency of the usage.

Beside active facilitation of the activities on the platform, the project kept on developing the on-line Peer Coaching Course. As mentioned above, after getting the feedback that employees identified the peer coaching content as useful for their work and at the same time having multiple different software systems at work place is hard to manage. We found as well, that employees at ZRSZ will appreciate much to have services and content delivered EmployID on one tool platform rather than different tools (see the “yet another tool problem” in the year 2 deliverable). Thus, we opted to merge the upcoming peer-coaching course into the reflective community of practice. As both platforms were hosted on WordPress, this merger was rather easy to achieve. This way people can use the platform they already know, and we can possibly get users who are just using community features also interested into peer-coaching and vice-versa.

4.1.1.3 *Most exemplary discussions*

To give an impression of conversations inside the community platform, we provide one illustrative example here:

Example 1:

Question: The starting question: “How do you act when your clients are becoming less motivated when they keep receiving negative replies from potential employers? Personally I try to direct/motivate them for activities they could be interested, e.g. inclusion in workshops, interesting events, registration on employment portals, networking, voluntary activities...”

Answer 1: “When a job seeker has a good feeling about the job interview and is not selected, I try to explain that this does not mean that they would not be good enough for the job, but that the employer might “connect” better with someone else. The selection of candidates always depends on some subjectivity. Sometimes together with the client we check how employers are perceiving their applications (CV, motivation) and personal introduction. As well as the differences between what client wants to explain and what employer understood.”

A2: Moderator’s input: “...provide a source/link from an author Lily Herman for how to preserve motivation for job search when long-term unemployed. And additional advises combined with links to the PES Slovenia Vocational Career Guidance tools.

1. Note all job-search activities...
2. During the waiting period stay occupied with different activities e.g. sport, walks, on-line courses...
3. Realistically estimate the time in which employers should provide you feedback on the job search....
4. Stay in touch with your friends...
5. If needed, find help at doctor or a therapist ...

Could some of these advices be useful for your work?”

A3: Clients willing to accept help, building trust: “All moderator listed above is useful ☺ , important is that the client allows to accept our “help”. /.../When we establish a relationship, when a client trusts us, when we believe in a client; it is much easier to “lift her/his moral”. I often derive from my own personal experiences, which I encounter at work”

A4: Using coaching method to motivate: “Decrease of motivation as a consequence of disappointment over the labour market circumstances happens often. /.../clients get stuck in vicus circle /.../in these cases even a small change can be very useful and can have outstanding effect. E.g. inclusion in workshops, career-guidance e-tools. I approach these clients bit differently (as they would expect or they are used) I surprise them with a question like Miracle question or raising

awareness of negative beliefs and changing them. Lately I try coaching techniques ☺ in sense of offering the support with the right questions, so they search for solutions, possibilities, exits on their own... Often I encounter lack of motivation to which clients got used to /... /these clients are more difficult to be motivated. How do you approach in such cases?"

Example 2:

Q: The starting question: "We are already discussing about how to deal with clients who do not have their own transport. But I just recalled immediately another argument: "There are no jobs" In such cases I try to encourage my clients to think of 3 people who recently found a job, which is usually enough that the conviction loses its power. Then we run into the BUT word. I am interested in your approaches. What do you recommend as a solution out of your experiences?"

A1: Counsellor's experiences: "I have just remember, what I said to a client, who was convinced that there are no jobs. /.../I told her that there might be no jobs, but there is always work. Sometime short term employment (3, 6 months) can lead into longer one. But there will always be an opportunity for a good worker. /.../ If anyone says that 50 km commute is too far I always serve them my own experience when I was daily commuting for 122km and no one asked me why and how. Work was there and if you want it...lots needs to be done for it."

A2: Moderator's input – A coaching questions: "A great topic! My first thought is: what one gains, if she/he thinks like this and is strongly convinced, that there are no opportunities? From what kind of feeling this conviction protects her/him? How good examples do not convince them the opposite? What do you think?"

A3: Confirmation and encouragement: "Moderator, I agree, the point is in convictions. Convictions are drivers, motivators....and these are long-term unemployed biggest challenges. Here counsellor's work starts. First awareness, then changing and pro-activeness...step by step. It is a process, but it pays off☺"

As can be seen in both examples, counsellors use the reflective community platform to discuss issues they experience in their daily work. Both scenarios shown here have been also mentioned during site visits and those are not just two random examples, but instead those are real issues as there is not one golden rule how to solve the issues. Both examples deal in the broader sense with the topic of how to motivate clients.

In the first examples we can see in answer one that the person is referring to her own experience to explain the situation. In the third answer in that example is starting to reflect with adapting the moderators input to her own situation.

In Example two we can see in answer two that the person is helping clients through her own story and reflecting on it that it helped her commuting a longer distance for a job. In the third answer, we see the person adapting the answer of the moderator to her own practice and putting the knowledge into a small process.

4.1.2 Peer Coaching

Upon a multiplication workshop carried out at the ZRSZ in Slovenia in 2015, the need for training and supporting a special group of PES practitioners at ZRSZ with coaching skills was identified. Consequently, a group of Counsellors for young unemployed was trained in peer coaching to provide them with coaching skills such as active listening, powerful questioning and emotional awareness to enhance their training and facilitate their work with each other and their clients. Peer coaching was conceptualized to support colleagues, but in this case the main focus was on skills for peer coaching and coaching to exercises coaching activities and to strengthen participant's skills

for working with clients. The kick-off workshop took place in May 2016 and was planned to be followed by the three weeks online-course on the EmployID Academy in English language. At almost the same time peer coaching was introduced to PES Croatia that was followed by a translated online course in peer coaching. Since there was no experience yet in how the Academy works with a large number of users the Croatian course run first to have resources bundled.

Taking into account the outcomes of the online course in peer coaching at the PES Croatia as well as above mentioned identified need to train counsellors for young unemployed, the project partners jointly decided to translate the on-line course in peer-coaching in Slovenian language in order to be available to all employees at the ZRSZ and transfer it from the EmployID Academy to the reflective community of Practice (for more details see Chapter on reflective community).

The course was finalized and ready to be used by mid-December. Due to the Season Holidays and envisaged unemployment raise in the beginning of a new calendar year, the launch of the course was postponed to mid-January, 2017.

4.1.3 Labour Market Information Tool

Although discussions have been taking place with the Slovenian PES about LMI since mid-2015, development began in earnest in early autumn, 2016. In contrast to the DWP development, there is no existing database on which to develop an LMI App. Given the knowledge of the time and resources it had taken to develop the UK LMI for All database, a decision was taken instead to base the Slovenian application on publically available data, underpinned by the Slovenian policy of providing Open Data. This decision was also taken in considering a future sustainability strategy for developing LMI applications and the need for such an approach to use relatively modest resources. As in the UK, there have been lengthy discussions regarding the different data needs of PES employees and how these needs might be met. It has been decided that rather than building a stand-alone application, the LMI will be accessed through the reflective community platform utilising a new Wordpress plug in (see section 3.1.2.3).

In the initial stage, different datasets were identified and downloaded from the Slovenian Statistical Agency's data portal. A database map was drawn up showing the links between the different datasets. The data has been cleaned and normalised and loaded into the reflective community platform database. Present work is focused on developing a query interface and visualisation of data. It is planned to launch the data tool in spring 2017.

4.2 Lessons learned

4.2.1 Reflective Community

The evaluation of the reflective community platform is based on multiple methods: conducting interviews, quantitative analysis of log data, content analysis based on content coding.

The detailed evaluation report can be found in the appendix of this document. In the following we highlight the most important outcomes with regard to supporting horizontal and vertical communication as this had been identified as a core objective for ZRSZ. In addition, the findings help us understand the acceptance, potential drivers and barriers of this new form of social online learning in ZRSZ.

4.2.1.1 A short introduction to the evaluation instruments

- Logging data from the reflective community platform tracked participants' activities in the reflective community platform. The data helped to understand the involvement of the continually growing number of learners with the platform and the development of their contribution behavior over time. All data used for evaluation was anonymized.

- Interviews with 15 platform users that were conducted 5 months after the launch of the reflective community shed light on the usefulness of the platform. Interviewees spoke about potential benefits and barriers, which need to be addressed in future facilitation activities and adaptations to the platform. We deliberately included different types of users in the interviews, to get feedback from heavy users, occasional users and users who don't use the platform at all. The interviews were conducted on one day by two interviewers each accompanied by a translator (to account for interview participants how preferred to answer in Slovenian). A semi-structured question guideline has been developed beforehand and it was used during the interviews as needed (e.g. some questions were skipped if users indicated that they didn't use the platform). This allows more flexibility in terms of exploring user behavior and viewpoints, as well as somewhat comparable interview results as the area of questions is similar across all interviews, but it allows interviewers to dig deeper in some areas (in comparison to a structured interview).
- Pre- and post-self-assessment questionnaires (see Appendix E) provided in the quiz plugin of the platform (see section 3.1) aimed to track changes in activities and attitudes related to reflective and collaborative learning, which are important success factors for professional identity transformation. They were distributed to participants online directly after registration to the platform and then continually in intervals of 8 weeks. As the participation in these questionnaires was on completely voluntary basis, respondent's rates were low and response behavior diversified, with some learners filling in only one questionnaire (either at the beginning or after a certain time of involvement), while others were filling it in twice or even three times. During analysis we grouped responses into pre-questionnaires (those that were filled in at beginning of involvement) and post-questionnaire (those that were filled in after being registered to the platform form at least 2 months). Then we matched the 22 pre- with the 32 post questionnaires, which resulted in 12 uniquely matched responses only. A large number of participants had either filled in the pre-questionnaire or post-questionnaire only. As these numbers are too small to make some generalizable, statistically valid statements, the results can be found in the detailed evaluation report in the Appendix F but are not part of the overview in this section.
- The feedback questionnaire collected formative feedback about the usefulness of the platform for practitioners' daily working practice 5 months after the platform launch. This questionnaire was filled in by 22 participants and most important results are presented in the matrix below.

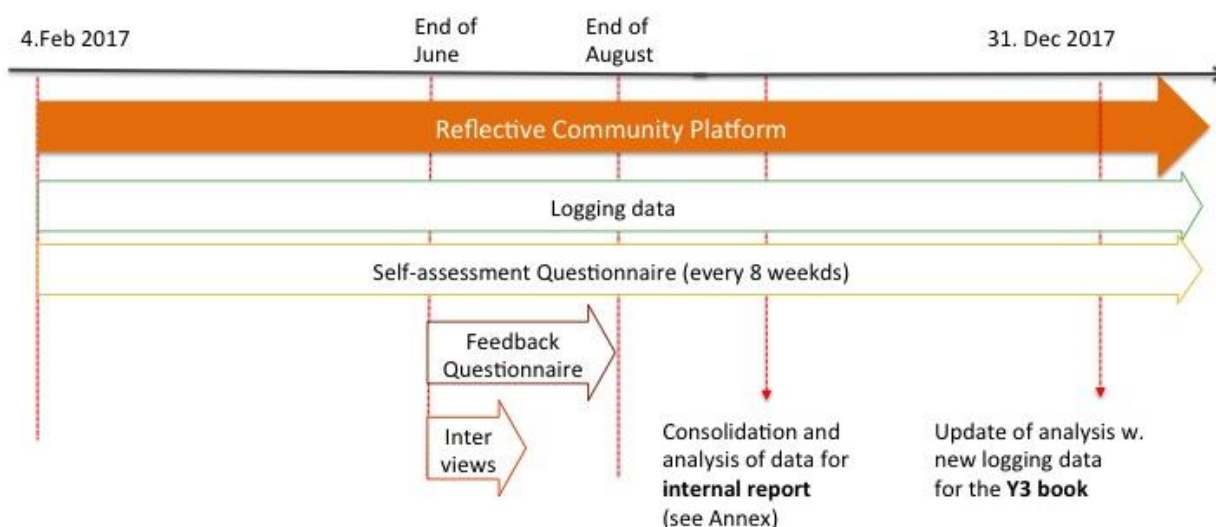


Figure 19: Timeline of evaluation activities for the reflective community in ZRSZ

Another source of information is the content posted by the participants directly on the platform. To avoid a loss of information due to translating all the posts written by counsellors, we are working with two Slovenian students who both speak English. In a training phase the core research team is teaching them how to use the content coding scheme. They are currently being trained in our content coding scheme for texts containing reflection (Michael Prilla, Nolte, Blunk, Liedtke, & Renner, 2015). After this training phase they commence coding the entire set of posts from the reflective community platform. Currently we expected to finish training in February 2017 and then we begin the coding of the real content. We hope to get deeper insights into the if, when and how reflection evolved in the reflective community.

The following evaluation matrix gives a condensed overview of the main indicators for identity transformation that we have been able to identify so far from the different evaluation data sources. As the community is continuously evolving the matrix does not yet include any long-term indicators.

4.2.1.2 Evaluation Matrix for the Reflective Learning Platform (ZRSZ)

Background information on the Structure of the Matrix: The evaluation matrix summarizes evaluation results on two levels: 1) Output and 2) Outcome and reflects four different perspectives on these levels: a) individual development, b) collaboration and facilitation, c) internal processes, d) customers

Contrary to the evaluation matrices of EmployID MOOC2 and EmployID Peer Coaching Intervention we have not differentiated between intermediate and long-term outcomes yet. The reason for this reduction is the following: this type of intervention needs time to build up a community of learners, needs time for learners to build trust and also confidence to get involved in this new form of sharing experiences and discussing around a specific topic. Thus long-term outcomes on Identity Transformation can only take effect, when this learning community has successfully established and thus long term evaluation indicators will follow in the next months and the matrix extended via the long-term category in year 4 of the project.

Background information on how to interpret the usage numbers: The principle of participation inequality describes that only 1% of the users are heavily active, that 9% of the users are rarely active, and that 90% of the users are reading (often also called 'lurking') (van Mierlo, 2014). Applied to the community present in the social learning platform, we can notice that there are a few members posting something once in a while, thus falling in the category being rarely active. The portion of active users in general is comparable to other studies, but the activity was strongly driven moderators in times of low usage. However, a mixed level of user activity is normal as user's interest in the community vary [Wenger et al., 2002].

Legend:



Feedback questionnaire distributed at the end of Pilot 1 (End of June 2016): 22 respondents



Reflective community platform statistics (From: 04.02.2016 (workshop date) to 18.12.2016 (analysis for deliverable of year 3))

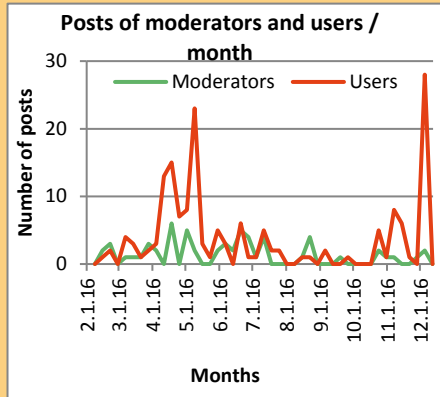


From interviews with learning platform participants conducted at the end of Pilot 1 (End of June 2016): 17 counsellors from 5 different offices, mixed in terms of experience, gender and also attitude towards the platform with users who liked it and also users who openly disliked the platform

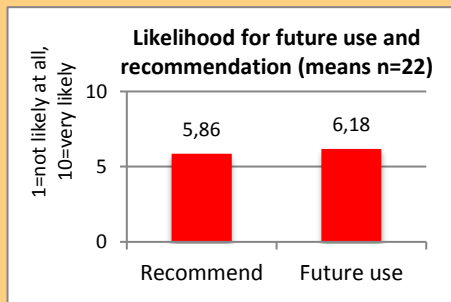
Individual Learning & Development	Collaborative & Facilitation	Internal Processes	Customer satisfaction
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Outputs	<p>Participation indicators:</p> <p>Nr. of users: 141 Nr. of participants in kick-off workshop: 18 Nr. of moderators: 2 Nr. of offices represented: 50</p> <p>Biggest employee groups: Counsellors for Employment & Youth Unemployment</p> <p>Time of usage: Peaks on Thursday mornings (there are no clients)</p>	<p>Collaboration in the 9 open learning groups:</p> <ul style="list-style-type: none"> — Generation XY (44 members) — Off topic (112 members) — Visits to regional offices (31 members) - - - Long term unemployed (43 members) - - - Information seminar (14 members) — All members (144 members) — New service of Contact Centre (11 mbrs) — Drug abuse & employment (40 mbrs) - - - Professional exam (7 members) 	<p>Reflective Community as approach to reach organisational objectives:</p> <p>The strategy paper links the platform with organisational objectives and provides guidelines to participants: Describes the Implementation Strategy and Purpose of the Learning Platform in ZRSZ, describes foreseen processes, management expectations, objectives to be reached and guidelines on how to behave.</p>	<p>Reflective Community as support of customer needs:</p> <p>Learning groups dedicated to the work with clients: Most of the created learning groups and also the most active ones are dedicated to the work with specific client groups (e.g. Generation XY, Drug use and employment, long term unemployment), which is very much in the spirit of horizontal communication and overcoming spatial distances that the platform aims to have.</p>							
	<p>Participation inequalities exist like in other communities (see above), but 27% of users wrote at least one post, 47% are readers):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>User Category</th> <th>No. of users</th> </tr> </thead> <tbody> <tr> <td>Inactive users (no read, no write)</td> <td>35</td> </tr> <tr> <td>Passive users (only read)</td> <td>67</td> </tr> <tr> <td>Active users (read and wrote at least one post)</td> <td>39</td> </tr> </tbody> </table> <p>Average activities per week:</p> <ul style="list-style-type: none"> - 9.8 users log in and read at least 1 post (highest: 47, lowest: 0) - 3.6 posts written (highest: 28, lowest: 0) 	User Category	No. of users	Inactive users (no read, no write)	35	Passive users (only read)	67	Active users (read and wrote at least one post)	39	<p>Posts per group / month</p>	<p>Introduction of the Community as a tool for internal working groups:</p> <p>Platform was presented to representatives from management and central office throughout the year, now it starts to be used as a tool to share material between internal working groups (e.g. new service of Contact Centre and mentoring scheme)</p>
User Category	No. of users										
Inactive users (no read, no write)	35										
Passive users (only read)	67										
Active users (read and wrote at least one post)	39										
<p>Days until the 39 active users posted something</p>	<p>Reads per group / month</p>										

Users were more active writers:
in spring, when the user base was extended, and during the last 3 months.



- Counsellors enjoyed the learning platform as a voluntary tool they could engage with, without being forced to write something
- The platform needs an extra registration process, which is perceived as extra effort
- Users stated they faced difficulties to orient themselves in the platform













Moderators have a large share in writing topics, users a large share in giving replies:

	Topics written	Replies written
Users	35	133
Moderators	28	36
TOTAL	63	169

Reply behaviour:

- A written topic received on average 2.75 replies.
- 33 topics got a reply
- 6 users (without moderators) wrote a topic but did not get any reply

Outcomes	Individual use of content (June 2016) 				Collaboration: 				Improvement of work/processes: 	Discussing how to best serve clients 	
	N=22	agree	N/N	disagree	N=22	agree	N/N	disagree	Platform is used to discuss work practices not defined by guidelines: “[We used the platform to discuss ...] reimbursement of travel costs when looking for a job - consolidation of the way of work that was not defined in the guidelines.” 	Most of the topics discussed were centred on clients and motivational aspects, cost claiming for clients, working with clients and language barriers and so on.	
	The learning platform activities are useful to my day to day working practices.	59%	27%	14%	The learning platform supported me and my colleagues in exchanging practices across offices.	50%	45%	5%	Need for wider roll-out within ZRSZ: - Good idea to have more counsellors if not all counsellors of ZRSZ present on the platform. - Good match between topics and involved users necessary to have fruitful discussions and interesting content on platform.		
	If the need arises, I intend to change parts of my working practices based on what I learned from the platform.	68%	32%	0%	I regularly share the content and lessons learned from the learning platform with my colleagues who are not members of the learning platform.	28%	36%	36%	- Posts from different regional offices, bring together different ways of doing things, e.g. engaging with companies, or having ideas about how to help job seekers.		
	If the need arises, I intend to change parts of my working practices based on what I learned from the platform.	41%	46%	13%	Sharing the knowledge with colleagues:  - “During the morning review of activities I mentioned the examples I had read on the platform and discussed with colleagues innovations from some other offices”				Need for changing mind-set:  - Open-mind about the learning platform is required organization wide, and managers should be aware of the benefits of the platform.		
Support of individual development:  - Reasons to use the platform: getting information, exchanging experiences and personal improvement - “An additional source of advice, information, possibility for dilemmas solving.” - “Last month I had a short modular workshop on applying for job vacancies, about preparation of a suitable application. The current theme on the platform was CV writing...I helped myself with links and other advice, recommendations. I also hear with pleasure the experiences of others.” - “I got advice on the use of a questionnaire we send to clients before a counselling appointment”				Advantages of the platform for internal information exchange:  - “Because it is a new way of work and cooperation, and can be very useful when colleagues are distributed over many locations.” - “Exchange of experiences, delivering of opinions”				Need for a trustful space:  - Counsellors would like to have a trusted space where they could discuss openly.			
				Disadvantages of the platform for internal information exchange: - Some counsellors mention that they get answers to the questions quicker from their close colleagues							

4.2.1.3 *Main lessons learned*

The reflective community platform was launched on the 4th of February 2016 with the aim to support horizontal and vertical communication across the organisation and linking central and regional offices. The management's vision was for the platform to become an efficient communication point. A long preparation processes included the user-centred development of the platform and the creation of a strategy handbook, which linked the platform usage to clear organisational objectives and contained guidelines to make the reflective community a place of constructive, efficient discussion with respectful tone and clear goals set out by all members.

The launch was conducted with a small group of 18 people and two moderators who were present to facilitate the first learners. Counselors for young unemployed were the first pilot users. They were intentionally invited and engaged to join the reflective community as most of these counselors are familiar or are actively using social media outside the work place and further need to advice unemployed on the on-line job-search. Nevertheless, the moderators soon realized that the culture of exchange needs to be built gradually and that the size of the group is quite small for self-sustaining peer exchange. Important aspects the moderators had to deal with, were supporting participants in overcoming their concerns about exposing their opinion on the platform and their concerns about spending time on communicating on the platform. Both aspects tend to indicate a need for some changes in organizational culture (for more details see also 4.3.1). In addition, 18 people were not enough (or did not have the necessary relationship with each other already) to create rich and fruitful discussions around a topic and the written sharing of experiences is an activity that was not part of participants' daily working routines yet. Efforts were undertaken to invite more groups of users to enlarge the user base.

Thus the moderators started to act as strong contributors, regularly initiating discussions around new topics and content highly relevant for the "Community audience", inviting learners to join in and provide feedback and collect first experiences with writing posts in such an environment. In return a large number of initial topics were posted by moderators and users took on a role of waiting for new topics to answer them, instead of taking initiative and start new topics themselves. In the last quarter of 2016 we started to take more efforts to encourage people individually to start a new topic themselves to have more user generated content. We are convinced that these are necessary steps for users to take ownership of the platform. We can see this also in the statistics (see below).

Continually new members were invited to join the platform to expand the group of those who are able to provide their input around specific topics. In addition, new scenarios were developed on how to use the platform (e.g. to support a visiting tour in local offices).

Heads of Local Offices were at several occasions introduced to the reflective community in order to allow a dedicated time and motivate counselors to participate voluntarily and according to their own availability in the discussions. Through questions raised, the moderators placed a lot of focus on shifting the ownership of the debates from the Central Office to the counselors.

When writing this report 141 users were registered to the learning platform. We count 35 inactive users, who never entered the platform, 67 passive users who read at least one contribution from others and 39 active users who read and contributed since their registration at least with one reply or topic. From February to December 2016 we see a total number of 63 topics discussed and 169 replies given. However, not all topics have been answered. The number of unanswered topics is currently at 30, although 8 of them were created during the expert session as all users wrote all questions into one big thread and the moderators decided together with the expert to write answers as new topics to allow for a better discussion structure. Users have not yet picked up on this idea. This shows that both interpreting quantitative community of practice is difficult to interpret and that still some efforts need to be undertaken to get users into a mentality of getting ownership. In the case of the expert session we observed an I-post-my-question-and-await-the-answer behaviour

from the users rather than eagerness to discuss with the expert about the individual issues. Still the expert question & answer session was very popular and there were over 25 new registrations after announcing the session in December (see also Figure 20).

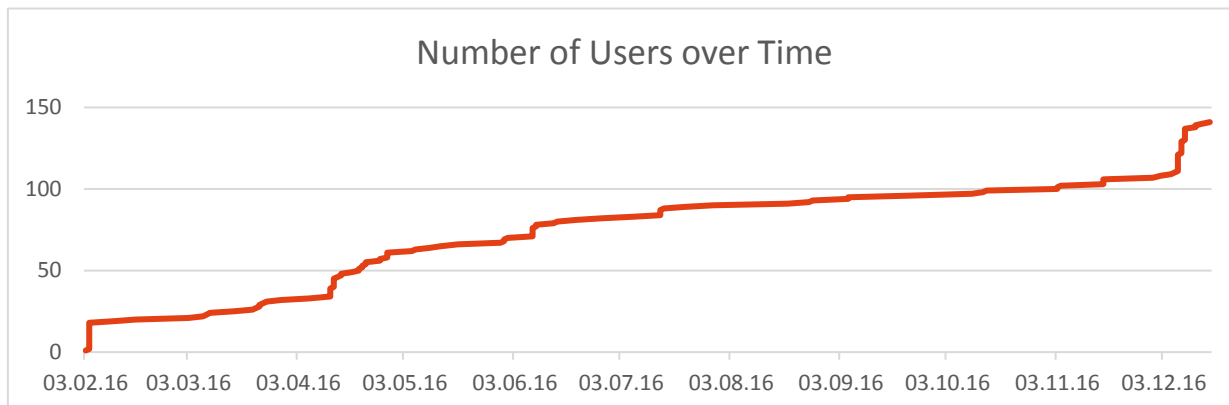


Figure 20: Showing the development of user registrations over time

Figure 20 shows how the number of users gradually developed over time. It is visible that we started out with 18 users in the workshop and then we had a very steady stream of new registration throughout 2016 with some peaks where a lot of users registered. The most noticeable peak is associated with the expert question and answer session in December.

In Figure 21 the development of posts of moderators and users can be seen over time. The figure shows that the number of posts of moderators was high especially from April onwards to stimulate discussions, but decreased at the end of the year when the community slowly started to take over a more active role in the discussions. The posts from users have two peaks: in April and May we can observe more active contributions from participants, which falls into the period when 65 new members were invited to join the platform and the peer coaching kick-off meeting was discussed in the reflective community. In summer the contributions decreased again, which is to be expected as counsellors are having summer vacations. This decrease was followed by a second peak at the end of the year. This rise can be explained by two facts: 1) the successful one-time event with the expert on drugs & employment, and 2) a slow shift of ownership from moderators to learners, which is observable.

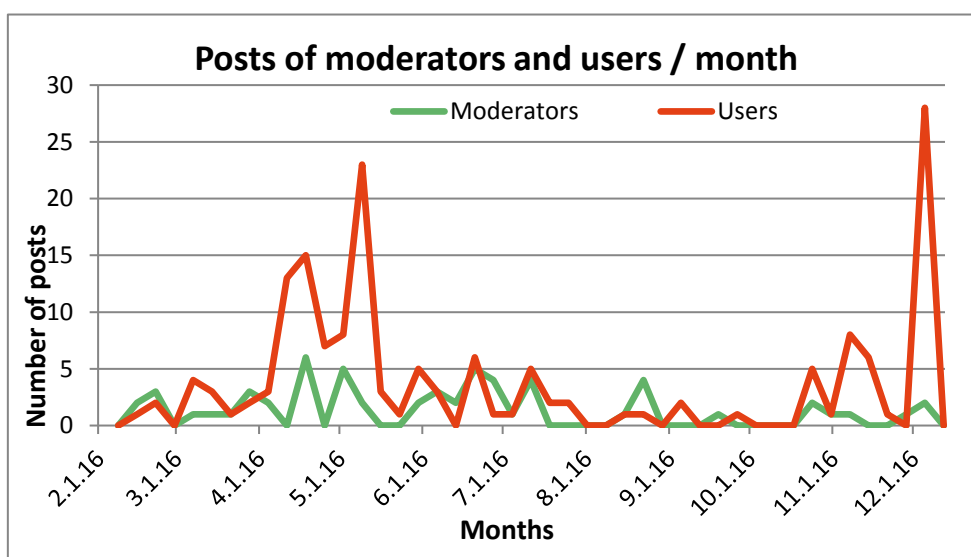


Figure 21: Posts of moderators and users on the reflective community platform

The visualisation of posts and reads within the nine most active open learning groups (2 are hidden and are thus excluded from this analysis), shows the dynamics of new groups that are created and others that are not used any more. The groups that are presented via dotted lines in

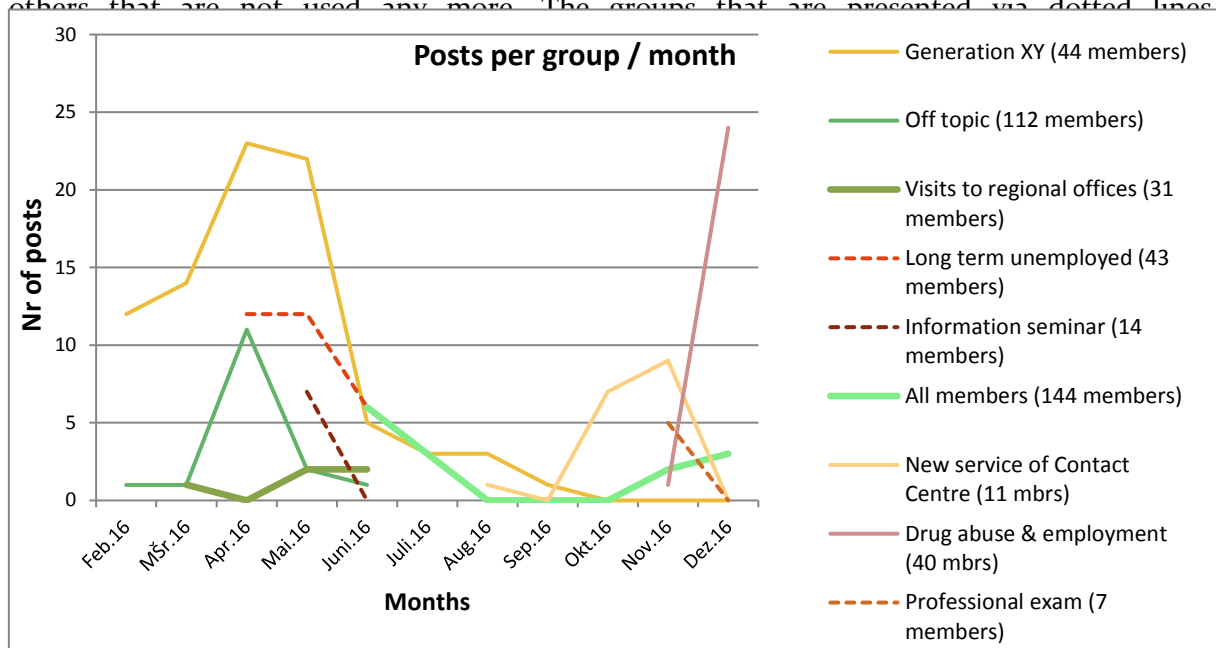


Figure 22 and Figure 23, are the ones created by users themselves. The groups “Off topic” and “All members” are the general groups, where mainly moderators post their comments to the users.

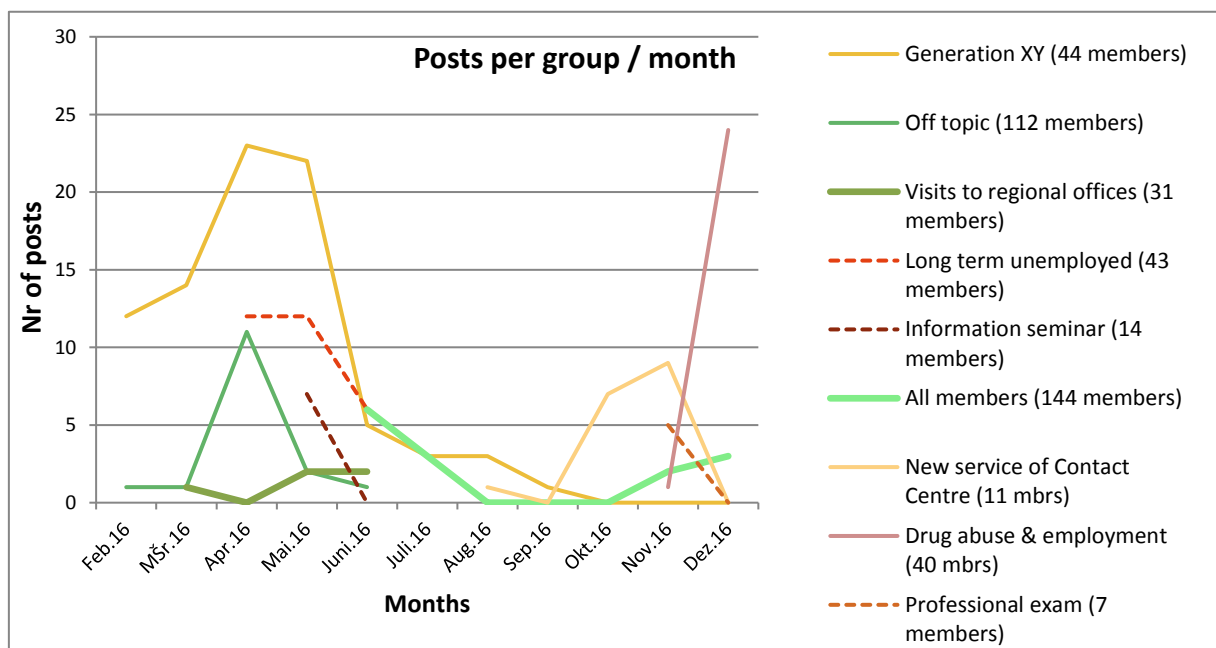


Figure 22: Posts per group/month in the reflective community platform

Misleading in the chart 22 is the fact that the curve for “long-term unemployment” is covered by the curve “all members”. So for both groups posts are exactly the same, they decrease in summer to 0 and go up at the end of the year again. The group “Generation XY” was the group for the first pilot users - the counsellors of youth unemployment. Posting activities were high in the first months but the group stopped posting over time. The group for “long-term unemployment” was created afterwards and while the number of post decreased in autumn, it rose again by the end of the year. “New service of Contact Centre” is an example how the reflective community platform is used to

support the uploading of documents and information to support an internal working group of the central office. “Information seminar” and “Professional seminar” are examples of two “short time” groups that were created for the purpose of sharing opinions or experiences around a specific event. The group for “Drug & employment” shows the peak in postings at the end of the year due to the one-time event with an expert who answered questions of participants in the reflective Community.

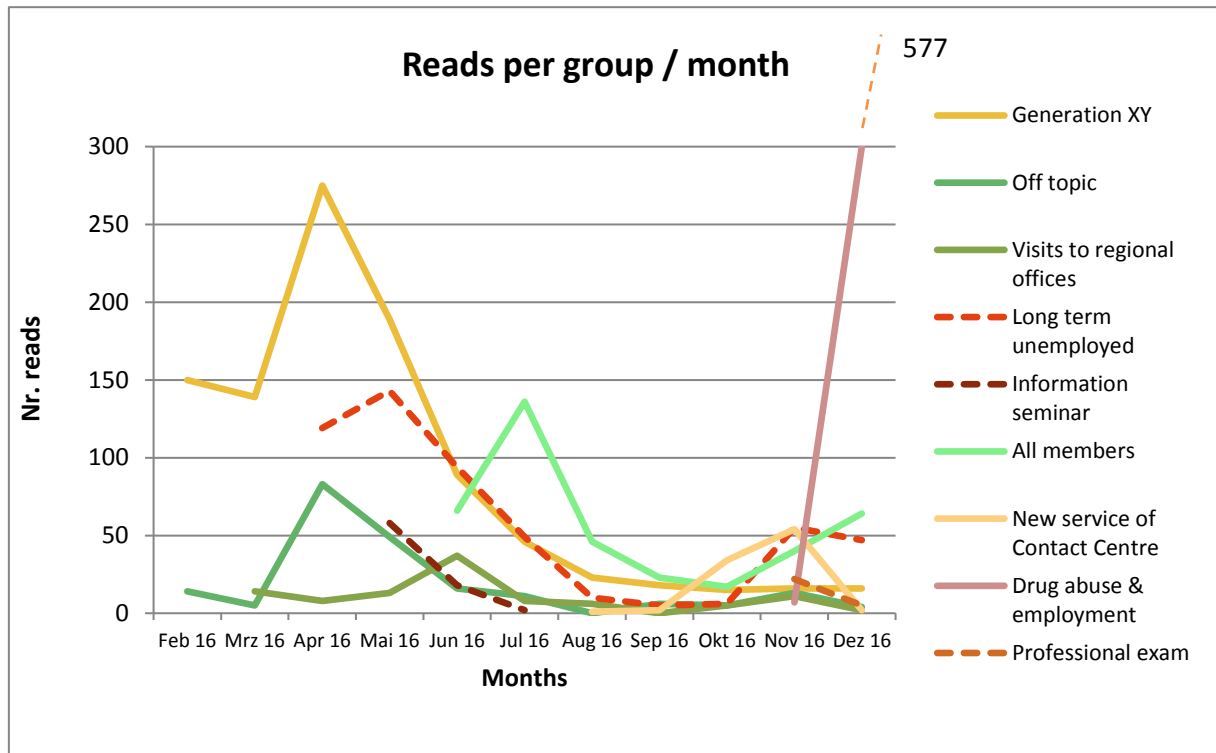


Figure 23: Reads per group/month in the reflective community platform

Comparable to the number of posts, the numbers of reads had a peak in April and May and decreases during summer (see 22). At the end of the year reads start to rise again, especially in the groups that are dedicated to a specific topic (e.g. long term unemployed, new service of contact centre). The peak of 577 readings in the “drug abuse & employment” group is due to the expert-event and shows how strong the interest in this activity and topic was. Posting and reading curves show parallel progressions, but reads can also be observed when there are no posts in some of the groups (e.g. visits to regional offices, Generation XY), which might be due to the fact that new users read through the content that was posted before they joined the platform. This underlines that the content in the reflective community platform seems to be interesting for users, however most users are not ready yet to contribute themselves, which is in line with literature (Lave & Wenger, 1991; Preece & Shneiderman, 2009).

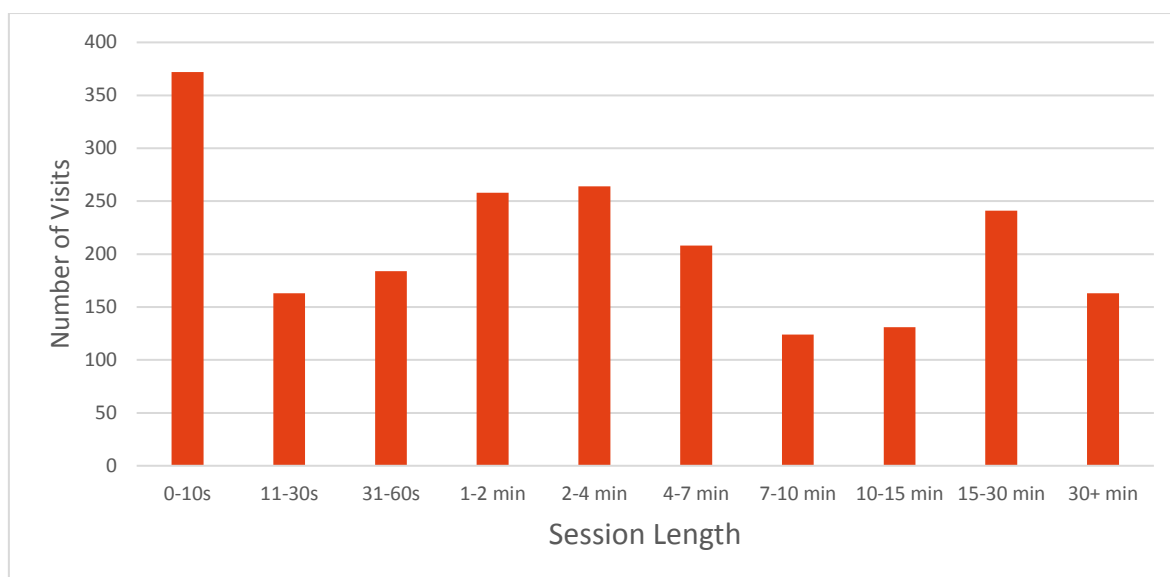


Figure 24: Session length in the Reflective Community Platform

Concerning the session time, a lot of interaction can be observed in the 1-7 minute area which might include reading area. As counsellors indicate that posting takes a lot of time, the user session in which a user posted something might be in the 10-30+ minute area. Also extended reading sessions (for users who visit the platform only every fortnight) might be included in there.

In the feedback questionnaires distributed to respondents at the end of June 2016, 22 respondents provided us with concrete examples how they used the knowledge from the platform. The given examples show that the reflective community platform has some great potentials: it served as a place to negotiate tasks which are not clearly defined in handbooks; it provides insights into experiences and good practice from people working in different local offices; and fosters the sharing of resources that people can access in their daily work when they need it. 59% of the 22 questionnaire respondents agree that the platform activities are useful to their daily work, a fact that is also supported by access statistics that show on average 10 unique users accessing the platform per week.

Throughout the pilot and as well as afterwards the moderators received positive feedback from participants, explaining that the reflective community platform offers a place where employees, who are not working at the same location, can learn a lot from each other's experiences – which was the preliminary goal: to boost the horizontal communication between the offices.

While these first positive results can be observed, the evaluation also shows that the reflective community is still in a phase to emerge and settle. Interviewees stated that they would like to have more colleagues to join the platform, to benefit from a richer set of experiences and increased number of contributions. This was perceived as an important step to raise the usefulness of the platform. The biggest barrier to become an active member of the reflective community, which was mentioned by the respondents, was a lack of time. And most learners access the platform on Thursday, where they do not have any clients. The issue with time shows an imbalance between perceived value of the platform and estimated efforts to use it. Participants state that it requires time to thoroughly formulate their posts on the platform as they feel to be judged by colleagues and superiors upon their contributions. This might be also due to the fact that initially moderators contributed a lot of content which was carefully prepared. Thus, users might have the impression that they in turn need to provide also this level of quality. The community of practice is not yet perceived as a location where someone can quickly and informally discuss ideas. So contrary to initial concerns, the feedback and experiences from the first 10 months show that the reflective community platform is perceived as a highly professional and “employer-friendly” place - a fact,

which might impede a larger number of contributions and the taking over of ownership amongst learners.

Concrete wishes for improvement for participants were related to a limited number of functionalities on the starting page and introduction workshops that help to learn how to use the platform.

To further stimulate the horizontal communication and establishment of a fertile learning community, the following activities are planned in 2017:

- The Department for Human Resources is currently in the phase of discussing a new idea for the community platform: the launch of a “mentoring scheme”. These are groups in which mentors will present their expertise, relevant for the organization but not necessary to the concrete post; and where mentees would have a chance to present their queries.
- The peer coaching online course will be integrated into the reflective community platform and thus provide plenty of reasons to get involved discussions and experience sharing as part of the course.
- One of our initiatives in first half of 2017 to boost the bottom-up communication and thus the usage of the Learning platform is based on expert meetings discussing counsellors’ self-motivation and motivation of long-term unemployed. The expert meetings will be carried out at all 12 Regional offices between January and March 2017 reaching waste number of counsellors. For this purpose we have requested EmployID project to support the rent of a documentary movie Status Zero presenting a specific social inclusion program intended for young drop-out adults called PUMo. The movie is placed/embedded and can so be viewed solely from the Platform, the movie is further used as a learning material at expert meetings. Upon expert meetings counsellors are requested to present their individual cases of motivating long-term unemployed on the Learning Platform. These examples will be used for creating bottom-up - on the experiences based guidelines on effective motivation.

In addition, there are the following concrete activities that will be continued:

- Asking users directly to write new content on the platform.
- Ask counsellors which topics would be of interest and relevance for them to discuss on the platform.
- Stress the fact that more informal communication is fine and not being judged.
- Share content, which shows low entry barriers for newcomers to comment and contribute e.g. content which is of general interest for a lot of users (For example one of the groups targets a seminar, which is only of interest to a few members on the platform instead of focusing on the interest of a lot of people).
- Moderators keep in mind that they can write more casually when writing new topics.

The enhancement of vertical communication between employees of a different hierarchy on the Platform is another objective for the next project year. To tackle this challenge, moderators are, in a cooperation with different other departments, for 2017 preparing trainings for counsellors, which will include writing and sharing tasks with a goal to develop bottom-up guidelines for working with long-term unemployed.

4.2.2 *Peer Coaching lessons learned*

Since the online course for PES Croatia had a large interest there and very much activity and motivation among the participants the former plan was changed of having the peer coaching online course in English for the Youth Counsellors only. The peer coaching online course material was translated into Slovene in order to reach a larger group of participants within PES Slovenia and to reduce the barriers of learning in a different language. Since the translation needed to be done the online course was postponed to a later launch. When the course material was still fully in progress the idea was raised to place the material not only into the Academy but also on the platform of ZRSZ, the reflective community, so the logging-into different systems would be avoided. This was a critic mentioned very early in the project, that PES practitioners, especially in ZRSZ, did not want yet another tool. The second reason for implementing the course directly to the reflective community is the fact that it is already integrated into the ZRSZ IT-systems and therefore the online course can be sustained.

Though the transfer of the online course from Academy into the reflective community was tested beforehand there were several technical difficulties that need to be considered in order to offer the online course as a downloadable file for stakeholders who have already a WordPress based system. Main issues are transfer of figures, additional plug-in material e.g. quizzes and generic sides that are not part of the learning management system course plug-in.

The translation of the content faced another difficulty as the official translation done by translating agency did not meet the required professional coaching terminology and thus demanded additional checks done by associate partners.

4.3 Sustainability stories and plan

In this section we describe the current sustainability efforts for both interventions as well as analyze possible issues for sustainability.

4.3.1 *Reflective Community*

Our analysis revealed that the community started out as quite moderator centric. As moderator provided content doesn't scale well for a large organization-wide community, efforts need to be undertaken to help users take ownership of the community platform. In this year of the project steps need to be taken in order to encourage users to contribute with new topics as well.

One important aspect of sustaining the community of practice is evaluating both the organizational and the individual readiness of counsellors for participating in the community of practice and in bottom-up discussions.

In terms of organizational readiness we found that ZRSZ opted to disallow anonymous comments in the community of practice and instead relying on a set of rules which specify what counsellors are encouraged to write about and which behaviour is not tolerated in the community (e.g. harsh personal attacks). We stated in workshops and discussions with management that we did not experience these kinds of behaviour in previous projects.

Currently existing communication structures in ZRSZ are strongly team-dependent, as some teams have regular meetings and in other teams there are no regular team-meeting and staff is meeting voluntarily before starting to work early in the morning. Aside from these team meetings counsellors are heavily relying on personal networks to conduct peer exchange and to discuss issues and ideas. These personal networks are often formed when counsellors are meeting in training activities. Counsellors who just joined the organization cannot reliably rely on their personal networks as their personal network is not fully developed yet. For these counsellors the reflective

community platforms a new channel of communication, which they can use to enrich existing communication structures and the reflective community platform is not planned to replace any of those existing communication channels.

Concerning individual readiness for participation in peer exchange in communities of practice we can note that a smaller part of the users were writing own contributions in the reflective community platform. Additionally, users told us that they perceive a need for carefully thought out contributions instead of the freedom to also post informally-written contributions of ideas. There is a lack of trust of counsellors of not being judged for what they contribute in the reflective community.

In order to sustain the community of practice platform after end of the project, some things need to be addressed. First of all, continuing management support is required as both hosting the community platform internally and providing staff to do moderation efforts requires time and money. To enable long term sustainability an internal sponsor for the community needs to be found.

It is advisable that the organization explicitly communicates to their employees, that they can spend work time on the community platform in order to exchange experiences, issues and stories to learn from each other. In the current situation, most users use the community platform on Thursdays, as they don't have clients on that day. So they mostly use the platform on the day they don't have clients and when they have time.

Additionally, in order to sustain the community steps need to be undertaken to encourage users to take ownership of the plan. For this a plan of steps needs to be developed on how to stimulate user activity and e.g. how to find a moderator amongst the current user base in order to change the mind-set of users, who are currently 'just' awaiting new content provided by the moderators. For this it might also be advisable to work on the area of trust, so that counsellors feel safer when posting in the reflective community platform.

These aspects of organizational culture and readiness are currently being analysed in detail for a publication for the Communities and Technologies 2017 conference.

4.3.2 Peer Coaching sustainability

As already mentioned, the peer coaching online course was translated into Slovenian in order to reach a larger group of PES practitioners to participate. Originally the online-course was planned to be in English language only and hosted on the EmployID Academy as the Croatian online course is. After starting the online course for Croatian PES it quickly showed that the large group of practitioners had very fruitful discussions and colleagues from Croatia suggested that the Slovenian online-course should also be visited by a larger group of participants since the feedback of participants was very positive. So the online course for Slovenia was postponed in order to translate the course material. In that process it became clear that with the reflective community there is already a system that is similar to the EmployID Academy so it was decided to transfer the online-course from the EmployID Academy to the reflective community. This process was revised several times and in order to have participants learning the course will start in January 2017 due to the holiday break and the possibility to compare evaluation results between Croatian and Slovenian case. The peer coaching online-course is now in Slovenian on the reflective community platform at the Slovenian PES and was launched on 30th January 2017. There are two Slovenian speaking tutors from EmployID that support participants and write and answer on comments and one technical support.

After the online course EmployID will also be ready to prepare train-the-trainer workshops for Slovenia and the handbook that will be created after the first train-the-trainer workshop in Croatia.

5 Strengthening professional networks and peer support (CES)

5.1 Scenario

Croatian Employment Service, similar as other European PES, face different organizational challenges due to high number of expectations coming from highly complex context. In dealing with number of challenges, main resource of CES comes from the highly skilled CES employees. Compared to other European PES, CES employees are among most educated counsellors – initial requirement for employees entering the system is university degree in humanities and social sciences, which gives them broad scale of initial skills and competencies needed for the work with customers. After entering the system, each counsellor is referred to additional initial internal training organized by the Training department. After the initial training, each counsellor is trained (as a part of continuous professional development system) according to the field of work and upon introducing new methods and services to customers. Despite a lot of investment in human capital and well organized training system within the CES, highly complex context requires constant learning, skills and competencies improvement and information exchange among employees working in different departments across country. Using only traditional methods of human resource development such as face to face training, workshops and other similar ways takes a lot of resources (time, human, financial) from the organization and is not enough to tackle all the needs coming from employees. To tackle these challenges, CES management continually works on strengthening internal e-learning system that starts to be much widely used by CES employees. Strategic orientation toward new technologies and experience and knowledge gained within the Employ ID, opened up the path toward researching and experimenting with new methods for collegial support developed within the EmployID project. Communities of practice and peer coaching approach have been seen as promising new ways of providing learning to employees, using internal resources that CES already have – human capital of highly experienced and educated employees. On the other hand, interventions implemented within the CES are not seen only beneficial to practitioners, but also to the management and organization in general since it provides good way to foster bottom up approach that is very important for performance management and quality assurance.

5.1.1 Peer Coaching

After introducing peer coaching as a concept and possibility for training to the management by using a specific created management flyer (two-pager) the planning for the face-to-face kick-off workshop and the creation of the online-course started. The management flyer can be viewed in the Appendix I. One lessons learned from MOOC one and MOOC 2 on the changing world of work with DWP was that the online-training was far more intense concerning commenting and communication between the practitioners if there is a kick-off event at place at the beginning where at least some of the future online-learners are present and can meet face-to-face. This lesson was strengthened by the fact that the former online-courses were not as active as the peer coaching team expected it to be though of course the difference must be highlighted that the former peer coaching online-courses have been mainly for project internals and the DWP MOOCs were for “externals”, for people not involved in EmployID and not just for “testing”, but for full training.

Nevertheless the peer coaching team decided to have on-site workshops as a kick-off to start the process on learning peer coaching. The additional peer coaching online-course was translated to Croatian in order to alleviate language barriers. There were 29 participants from local, regional and central offices from PES Croatia covering people from human resource department, managers and PES practitioners. The kick-off training was conducted in May 2016 by the peer coaching team in

Zagreb, Croatia. The training introduced into the EmployID peer coaching concept, the five core skills and was enriched with exercises on process and skills. It was provided in English language.

After completion of the kick-off the participants received EmployID training certificates that were also used to get recognition by the Croatian Psychology Chamber who officially credits the EmployID training as part of their continuing education.

Some weeks after the kick-off the peer coaching online-course was launched. The difference to the former internal peer coaching online-courses that it was shortened in length not in content. The original course took 7 weeks and the new one is conceptualized for three weeks.

5.1.1.1 Content of the online-course

Week 1 – Peer Coaching Concept	
In this week the course is introduced together with the EmployID peer coaching team and guidelines for communication within the online course. The EmployID peer coaching concept and necessary theoretical background is provided to have an understanding of coaching, peer coaching and the process of EmployID peer coaching.	<ul style="list-style-type: none"> • Coaching Basics & Ethics • EmployID Peer Coaching Concept – Basics • EmployID Peer Coaching Concept – Process <p>Time needed: approximately 1 hour online-lecture, half hour forum activity, 1 hour online-exercises</p>
Week 2 – Peer Coaching Skills	
In week 2 the five identified core skills of EmployID per coaching are introduced and supported by several exercises. These are basic skills for any facilitation activity between colleagues and for work with unemployed. The only EmployID specific skill is the knowledge and the transfer of the EmployID peer coaching process.	<ul style="list-style-type: none"> • Peer Coaching Process Knowledge & Transfer • Active Listening • Emotional Awareness • Powerful Questioning • Growth Mindset <p>Time needed: approximately 2 hour online-lecture, 1 hour forum activity, 2-3 hour online-exercises [1 obligatory exercise each skill, plus extra exercises]</p>
Week 3 – Peer Coaching Group Preparation	
In the last week some ideas on how to implement peer coaching in organizations and how to start a peer coaching group are shared and can be discussed, since this is highly depended on possibilities of employers and support for peer coaching activities. In this week the participants also need to work out a case study as well as test themselves on their peer coaching knowledge.	<ul style="list-style-type: none"> • Guidelines for forming a Peer Coaching Group • Case Study • Peer Coaching Online-Test <p>Time needed: approximately 1 hour online-lecture, half hour forum activity, 1-2 hours online-exercises [especially case study & online-test]</p>

In addition to those who participated in the kick-off some more practitioners from local, regional and central offices were invited. The kick-off workshop could be a stand-alone training as well as the online-course, but the online-course provides more exercises and supports therefore with additional knowledge and skills tuning. Therefore, it was possible for those who only joined the online-course to learn about peer coaching the same as those who only participated in the kick-off workshop or both though the content was of course not exactly the same.

83 learners were active in the online peer coaching course in addition to four participants from the peer coaching team (two Croatian tutors, one technical support and one content support).

5.1.1.2 Hosting the course in the EmployID Academy

Previously in the project, courses had been designed using the standard Wordpress Posts and Pages infrastructure with Pages used for the introduction of each week and posts used for the content. Categories were used to separate posts belonging to specific weeks or courses and custom menus were employed to aid navigation. Content had been made private by password protecting some pages and by using private Buddypress forums for discussion amongst participants.

For the version of the course used with CES a more robust level of security was required. The Namaste LMS plug-in was installed which adds additional page types to the existing Wordpress theme and allows the creation of lessons and courses. The lessons within a course can only be accessed by enrolled students who in turn have to be approved by an administrator.

Another additional functionality required for the course was the ability to show the content multilingually so that the EmployID consortium members could remain involved in the course whilst it was running. For this the q-translate-x plugin was used and all content in the CES version of the course was translated into Croatian with switching between languages available by clicking a button on each screen.

A third feature was the ability to award digital badges to participants culminating in a course completion badge and certificate. This was done with the BadgeOS plugin which, through Credly integration, turned the EmployID Academy into a badge issuing platform in its own right.

5.1.1.3 Digital Badges

Open Badges are digital indicators of skills. They can be used to recognise skills learned anywhere. They are not just a pretty picture, they contain rich metadata, coded into the badge image-file, such as who issued the badge and the criteria for awarding it. These badges are exactly the same as those worn on the sleeves of Scouts or Guides, they recognize a series of achievements and you can display them on-line, on your cv, or share them on social networks. It is even possible to have physical badges embroidered if you wanted to stitch them to your clothes.

Badges can be for “hard skills” such as being able to program in HTML or for “soft skills” like collaboration or “new skills” like writing a blog post or using social media and Web 2.0. They can be issued by anyone; professional bodies, employers, community organizations, youth groups, schools, universities, MOOCs, and even peers.

Anyone who registers on the EmployID platform and posts a comment or reply in the comments section of any part of the Academy site will receive the EmployID Academy digital badge.



A badge awarded in recognition of participation in any course or tutorial on the EmployID Academy.

2 Required Steps

- Log In
- Leave a comment on a post you are interested in.

Figure 25 - Open Badges

Users of the Academy will be emailed with information about the badge and you may also view it by clicking on the “My Achievements” tab, which lists all of an individual’s earned badges.

The next, optional step is to save the badge to a Mozilla Backpack account. The Backpack enables a user to collect badges from different issuers, organise them into collections and share them. The user controls which audiences see which badges so it is possible to have badges to share with friends, badges for professional reasons or badges to show to potential employers. This is done by clicking on the “Send to Backpack” button in the “My Achievements” area of the platform.



EmployID Academy

Awarded for Participation in the EmployID Academy

Hide Details ▲▼

2 Required Steps

- ~~Log In~~
- ~~Leave a comment on a post you are interested in.~~

Send to Mozilla Backpack

Figure 26 - Achievement Steps

Achieved badges are shown in full colour, the steps taken to earn the badge appear with a strike through. The possibility to send a badge to Mozilla only becomes available once the badge has been earned.

5.1.2 *Reflective Community*

The aim of the introduction of the reflective community platform at CES is another element in the effort to strengthen professional networks and peer support. The goals of using the reflective community to help users to shape their own community at CES are to help counsellors exchange experiences across various offices in an informal manner (compared to the existing training centre platform), and to enable counsellors to help each other.

Prior to the launch of the community we conducted three workshops in 2015 at CES to analyse the current challenges of counsellors and possible solutions on how to tackle them. Based on the workshop results we chose to implement our reflective community platform as well (for a comprehensive description refer to D[2-9].2).

Following our workshops there were several smaller CES internal meetings with management to discuss our ideas. To discuss the community of practice we had an official meeting with CES management to discuss proposal, showing the benefits for the organization and planning the next steps in February 2016. Shortly afterwards we got approval for both peer-coaching, and the reflective community platform, and already first suggestions from the management on which groups to include in the community. Due to high workload of counsellors CES management suggested to launch the reflective community platform in autumn 2016.

The technical implementation of the reflective community platform was conducted during summer of 2016. After completing the installation and configuration members of CES had an extended period of time to properly test the problems and issues have been addressed and fixed.

The kick-off workshop for the community of practice took place on October 6th 2016 at the Croatian Employment Service Central Office in Zagreb. We deliberately chose beginning of October as a date for this workshop as this ensures that most counsellors are already back from their summer vacations and we are pretty far ahead of Christmas holidays. The workshop contained a general introduction to the concept of communities of practice and contained a hands-on session to introduce the features of the reflective community. The reflective community was launched from that point of time on. When launching a product near common holidays there is always the risk that people didn't use the product enough to remember it properly after holidays. One of the members of the workshop agreed to act as a moderator or facilitator on the reflective community helping with talking to users, motivating users, clarifying issues etc. This moderator is not part of the EmployID team, but was a regular member of the initial starting group who volunteered as she saw the opportunity to improve peer exchange. This is advantageous from our point of view, as the moderation then looks more natural than having someone from the central office, clearly affiliated with EmployID trying to steer the community. There were 30 participants from CES: one counsellor from each regional office (22), the moderator (1) and counsellors from the Central office (7). They were from different departments but mostly youth counsellors, CISOK counsellors and career guidance counsellors. The platform was introduced to the counsellors, its purpose and possible benefits for the working environment, after which they had a chance to register to the platform and experience it on their own. They were encouraged already to write their first contributions to the reflective community platform in order to get to know the platform and how it works. The second part of the workshop included interactive brainstorming and discussions in order to explore the best ways and situations of using the platform from their point of view, as well as their proposals of content (topics, themes etc.) which should have been included. Some of the topics they find relevant for the discussion on the platform were: work with the long-term unemployed, topic group composed of counsellors working in Lifelong career guidance centres (CISOK centres), challenges in working with hard to place unemployed etc.

Most of these topics were covered during the piloting phase of the community of practice („Zajednica praktičara“). The first group that joined the platform was the group participating in the kick-off workshop. There has been considerable effort invested by the Central Office team together

with the moderator of the platform in encouraging and motivating users for their engagement in the platform. The second group that has been invited were counsellors who work with the long term unemployed, as they expressed the need of sharing experiences to the moderator of the platform during the train the trainer event that was conducted with the purpose of upgrading skills of the counsellors in that field to the moderator. The third group is the peer coaching group - counsellors who participated in the CES Peer Coaching Online Course that started in May and lasted for three weeks. Afterwards a number of trainers joined the platform in order to have a group where they can easily talk to each other when organizing trainings and similar. At the end of November and so far the latest group invited is the CISOK group that created their own closed group. Some of the members joined the platform also on their own initiative.

At first a piloting phase was planned to last for 3 months, but was extended now to 6 months due to the Christmas and New Year's holidays. Having the holidays in the piloting phase would significantly shorten the time users could use the platform. As communities take time to emergence and build trust, having a very short piloting phase would distort later evaluation results (E. Wenger et al., 2002). During the piloting-phase users can use the reflective community platform regularly and discuss possible issues and experiences. The goal of a prolonged piloting-phase is to have a more established community to evaluate. CES scheduled a piloting phase in order to assess how having a community of practice is being accepted and used by counsellors before fully committing to using one.

With the goal of widening the community of the practice registered on the platform, the plan is to invite new groups of users and introduce them the platform as a method of learning and sharing knowledge. Furthermore, the experience of moderating the platform has shown the need of selecting additional moderator, especially in times of other work responsibilities and absences of the main moderator. An additional moderator has volunteered at the end of 2016, who is also not a member of the EmployID team, but someone who joined the platform during the piloting phase and who would like to engage more on the reflective community platform.

To analyse users' behaviours and to get insights into their attitudes toward platform, their behaviours and additional needs, interviews as conducted at ZRSZ (see section 4) will be conducted in February 2017 by the project team.

For 2017 we plan more activities on the *community of practice* by already registered CES employees. It was shown in the kick-off workshop in October 2016 that the platform is an interesting and helpful tool and employees recognized its help in enhancing experience exchange and communication possibilities in everyday work. It was a good way to analyse usefulness of a tool (platform) in an environment away from the office, when people have the opportunity to explore it without distractions. Partially that is also the reason why employees have not shown greater interest, i.e. more activities, in using the platform: they need more time for the first exploration of the *community of practice* without distractions. It takes time to become familiar with a new way of communication. While getting started to know the community one normally starts with reading first before engaging in contributing.

5.2 Lessons learned

5.2.1 Peer Coaching lessons learned

The evaluation results of peer coaching kick-off workshop, online-course and self-assessment was very positive. The detailed evaluation report can be found in the appendix. For the deliverable the team highlights those outcomes that are of special importance for the further training offers,

coaching research and the objective to support professional identity transformation with peer coaching.

5.2.1.1 A short introduction to the evaluation instruments

The intervention was evaluated via a set of evaluation instruments. We distributed a set of pre- and post-questionnaires that aimed to collect formative feedback on the workshop and online course as well as changes in individual learners and the learning transfer into practice in a shorter and longer-term perspective. Statistics from the online course provided insights into the learning patterns of the 83 online learners and a rich base of insights was also the more than 1000 comments, which were shared by participants in the online platform and analysed via content coding (work still in progress).

The questionnaires had two foci: on the one hand they aimed to track changes in activities and attitudes related to reflective and collaborative learning, which are important success factors for professional identity transformation. With this aim, we matched the 93 pre- and 68 post-questionnaires via a unique ID and then searched for changes in individuals before and after the peer coaching intervention. On the other hand, it contained questions about the usefulness of the peer coaching intervention as such and further training needs in peer coaching. These questions were part of two post-questionnaires, one distributed at the end of the course and one four months later.

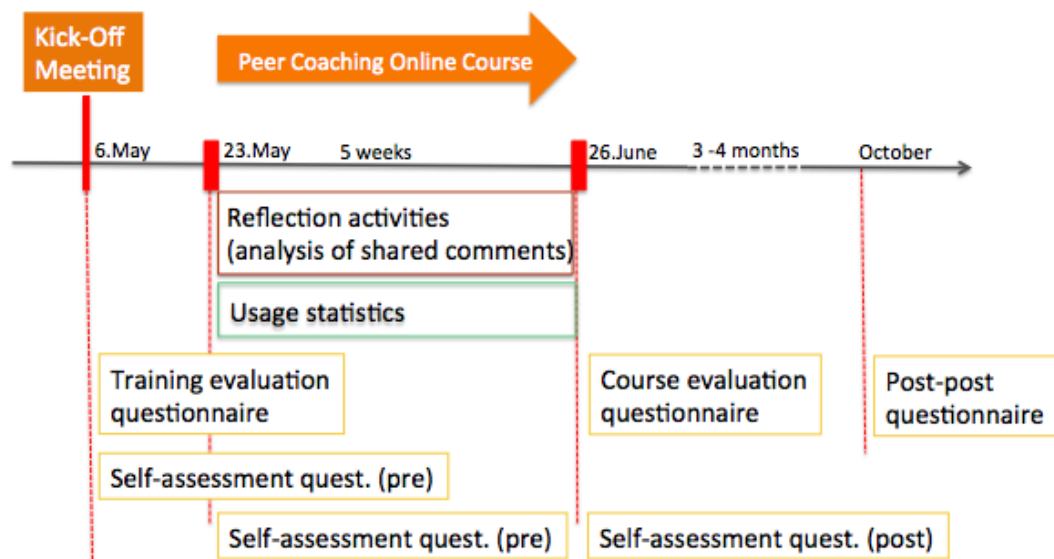


Figure 27: Timeline of evaluation activities of the Peer Coaching Online Course

5.2.1.2 The main outcomes

The highlights from evaluation are summarized in the Peer Coaching Evaluation matrix. It presents the results on three levels: 1) output, 2) intermediate outcome, 3) long-term outcome. And investigates always four different perspectives on each of these levels: a) individual participants' development, b) impact on collaboration and facilitation, c) impact on internal processes, d) impact on customers.

Evaluation Matrix of the Peer Coaching Intervention (CES)

Legend:



Workshop evaluation after the kick-off workshop (23 respondents)



Pre- and/or post-questionnaire (self-assessment on professional identity transformation): 93 respondents to pre-questionnaire on ID transformation before course start; 68 respondents to post-questionnaire on end of course 63 matches for pre/post comparison);




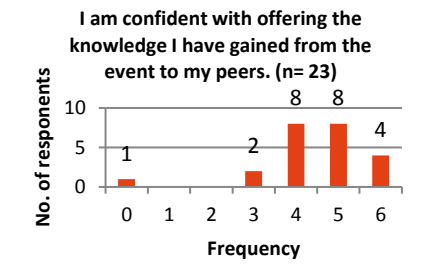

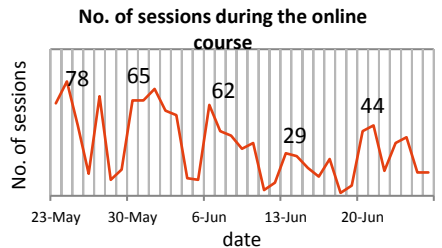


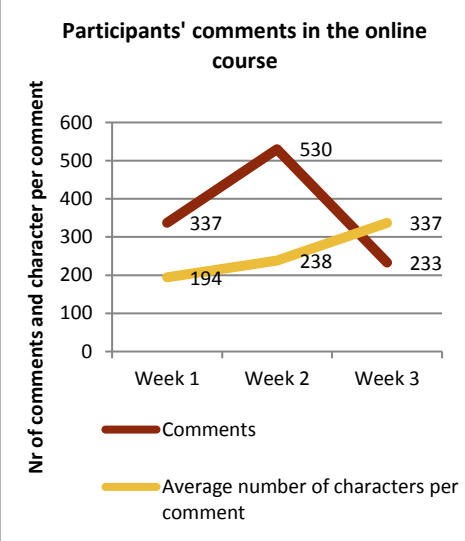





4 months post evaluation questionnaire (53 respondents) ;





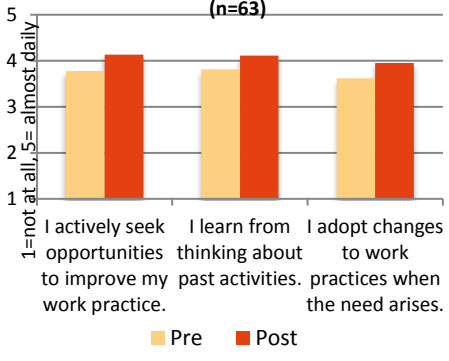
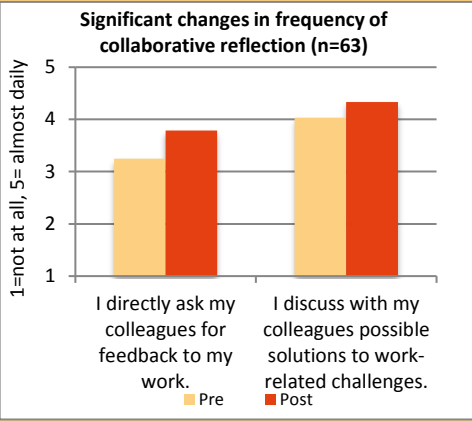







Participants' comments from the online course (1.030 comments from participants)

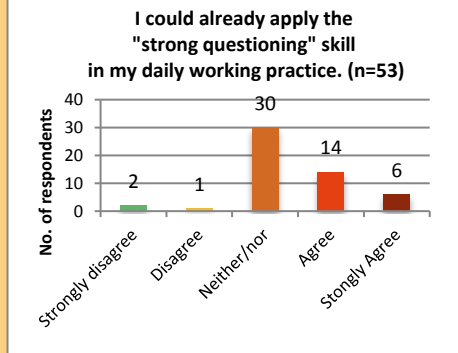
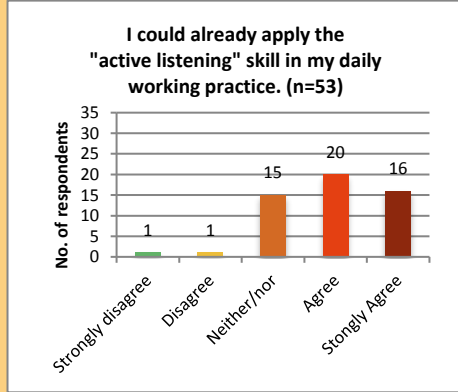


Course statistics (Google Analytics)

	Individual Learning & Development	Collaborative Learning & Development	Internal Processes	Customer satisfaction
<p>Outputs</p>	<p>Workshop evaluation </p> <p>I am confident with offering the knowledge I have gained from the event to my peers. (n= 23)</p>  <p>Online Course content creation:</p> <ul style="list-style-type: none"> - 25 hours of course over 3 weeks - 1 week on EmployID coaching concept - 1 week on coaching core skills - 1 week for discussion and case study <p>Online Course Participation: </p> <ul style="list-style-type: none"> - 85 people enrolled, 78 completed - 565 badges have been awarded <p>No. of sessions during the online course</p>  <p>Av. session: time: 41 min Av. number of pages/session: 18 pages</p> <p>Participants appreciated: </p> <ul style="list-style-type: none"> - the usefulness of the content - the interesting topic ad good material - the overall positive experience 	<p>Comments shared in the social learning platform: </p> <ul style="list-style-type: none"> - 1,100 comments shared on course pages (- 30 comments by moderators, 1,070 comments by learners) - Average nr. of comments per learner = 12 - Most active learner wrote 84 comments <p>Participants' comments in the online course</p>  <p>Participants appreciate discussions and sharing experiences as it:</p> <ul style="list-style-type: none"> - supports their learning - lets them feel less isolated while learning <p>Challenges: </p> <ul style="list-style-type: none"> - Many places to leave a comment, therefore difficulties to orientate oneself 	<p>Learning style advantages: </p> <ul style="list-style-type: none"> - adaptable to one's own pace, - allows "determining ones own work dynamic and participation, depending on other obligations at work place" - provides fruitful discussions and an overall positive experience <p>Learning style challenges: </p> <ul style="list-style-type: none"> - find time for the learning (despite dedicated time slots from the management) - „beside online training, a couple of hours of classroom training is also necessary“, „at least the part with the practical exercise“ as the help of experienced coaches makes it easier to learn <p>Challenges to apply the knowledge from the course: </p> <ul style="list-style-type: none"> - get more training, exercises and practice! - find time for peer coaching: only with a good time management it would be possible at all to get involved in peer coaching - get the support from the management have colleagues interested in it 	<p>Exchange on work with customers: </p> <p>Especially in week two, many of the 530 comments dealt with ways to interact with clients and motivate them to become more pro-active.</p>

Inter-mediate Outcomes	<p>Individual learning: </p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">N=41</th> <th style="width: 15%;">Agree</th> <th style="width: 15%;">N/N</th> <th style="width: 30%;">Disagree</th> </tr> </thead> <tbody> <tr> <td>I feel confident to apply the knowledge in my daily work.</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">34%</td> <td style="text-align: center;">9%</td> </tr> <tr> <td>I feel confident to participate in a peer coaching group.</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">7%</td> </tr> <tr> <td>I feel confident to create a peer coaching group.</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">12%</td> </tr> </tbody> </table>	N=41	Agree	N/N	Disagree	I feel confident to apply the knowledge in my daily work.	57%	34%	9%	I feel confident to participate in a peer coaching group.	60%	33%	7%	I feel confident to create a peer coaching group.	44%	44%	12%	<p>Collaborative reflection activities: </p> <p>Statistically significant changes for the following items:</p>	<p>Improvement of work/processes: </p> <p>How the knowledge contributes to the improvement of work and processes:</p> <ul style="list-style-type: none"> - „The idea that team members learn from each other and help each other is interesting, common goals encourage cooperation in solving problems and achieving aims. This manner of communication leads to a better and simpler task completion.” - “I would add that this way of solving problems makes sense since it changes attitudes. Whoever is familiar with the terminology knows that attitudes do not change easily, change is a long and exhaustive process. However, a change of attitude creates the possibility of making an impact on the client - so I conclude that a confidential environment and openness to potential solutions are extremely important here.” 	<p>Interaction with clients: </p> <p>Statements with regard to interaction with clients:</p> <ul style="list-style-type: none"> - the knowledge from the course is „an aid” to the adviser when working with his clients in difficult and less difficult situations“ - “I realized that I need to ask more questions which will lead the client to find a solution himself, and to help him feel safe and positive in the process.” - “I intend to use strong questions even more often in everyday work with clients, be it individually or through workshops.”
	N=41	Agree	N/N	Disagree																
	I feel confident to apply the knowledge in my daily work.	57%	34%	9%																
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<p>Significant changes in frequency of individual reflection and adaptation (n=63)</p> 	<p>Significant changes in frequency of collaborative reflection (n=63)</p> 	<p>* significance levels and effect sizes can be found in the text below</p>	<p>Intention to use coaching technics with clients: </p> <ul style="list-style-type: none"> - 6 respondents out of the 39 who feel confident to apply the knowledge from the course mention that they want to use it with clients. 																	
<p>* significance levels and effect sizes are below </p>	<p>Statements with regard to collaboration and facilitation: </p> <ul style="list-style-type: none"> - The course “gives a new perspective to everyday work in a collective“. - “It is very interesting to read comments posted by colleagues, and you can learn something from everyone!” - “Solutions to problems are sometimes very simple, all we need is help from colleagues to become aware”. 	<p>Intention to use peer coaching with colleagues: </p> <ul style="list-style-type: none"> - 30 respondents out of the 39 who feel confident to apply the knowledge mention that they want to use it with colleagues 																		
<p>The most relevant new skills from the course for participants are:</p> <ul style="list-style-type: none"> - powerful questioning and active listening - knowing the underlying theory and procedures of peer coaching 																				
<p>Participants asked for more training to exploit the knowledge from the course:</p> <ul style="list-style-type: none"> - in powerful questioning & active listening - more practical examples  - more occasions to practice 																				

Application of new skills 4 months after the course:



Motivation to participate in peer coaching 4 months after the course

N=41	Agree	N/N	Dis-agree
I feel motivated to participate in a peer coaching group.	40%	45%	15%

Facilitation of colleagues (4 months after the course):

21 participants provided information about how the knowledge from the peer-coaching course was used in working practice. Out of these 21 answers, 8 dedicatedly referred to its **influence on the interaction with colleagues**: e.g.

- “When a colleague has a problem I am trying to boost him/her to get to the solution by asking them some questions”.
- “Group of trainees has decided they do not want to take the course. I found out that the problem is their transportation so I called up all the candidates for a joint meeting where we found out the solution (I used the process, issues and guidelines from peer coaching training). All of them successfully completed the course.”
- “I helped my colleague who had a problem with one client.”

N=41	Agree	N/N	Dis-agree
I actively shared the knowledge from the course with my colleagues.	26%	16%	58%

Organisational impact

To successfully apply the peer coaching skills in the daily working practice respondents ask for:

Training:

- Access to the course material and a reminder on what was learned (through e.g. e-learning portal)
- Additional training (classroom and/or online)
- Training for more colleagues
- Continued dialogue with colleagues who participated in the course as well
- More experience

Time and support:

- Dedicated time for peer coaching and personal development between processes and next to daily work priorities
- Managerial support and structure that allows for peer coaching
- A location to conduct peer coaching

Interest and trust:

- Confidence of colleagues, trust and cooperation
- A group of colleagues who are interested and willing to participate
- Awareness that it’s easier to solve problems in group than alone

Interaction with clients (4 months after the course):

21 participants provided information about how the knowledge from the peer-coaching course was used in working practice. Out of these 21 answers, 12 dedicatedly referred to its **influence on the interaction with clients**: e.g.

- “Few days ago I had motivational counselling with long term unemployed person. During this counselling I applied skills gained during peer coaching training. I used active listening, empathy and asking adequate questions to determine needs of my client. I used these techniques so my client could realized her needs by herself.”
- “While working with clients some problems that are not structured often appear so I use knowledge gained in this course. I help my clients to structure their problems and detect people and resources that can help them in finding solution.”
- “I mostly learned to ask better questions to my clients so they can come to the solutions of their problems by themselves instead of proposing solutions to them.”
- “Recently I had a client who is basically interested for everything, but in the end always find some problem which disables him to accomplish his idea. I followed peer coaching concept and in the end faced him with his real possibilities and options.”

This results into the following main lessons learned:

Concerning the course content, the positive feedback about the relevance and usefulness of the peer coaching course shows that in the PES context facilitation skills are an important need to collaboratively react to high workload and changing work demands. The skill to ask questions and react to answers in a way that motivates peers in finding their own solutions, taking ownership and staying positive and constructive was perceived as highly relevant, not only for interactions with colleagues, but also for the work with clients. Also the introduction into the underlying theories of peer coaching and the stepwise process of peer coaching was important for participants.

Concerning the course format, the online training turned out to be a good alternative or addition to F2F interventions. The different content formats of the online course, reaching from text, over videos and comics to quizzes, left - together with the more than 1000 comments shared amongst participants - an overall positive experience with online learning. Of course there were requests for more training with real coaches, but this was rather seen as addition to the online course. We could not find significant differences in motivations and confidence of applying the course knowledge between the group of participants who had the online course only and the ones who participated in the kick-off meeting before. The F2F workshop was an important instrument to enthuse people in peer coaching and create promoters for the online course.

As a result of the intervention, high motivations and confidence in using the knowledge in the daily work context could be observed in both groups (the online-only and the kick-off meeting group). Those, who still felt unsecure, asked for more training, practical examples and exchange with colleagues to successfully transfer learning to practice.

The setting of the course, with its reflective parts and discussions with colleagues resulted also in first positive changes in participants that support professional identity transformation. Differences between pre- and post means are especially large (and statistically significant) for the following items: “I directly ask colleagues for feedback to my work” ($z = -4,096, p < 0,001$ (1-tailed), $r = -0,37$) and “I discuss with my colleagues possible solutions to work-related challenges” ($z = -2,640, p = 0,005$ (1-tailed), $r = -0,24$) – both relational development; “I actively seek opportunities to improve working practices” ($z = -3,132, p = 0,001$ (1-tailed), $r = -0,28$) and “I adopt changes to work practices when the need arises” ($z = -2,745, p = 0,003$ (1-tailed), $r = -0,24$) – both practical development, “I learn from thinking about past activities” ($z = -2,734, p = 0,003$ (1-tailed), $r = -0,24$) – individual development.

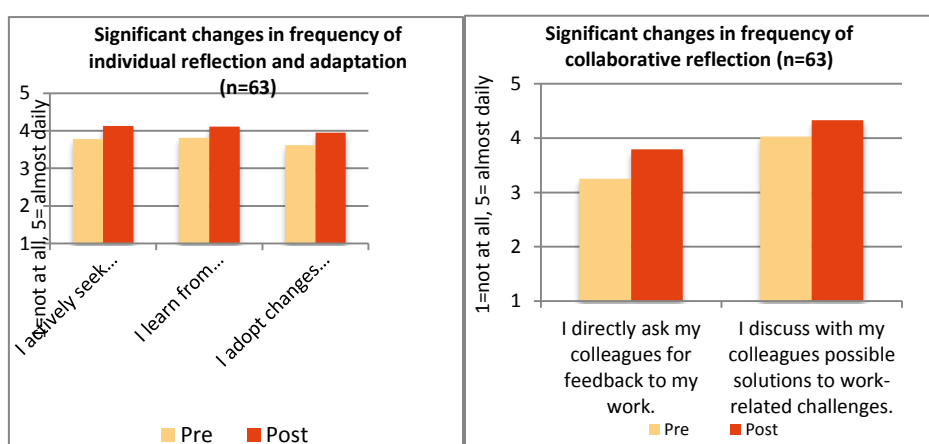


Figure 28: Significant changes in frequency of individual & collaborative reflection and adaptation.

Four months after the course the feedback showed that the skills from the course have already been applied in very concrete cases, to either support colleagues in times of problems or to motivate clients and facilitate their finding of solutions. We see that the new facilitation skills were even more often applied with clients than with colleagues – so participants used it where they have

highest priorities, supporting their customers, while the support of peers was less prominent. High potential and real impact can be seen from the stories that participants tell about the application of knowledge, but if these are to be further exploited concrete barriers are still hampering its full benefits. The direct feedback after the course showed that participants required additional training, more exchange with other learners as well as practical exercises. This demand was reinforced four months after the course. In addition, demands for organizational changes were expressed by the participants. If peer coaching should be applied to strengthen professional networks and peer support, then it needs to be integrated in existing working processes, be declared as a priority by the management and supported with time and space.

The full evaluation report can be found in Appendix F.

5.2.2 Reflective Community in the perspective of CES

This section presents first observations after a few months of usage of the community of practice as well as preliminary statistics of the usage. We are currently planning an evaluation as conducted in ZRSZ.

At the kick-off workshop people seemed interested in the platform as a helpful tool in their everyday work. They had many ideas at the workshop on how to later use platform and suggested different groups (like the counsellors responsible for Active Labour Market Policies (ALMP²) development) to register on the platform to allow for broad exchange of ideas. As it usually happens in moments when they have to share experience and thoughts, they are a bit shy at the beginning not knowing the environment: who is listening to them, or in this case who is watching their posts. Big benefit of the kick-off workshop, and of workshops as a method, is that people have time to be dedicated to the topic e.g. to the platform. When people are in their offices and they have a lot of tasks and activities it's harder to find time for use of (yet) another tool. It takes time and lots of effort from EmployID team to show and present the benefit from the platform to CES employees.

Some topics written on the workshop led to many questions, some of them had just a few answers. In some cases, people were satisfied with ideas and answers they got, but sometimes no one knew the right answer to the situation. As it shows it would be good to have more people logged-in to the platform, also to have counsellors with different specialties in the community as well to bring in different viewpoints.

Additional groups of CES employees were invited later, each group sharing some common interest. Most of these groups started discussion, some more some less, depending of other circumstances (holidays, tasks, interest etc.). There was a group of counsellors for long-term unemployed that expressed great interest, at one of their workshops, in exchanging experience at the platform about a specific issue. They were invited, but most of them didn't log-in to the platform, because right after their workshop they were invited by their management to write an e-mail about the same issue. So, they solved their "problem" by using another media and, as they said, did not have the time to just explore the platform.

Other groups and individuals were invited, by someone they knew from the EmployID team personally, to read and discuss a specific post or topic of the month. As they read the text they were invited to read, some of them started to use the mark as helpful feature on comments or to contribute in other conversations. Some of participants on the platform are waiting to see a topic

² Active Labour Market Policies (ALMP) define a set of measures and goal how to fill job offers or how to reduce unemployment in specific areas.

that better suits their interests and some of them will join more actively when they find more time. These are responses gathered from some CES employees.

- Future of the platform

The platform can be a big help for CES practitioners (especially for those working directly with clients). Practitioners are in constant need for exchanging experience and solutions to common challenges. Due to changing context in each region, situations they are facing can be different and there are still quite a lot challenging situations that could be resolved using the platform. Besides that, platform can also be very useful to the management to get insight from the regional offices and to foster bottom up approach, identify good practices etc.

The impression from the Central office point of view is that employees are not quite sure what they can do at the platform: make a comment, write a post, create different sorts of groups. It would be helpful for new users to present them the tool and ideas (presentation or workshop). Also, screenshots can be made to help them.

Due to the number of the CoP users and the activity on the platform so far, it is clear that CES practitioners use the platform and have the interest in it. For now, it is planned to expand the piloting and to ask more practitioners to join the platform by the beginning of February 2017. In close future, the evaluation of the platform usage will be made. The evaluation results will be presented to the Croatian Employment Service management. Based on those results, the future of the Community Platform, concrete changes and additions will be agreed upon. To ensure sustainability and active work on the platform, Central office included activities related to CoP in the annual plan of the organization that is done each year.

So far, while piloting, the practitioners have been personally invited only by e-mails. But, as the link for the Community Platform has already been established on the CES landing page, every CES employee has the possibility to see the link and to register at the platform. If this option spreads even more by e-mails, eg. e-mail announcement of the CoP link established on the landing page as the invitation to all the workers, it could be possible to reach everyone interested to join the platform.

5.2.3 Preliminary Quantitative Analysis of the Reflective Community Platform

This data has been obtained in a preliminary evaluation in December 2016 to give CES an overview on how the community has started.

After starting with 32 users who registered in the test period or during the workshop. After deliberately inviting various groups of counsellors to quickly get a critical mass of users, there are at the point of analysis 97 users registered. Currently there are users from over 20 different cities registered on the platform, having over 20 different job roles or specialties. We can note that there is definitely interest in the platform, as there are currently around 14 unique users who log in every week to read something. Additionally we currently have 9.5 posts written per week. As can be expected in (especially in newer) communities of practice we have a large part of users who have not yet contributed to discussions (65 users). This amount however is normal and users can also learn from reading (Lave & Wenger, 1991). Anonymous posts are allowed in this community and at the point of analysis, less than 5% of all posts were written anonymously. An analysis of the content on the reflective community platform has not been conducted yet. In this community most of the contributions are written by users instead of moderators (~83%). We interpret the high number of user-generated contributions positively as this might indicate that users are not waiting for moderators to supply content before users interact with it, but also shows that users are trusting their peers to write their own topic. We see trust in this aspect as trusting the other members not

to overly judge them based on their contributions. This was one of the concerns we learned in the evaluation interviews in ZRSZ.

On average a new topic gets around 4.5 replies. The number of replies per thread is also in line with existing community research, e.g. Jones (Jones & Churchill, 2009) reported values of 3.18 replies per thread for general discussions and 3.85 replies per topic in question and answer threads. Another study found also 2 and 4 replies per thread for personal contributions respectively fact oriented contributions (Kimmerle, Bientzle, & Cress, 2014). In summary the posting behaviour and percentages found in the emerging community of practice in CES are comparable to other communities.

Currently we have several groups on the community of practice platform, with the group for career guidance counsellors being one of the most active, despite being a small private group. Here we can see, that for some groups of people this form of experience exchange works quite well. There are currently three hidden groups, showing that some counsellors like to keep their discussion disclosed from their peers. Those are smaller groups with user numbers of 4 – 14 users.

In terms of usage patterns the usage per weekday is more spread out during the week, with Tuesday to Thursday with roughly equal activity. On Friday there is around 20% more activity than in the middle of the week, and on Monday around 20% less activity than in the middle of the week. One interpretation is that the community is not their first priority to check at the beginning of the week, but is something they can check when weekend is very near and maybe there is less time pressing work to do.

Although we can note quite some activity in the platform we still keep moderator activity involved. Currently we have biweekly scheduled with moderators to talk about what moderation activities worked and how to stimulate some activity next. Additionally, moderators try to activate users directly, so that users start topics themselves instead of the moderators starting the topic. This way it might be easier to convince users to take ownership of the reflective community platform. During the year 2017 we continue working on this.

5.2.3.1 *Future Evaluation*

We are currently setting up a structure and guidelines for a more thorough evaluation ideally scheduled adjacent to the review meeting to save travel cost. For this evaluation we plan to conduct, like in the evaluation in ZRSZ, as we had positive experiences with this. For this we plan to schedule the interviews together with the upcoming EmployID review in CES. The interviews are again planned to be conducted by two interviewers with translators visiting different offices to obtain a broad picture about how the reflective community platform is being picked up. To make sure to have a balanced group of interview partners, we plan to select interview partners from both active and inactive users. Additionally, the upcoming evaluation will contain an update of the analysis of logging data.

5.3 Sustainability

5.3.1 *Peer Coaching sustainability*

Sustainability is the main theme of this project years approach. The online-course was already translated in Croatian to ensure sustainability of the material for the Croatian PES and to avoid excluding participants that feel uncomfortable or insecure with learning in English. The upcoming work for PES Croatia in the last project year is to support peer coaching practice by identifying the most appropriate ways to implement the peer coaching method into everyday work of counsellors

and finding solutions for obstacles that hinder participants to do peer coaching. In PES Croatia there are now several steps to implement and sustain peer coaching:

- train trainers from the Education department at PES Croatia in performing peer coaching training at their organization to additional groups of counselors,
- transfer peer coaching online-course to the PES Croatia E-learning portal,
- disseminate the results of the peer coaching interventions to the management and collect solutions to perform peer coaching in PES Croatia, which might include a management group taking a peer coaching course to provide them with the experience with peer coaching and with the objective to increase their support for practitioners to meet up for peer coaching sessions. This still needs to be further clarified with CES management, as well as the form of the training (workshop/online course)

In practice this means that there will be a train-the-trainer event with 12 English-speaking participants from the Education department to be trained in performing peer coaching training to their co-workers in March 2017. Another result from this event will be a handbook that gives practical inputs for PES Croatia and other PES organizations how to train and perform peer coaching with alternative approaches.

The PES Croatia team has proposed as following: The participants of the train-the-trainer workshop will form a team to create a peer coaching online-course from the material of EmployID for their organization on their E-learning portal. The peer coaching team will support this process with additional information and advice. So in future there will be further face-to-face and online-training on EmployID peer coaching in PES Croatia. The approach will be a combination of both: blended-learning. In order to introduce the results of the peer coaching intervention to the CES management the evaluation results will be fed back through infographs and the indicator overview by EmployID team members. The peer coaching online tool will also be introduced at the train the trainer workshop to add one solution to the collection for overcoming the obstacle of participants being in different local, regional and central offices.

5.3.2 Reflective Community

Our preliminary analysis has shown that the current state of the community of practice in CES is less moderator centric, as users were encouraged from the beginning to provide own topics. This still required a high effort of moderators to stimulate user activity, however the appearance is different as more content is written and contributed by users rather than moderators.

We found in our analysis in terms of the organizational readiness the management of CES was quite open minded towards the idea of a reflective community platform to exchange ideas and discuss experiences. Members of the management suggested some groups of counsellors who might be ideal starting groups for the reflective community platform. In CES anonymous posts in the reflective community platform are allowed.

In terms of individual readiness we can see that more posts are written by users than moderators in comparison with ZRSZ. This can be attributed also to the style of moderation, but nonetheless the counsellors were trusting each other enough to contribute to the platform. A lot of activity has taken place in the CISOK group, which discusses in a smaller private group. This private setting of the group, and the lower member count can be reasons for a safe environment in which the members are more trustful towards each other. Additionally, the members of that group are spatially distributed across the organization. This way they can use the reflective community platform as a new channel of communication, one to which they did not have access before.

The platform can be a big help for CES practitioners (especially for those working directly with clients). Practitioners are in constant need for exchanging experience and solutions to common challenges. Due to changing context in each region, situations they are facing can be different and there are still quite a lot challenging situations that could be resolved using the platform. Besides that, platform can also be very useful to the management to get insight from the regional offices and to foster bottom up approach, identify good practices etc. CES discusses internally the plan to have counsellors contribute through the reflective community platform towards new guidelines for counselling. This way users contributions could have direct influence on their practice.

In order to sustain the community platform in the long term management support has to be obtained. To internally distribute the platform, the following steps have been already undertaken: So far, while piloting, the practitioners have been personally invited only by e-mails. But, as the link for the Community Platform has already been established on the CES landing page, every CES employee has the possibility to see the link and to register at the platform. If this option spreads even more by e-mails, e.g. e-mail announcement of the reflective community platform link established on the landing page as the invitation to all the workers, it could be possible to reach everyone interested to join the platform.

Due to the number of the users of the reflective community platform and the activity on the platform so far, it is clear that CES practitioners use the platform and have the interest in it. For now, it is planned to expand the piloting and to ask more practitioners to join the platform by the beginning of February 2017. In close future, the evaluation of the platform usage will be made. The evaluation results will be presented to the Croatian Employment Service management. Based on those results, the future of the Community Platform, concrete changes and additions will be agreed upon. To ensure sustainability and active work on the platform, Central office included activities related to the reflective community platform in the annual plan of the organization that is done each year.

These aspects of organizational culture and readiness are currently being analysed in detail for a publication for the Communities and Technologies 2017 conference.

6 Building resourceful learning capacity (DWP)

6.1 Scenario



Figure 29: Elements of the scenario at DWP

As outlined in section 3.3 and 3.4 the main interventions to promote resourceful learners at DWP were the social learning programme MOOC₁ (delivered in Year 2), MOOC₂ (delivered at the end of Year 2 and evaluated in Year 3) and the LMI app (piloted in Year 3 and to be rolled out in Year 4).

6.1.1 Formal on-line collaborative learning Programmes (MOOC₁ + 2)

The evaluation results of MOOC₁ were given in the Year 2 Annual Report and the evaluation of Coach Central₂ (the LMI app) will take place in Year 4. Hence this section will focus upon the evaluation of MOOC₂. As a brief recap, MOOC₂ took place at the end of Year 2 with the intention that the DWP work coaches taking part would be supported in managing challenges in their working life. The material was linked to the digital agenda and use of labour market information together with insights into coaching processes, with a focus upon: 1) cultural changes within DWP, 2) impact of going digital, 3) enhanced coaching (two weeks), 4) labour market information (LMI) for Work Coaches, 5) reflection on experience and learning. 74 staff finally took part in the online course, which was run on the FutureLearn platform.

The MOOC₂ evaluation described below highlights how there was evidence not only of individual development, such as increased digital capabilities, deeper understanding of coaching processes and how to use LMI in practice, but also of transformed attitudes to learning which amounted to a changed culture supportive of resourceful learners. Learners had actively engaged in experience exchange and collaborative discussion during the course, and this carried over to their subsequent work activities. The social learning activities around the changing world of work also significantly changed the learners' experience of collaborative learning. Participants agreed to a much stronger extent that the discussions with colleagues helped them to solve problems, reflect about their own learning, understand their role in the organisation and how to reach organisational and individual goals. All these improvements are important indications of resourceful learners. As learning in communities is an important aspect of professional identity transformation (Brown & Bimrose, 2015), we can see that the course supported professional development processes on several levels.

The formal on-line collaborative learning programmes (MOOCs 1 and 2) taken together provided strong evidence of professional identity transformation for three groups in DWP: work coaches, employer engagement staff, and learning and development staff. Successful completion of this

intervention at DWP enabled the focus to be changed for the final eighteen months of the project on an intervention based on the development and use of an LMI tool for employer engagement staff and work coaches which would represent a significant shift in roles and identities for these groups as interactions with employers were given greater significance.

Understanding the impact of cultural changes within DWP, including going digital, and greater reflection on experience and collaborative learning were fundamental to the process of social learning and will be addressed at greater length within the evaluation to follow. However, before moving on, it is worth just drawing attention that the approach to coaching and peer coaching in MOOC2 was conceptually different to that adopted elsewhere in the project. This change was the result of the co-creation process where DWP were offered material on peer coaching but chose not to emphasise this within MOOC2 as they were stressing a different approach to coaching. That is, DWP chose not to offer training on peer coaching process and skills, but rather their focus was on the change from advice and guidance to a more coaching-oriented approach for work coaches working with claimants.

The introduction to coaching in the 2nd DWP MOOC aimed to show reasons for the ‘turn’ towards coaching. Those who benefit from this change of focus included the claimants, the work coaches participating on the MOOC and colleagues who benefitted from knowledge and skills that participants learned within the MOOC through processes of collaborative learning and peer coaching. The participants were informed about the difference between advising and coaching, what they can use as coaching questions, what knowledge, skills and behavior is of importance and how to deal with emotional issues. The skills, knowledge and understanding developed were used by work coaches in their work with clients and to support the learning and development of colleagues. This result was similar to that achieved with PES Croatia and shows how rich the training on peer coaching skills is, even if there is no peer coaching practice in the sense of how it is understood by the EmployID peer coaching team. It is rather that the usage of specific methods, that are also trained for in peer coaching, can help make the practitioner more aware of, for example, his or her emotions and emotions of their clients. While the first week’s content focuses on skills and knowledge the work coach needs for coaching as basics, the second week’s content focuses more concretely on working with clients and how those skills facilitate the learning and job search of claimants. In addition there is input on the topic ‘resilience’ and specific techniques for dealing with stress are introduced.

In order to help work coaches apply their skills, knowledge and understanding to their practice there are discussions, reflective questions and case studies for them to work on. The case studies focused on their work with claimants. The coaching in the DWP MOOC2 therefore focuses more on introducing coaching skills for work coaches rather than training on EmployID peer coaching. Nevertheless the core skills for peer coaching, powerful questioning and emotional awareness are integrated in the content of the MOOC and the content for the early (internal) peer coaching online courses influenced the content on coaching for DWP MOOC2.

This brings a slightly different scenario for coaching within the project with more focus on coaching skills which will support claimants rather than facilitating learning from working with colleagues (peers). Coaching is also not a single intervention in this case, but part of the content of the social learning programme intervention that has its main focus on work coaches in DWP.

6.1.2 Labour Market Information Tool

DWP is the biggest public service delivery department in the UK that is responsible for welfare and pension policy. It employs approximately 84,300 staff based across seven groups, with approximately 20,000 PES practitioners working across approximately 750 Jobcentres. There are also about 1,500 employer engagement staff, specialising in work with employers. It is part of a network of 28 Public Employment Services (PES) across Europe which is currently dealing with

massive changes in the world of work, including in some countries major economic problems. In response to these problems, the European Public Employment Service 2020 Strategy outlines some of the changes to the role and function of Public Employment Services that have become necessary in order to implement EU 2020 strategy. This proposes that a much broader view of employment and unemployment is needed by PES, which focuses on the concept of transitional labour markets and the need to make transitions pay (EU, 2013). It also argues that the social function of Public Employment Services is transforming into work focused gateways to welfare systems, providing a more tailored service delivery. As a consequence, PES practitioners need to operate differently, in roles and capacities that require them to adopt, and adapt to, a new professional identity formation. To assist with this process, DWP has piloted, and plans to integrate, an LMI for All application into its work.

The project team worked with DWP to develop the application, which was subsequently piloted with DWP work coaches. An overall aim of DWP was to develop and maximise the potential of each of its employees by giving them the knowledge, skills, experience and behaviours to do their job and build their career with the department. The Learning and Development unit at DWP coordinates and delivers training across the Department. It is a permanent, established unit that is well-integrated into the operational infrastructure and procedures, delivering face-to-face training according to the business requirements of the organisation. However, it has become clear in a period of austerity that resources to underpin face-to-face training provision are under pressure and that alternative methods of training staff to meet new challenges have to be found.

In addition to face to face provision, DWP offers comprehensive induction, learning and development opportunities, including internal and external leadership, management programmes and access to learning in the workplace through the Civil Service Learning website. On line self-assessment tools also exist to support a competency framework for all staff. This flexible, comprehensive, blended learning programme specifically covers operational, technical and professional learning. This learning incorporates several media, including e-learning and other digital approaches, face-to-face classroom and open self-paced learning to build capability. It is subject to ongoing review as part of a programme of continuous improvement. Additional resources include sources of information, specialist job role specific guidance and web based resource centres. Employees are given five development days a year to build capability. Online learning is delivered through the dedicated Civil Service website. Because of DWP's stringent privacy and security policies, strict procedures are in place regarding access by employees to online resources that sit outside this website.

Key DWP stakeholders were invited by the University of Warwick, IER to attend Hack / Modding days associated with LMI for All in 2014. DWP subsequently expressed interest in follow up meetings and this became a strand of development in the EmployID project. The Learning and Development unit (L & D) has been the key link within DWP throughout the integration process of LMI for All. Initial discussions and consultations have been carried out with members of the L & D unit and managers. As a result of these consultations and through various meetings within DWP, two groups of PES practitioners were identified as undergoing processes of professional identity transformation and requiring ongoing training support. They are

- work coaches and
- employment engagement advisers.

Both staff groups have been identified as requiring additional support in their professional identity formation because of changes within DWP in response to the external policy context. Brief descriptions of the roles and responsibilities of these two groups of staff follow.

6.1.2.1 DWP Work Coaches: role and responsibilities

The largest group of PES practitioners are the Work Coaches (approx. 15,000+) who currently provide services directly to claimants. They are located in offices throughout the three countries that comprise Great Britain (i.e. England, Wales and Scotland). Since October 2013, new jobseekers have been required to account more clearly for their efforts to find work in order to receive their benefit. New claimants to Jobseeker's Allowance now need to sign a 'Claimant Commitment' which sets out more fully what they need to do in order to receive state support – building on current support and providing clear information about the consequences of failing to meet requirements. Work coaches help claimants set out a detailed statement of what they will do to find work using a new personal work plan. Claimants will also use the plan to record what they have done and will renew their Claimant Commitment on a regular basis.

6.1.2.2 DWP Employer Engagement staff: role and responsibilities

In addition to the Work Coaches, DWP also employs about 1,500 PES practitioners who are employment engagement staff. They work directly with employers (e.g. for vacancy recruitment) and also with Work Coaches (to support them with knowledge and understanding of the labour market).

As a result of an initial series of meetings and events internal to DWP that focused on the training support needs of Work Coaches, the needs of employer engagement staff emerged as the more urgent priority. While most PES have long-standing and positive relationships with many employers, there is an ongoing need for improved interaction, not only to achieve the goal of serving the needs of a larger share of employers, but also to address negative perceptions which exist in many European countries around the types of jobseekers mediated by the PES: 'Emerging skills shortages could lead to refocusing of PES to assisting in recruiting more highly skilled workers' (European Commission, 2012, p.2). In 2013, DWP commissioned an Employer Engagement and Experience Survey to evaluate how effective DWP's communication and business relationships are with employers (DWP, 2013). The survey found that about half of the 2,800 employers who had engaged with recruitment initiatives felt that either their needs had been met at the first time of asking or that the service they had received was responsive and effective. However, the average satisfaction rating for contact relating to recruitment initiatives was 6.6 on a 10-point scale (DWP, 2013, p.15). A need was therefore identified to provide training support to the employer engagement team on labour market information (LMI) as a priority.

In addition to the key members of the L & D unit, senior members of staff have been involved at key stages of the process of identifying and then designing learning needs. Internal papers have been written by the L & D unit to ensure that senior management are fully informed of the project progress (for reasons of confidentiality, these cannot be included). Additionally, presentations of the aims and objectives of the staff have been given to senior staff, both by the L & D Group and with project team members to achieve understanding and commitment.

A series of meetings have taken place with different groups of DWP, for varied purposes:

- Developing working practices with the DWP Learning and Development Group (5 face-to-face between February and May, 2015);
- On-line User Engagement scrum meetings (12 between March and December, 2014)
- Online course development for Employer Engagement (16 between June 2014 and January 2015).

Workshops were organised involving both categories of staff as part of the process of user engagement. The first, with work coaches, was to provide project team members insight into the

roles and responsibilities of work coaches. The second was to explore the appetite of training support for Employer Engagement practitioners.

Work Coaches:

A two day training session was attended by two members of the WP2 team in April, 2014, which provided a powerful illustration of the nature and degree of identity transformation underway (see Appendix 6) and the training support already in place within DWP. At the beginning of the two day training, the trainer explained that the course was designed to help them work with their claimants in a different way. The introduction of 'Universal Credit' meant that claimants now had to take ownership and responsibility for their own job search. The focus of the interview with claimants had to shift from job search to focusing on their strengths and abilities, as well as identifying their resources for solving problems they faced. So the shift in working practices has to be from 'problem' to 'solution' focused interventions. At the two day training session, a number of Work Coach specialisms were represented: employment support services; lone parent adviser; 'back to work' specialist; and specialists in working with young people on the 'Work Programme' (aged 18 – 24).

Employer engagement staff:

A day workshop was held on employer engagement, in November, 2014, at which 24 regional and other DWP managers were present. Five members of the project team also attended. A presentation on the EmployID project was well received and consensus from DWP staff was consequently secured for progressing to the development of online support for this group of staff. This was a key outcome. Subsequently, frequent meetings have taken place to discuss the development and integration of the LMI for All application.

6.1.2.3 Designing, developing an app/interface: overview

The DWP application, Coach Central, started development in 2014. Importantly it is based on an Open third party development, LMI for All. LMI for All is an online data portal, which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions. This data is made freely available via an Application Programming Interface (API) for use in websites and applications.

The portal makes data available and encourages open use by applications and websites that can bring the data to life for a range of audiences. This is an open data project, which is supporting the wider government agenda to encourage use and re-use of government data sets. LMI for All includes information from two key products from the UK Office for National Statistics: the UK Labour Force Survey and the Annual Survey of Hours and Earnings; plus, data from two products from the UK Commission for Employment and Skills: the Employer Skills Survey and Working Futures. It also includes vacancy data from the Universal JobMatch job vacancy service, and data on skills, interests and abilities from the US O*NET database.

LMI for All was initially developed by the UK Commission for Employment and Skills; with the closure of this agency in mid-2016, responsibility passed to the Department for Education.

Initial work with DWP resulted in the production of a 'wish list' for access to LMI. Responding to the requirements, the first iteration of Coach Central was developed for and then tested in the first pilot MOOC, The Changing World of Work: Working with Employers in a Dynamic Labour Market, focused on the work of Employer Advisors and run in early spring, 2015. Despite considerable technical issues with accessing the application, the feedback was positive.

Based on the positive evaluation, a survey was then undertaken of what data work coaches wished to be able to access:

1. The description, skills and qualifications required for a specific occupation

2. The projected employment levels by geography (lowest level e.g. Local Authority level) for an occupation and/or sectors
3. The current number of vacancies in my local geographic area by occupation
4. The skills and qualifications that can be transferred to related occupations
5. A list of the current jobs available for a specific occupation (or set of skills and qualifications) by geography (lowest level e.g. Local Authority level)
6. A list of jobs/occupations that someone could move into with a particular set of skills and qualifications (the transferability of skills)
7. The jobs or occupations that are hard to fill in my local authority area
8. How the number of vacancies for specific occupations compares against the number of people who are seeking this work in my local authority area – a supply and demand measure to give us an indicator of the chances of getting this type of work in our area
9. A list of skills shortage vacancies (UK and/or local) with capacity to view occupational descriptions – being able to recognise when someone has specific skills that are in demand
10. How the employment and unemployment rates against specific sectors/industries/occupations change over time for my local authority area
11. What someone can expect to earn for a specific occupation in my local authority area and a description of how these earnings may change over what timescales as a career progresses (demonstrate and influence career pathways to customers)
12. The main occupations that make up an industry and sector, the numbers employed in these occupations and how these are projected to change over time
13. The most popular jobs/occupations in my local area and how many people work in them. % share by industry/sector and compared to other areas/Regions/UK
14. Who are the biggest employers in my area and what jobs do they mainly recruit for
15. What are the biggest sectors/industries in my local area and how many people work in them
16. An overview of the labour market position in my Local Authority area and compared to region/UK position (labour supply, inactivity, employment by occupation/sector/industry, unemployment, employee jobs by sector/industry, self-employment rates, business counts of paye based enterprises, worklessness, business starts and closures, size of businesses)
17. Levels of qualifications and numbers by local authority area
18. Survival rates of businesses in my area
19. The number, names, size band and contact details of employers based in my area, including which sector or industry they represent
20. Which employers in my area are recruiting through Universal Jobmatch

21. Sector summaries – economic position and impact, employment levels, skills gaps, future projections of employment levels and challenges to sector
22. Myth busting for certain occupations or sectors/industries
23. Entry level occupation information
24. Public transport routes across the local Travel to Work Area

Based on the feedback from the first iteration and the survey findings, Coach Central was redesigned. The redesign also took into account the technical limitations of DWP systems. This second iteration formed one session in the second DWP MOOC for work coaches, held in late 2015, early 2016.

Although only taking one session in the six week programme, the evaluation was once more positive. This then resulted in a wider trial and evaluation with work coaches using Coach Central as part of their daily work with clients. This latter trial took place in Berkshire, Surrey and Sussex District and in the Bolton Cluster. Following several upskilling sessions, a one month test began on 7 September 2016 and was completed on 7 October, 2016. To inform the evaluation, a questionnaire including 19 questions was issued to all staff who took part in the test. 62 people completed the questionnaire out of an estimated 150 participants. Most people who responded to the questionnaire had used the system to a level that would allow us to draw reasonable conclusions.

Most participants found some parts of the system useful. However, concerns were raised over the accuracy of the information. Additionally, there was a desire to broaden the search capabilities, e.g. to include Travel to Work Areas and also for links to be added to help users obtain a greater understanding of the industries featured. Not all participants felt the system made a difference to their work, but those who feel it has were very complimentary, especially around the areas of improved labour market knowledge, having everything in one place, improved job search and better information available to customers.

Around 53% said they are likely to recommend Coach Central 2 to colleagues and 58% said they are likely to use it to search for labour market information in the future

Following the evaluation, the DWP has decided it would be beneficial for Work Coaches, Employment Advisers and a number of other Jobcentre Plus roles to have access to Coach Central 2 to assist them in their day to day roles. This wider roll out is planned for early in 2017.

There have also been ongoing discussions with members of the DWP Security team and following several changes the team has cleared the wider roll out of the application.

6.1.2.4 Labour Market Information (LMI) and Employer Engagement

Because of the imperative to work effectively with employers, DWP identified an urgent need for Employer Engagement staff to be supported in up-skilling in their work. Senior managers identified the need for these staff to achieve a more accurate understanding of the labour market.

A process of learning support development for an online course (MOOC₁) began, which spanned a period of approximately eight weeks (October 2014 to January 2015). In the online course, one of the 6 weeks (February – March, 2015) was focused on use of the labour market information (LMI) tool. A similar approach was adopted for MOOC₂ where the work coaches were introduced to the updated LMI tool.

DWP colleagues from the L & D unit have taken the lead in all activities. They presented the project aims and objectives to relevant groups of managers to secure 'buy in'; organised meetings with different groups of key stakeholders within DWP; and they have led on the design and development

of the online training. DWP resources are being fully utilised, alongside those brought by the project team.

The Learning & Development unit have been pivotal to the user engagement process. Their commitment to the project and their motivation to exploit the opportunities available through the project has been a valuable asset. From the perspective of DWP, the following points have been identified as successful features of the collaboration:

- Gaining knowledge of world of work and professional academic current thinking on several topics relevant to supporting clients to get them into work;
- Reminders of good practice and techniques relating to coaching and reflection, resilience, evaluation and sharing ideas to support learning;
- Networking and sharing best practice related to general learning theories;
- Access to broader perspectives of external collaborators working outside DWP, as well as to the project partners who are experts in particular areas;
- Productive working relationships between DWP and EmployID partners;
- Pragmatism and the will to get the job done have been evident throughout from all involved;
- Provides a good opportunity to showcase DWP;
- Offers the opportunity to work with external partners with an excellent reputation in this field;
- Collaborative working has maintained momentum and has effectively kept to agreed timescales; and
- Potential to explore a more cost effective, flexible learning approach.

As public administrations with a duty of care to customers/clients, PES are severely constrained in their use of technology to support learning by existing privacy and security policies. This has operated as something of a tension within core PES organisations, since both the technological environment and administrative policies are beyond the scope of the project to influence, so creative technological solutions are being sought and piloted. In these circumstances, it is difficult to manage the expectations of the end users about what is technically possible and what is not.

6.2 Lessons learned

6.2.1 Evaluation MOOC 2

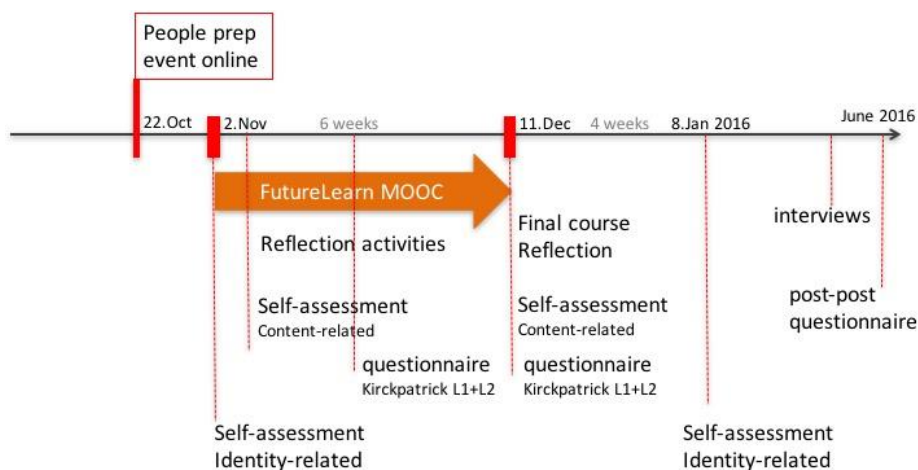
Overall, the evaluation results of the MOOC 2 at DWP were very positive, with critical feedback mainly relating to some IT infrastructure problems when accessing course material (similar to, but not quite as extreme, as those which affected MOOC 1). The collaborative learning experience and the content of the MOOC have been perceived as very useful. A detailed evaluation report based mainly on Kirkpatrick's level 1-3 evaluation questionnaires (Kirkpatrick, 1998) and feedback found in the course comments can be found in the appendix and a short summary of lessons learned is provided below. For this report we decided to highlight the most relevant outcomes that indicate support for professional identity transformation. These findings are summarised below in an evaluation matrix. It should help us and relevant stakeholders at the organization to understand the acceptance and potential impact of this new form of social online learning in DWP.

The intervention was evaluated via a set of instruments that have been carefully selected and adjusted to the case, including quantitative as well as qualitative methods. A similar approach has been chosen as for MOOC₁. A set of questionnaires aimed to get insights into the process of identity transformation, which was one of the main learning objectives of the course. Pre- and post-questionnaires were carried out before the start of the course, after its end and also six weeks later. These pre-and post-questionnaires related to professional identity transformation (which are repeatedly applied across all our cases with slight adaptations according to the case specifics) aimed to track changes in activities and attitudes related to reflective and collaborative learning, which are important success factors for professional identity transformation. With this aim, we matched the 65 pre- and 44 post- questionnaires via a unique ID and then searched for changes in individuals before and after the MOOC₂.

Furthermore, in the middle and at the end of the course participants were invited to take part in an evaluation and reflection survey based on the Kirkpatrick model. The questionnaires contained questions about the usefulness of MOOC intervention and collected formative feedback to the course design according to Kirkpatrick's level 1-3. The formative questions were part of the post-questionnaire, usefulness and application of the learning content was once again investigated 6 months after the MOOC₂ in a post-post questionnaire.

Statistics from the online course (obtained directly from the FutureLearn platform) provided insights into the learning patterns of the 74 online learners, the interaction amongst them and the evolution of learner activities across the course weeks. For the qualitative feedback, three semi-structured interviews were conducted with line managers whose staff members participated in the course. These interviews were conducted 4-6 months after the course finished in order to gain some insights into long-term learning outcomes, the applicability of the learning and transfer of knowledge into the organization. In addition, 2 members of DWP staff responsible for implementing the MOOC were interviewed shortly after the course. Another source of information for our evaluation was the evaluation report provided by DWP.

The following image gives an overview of the course implementation and data collection process along a timeline:



Evaluation Matrix MOOC 2 (DWP)

The second EmployID MOOC was conducted in November and December 2015 in UK's Department for Work and Pensions (DWP). This intervention aimed at supporting DWP work coaches in managing challenges in their working life as well as providing them with relevant material and insights into coaching processes.

The MOOC covered the following topics during its six course weeks: 1) cultural changes within DWP, 2) impact of going digital, 3) enhanced coaching (two weeks), 4) labour market information (LMI) for Work Coaches, 5) reflection on experience and learning. The content was presented in 70 separate learning steps in total.

114 DWP employees were invited to the people preparation conference before the start of the MOOC. Finally, 74 of them in fact took part the online course, which was run on an external FutureLearn platform. 11 moderators welcomed participants on the platform, gave advices and posted introductory questions. The course content consisted of a multimedia mix of videos, images and textual material. Participants could actively take part by posting comments, liking other comments and marking steps as completed.

Legend:



pre- and/or post-questionnaire: 65 respondents to pre-questionnaire on ID transformation before course start; 44 respondents to post-questionnaire on ID transformation 3 weeks after end of the course



Kirkpatrick questionnaire (54 respondents in week 3, 41 respondents in week 6)



6 months post evaluation questionnaire: (33 respondents)



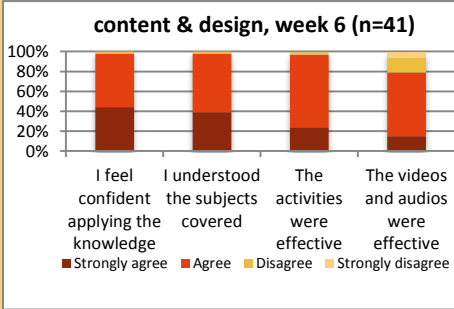
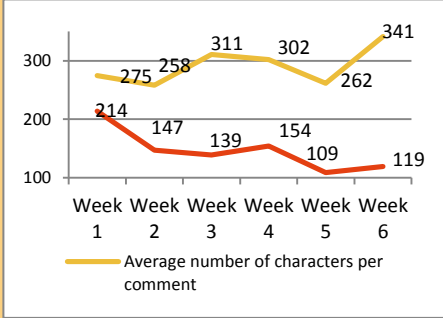
DWP evaluation report







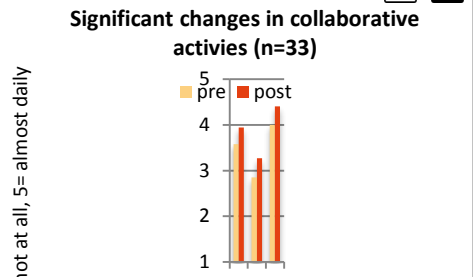


MOOC 2 statistics from FutureLearn



selected original statements from MOOC 2 interviews (3 interviews with line managers (LM) and 1 interview with two DWP staff involved in implementing the MOOC (LD 1 & 2))

	Individual Learning & Development	Collaborative Learning & Development	Internal Processes	Customer satisfaction						
Outputs	<p>Course content creation:</p> <ul style="list-style-type: none"> - 21 hours of course over 6 weeks - 1 week on cultural changes within DWP - 1 week of course on self-reflection <p>Participation:</p> <ul style="list-style-type: none"> - 61 learners completed weeks 1 to 4 - 51 learners completed weeks 1 to 5 - 40 learners completed weeks 1 to 6 <p>Participants appreciate:</p> <ul style="list-style-type: none"> - audio-visual content, mixture of activities - content (eg. "going digital" and "LMI") - positive experience compared to traditional e-learning <p>Challenges:</p> <ul style="list-style-type: none"> - Technical: problems with sound and access in audio and video clips - Content: some content was not new to many learners (e.g. stress management) - Format: many still prefer traditional f2f classroom training <p>Content and design:</p>  <p>"the content of the MOOC programme was very beneficial to what we are working towards" (LM 1)</p>	<p>Course content creation:</p> <p>2 weeks on enhanced coaching</p> <p>Comments shared in the MOOC:</p> <ul style="list-style-type: none"> - 638 initial comments by participants - 244 replies by participants - 47 initial comments by moderators - 241 replies by moderators  <p>Participants appreciate sharing experiences as it:</p> <ul style="list-style-type: none"> - supports their learning - lets feel less isolated while learning <p>Challenges:</p> <ul style="list-style-type: none"> - Time: discussions were not synchronised, late comments get little feedback - Content: content is not all new (e.g. coaching) <p>Motivation to participate:</p> <p>"Overall it was a really positive experience, (...) lots of enthusiasm to take part" (LM 3)</p> <p>"... when a lot of people where together online it generated a lot of discussion and that was really good" (LM2)</p>	<p>Course content creation:</p> <ul style="list-style-type: none"> - 1 week on new ICT within DWP <p>Learning process, framework and conditions:</p> <table border="1" data-bbox="1211 435 1671 571"> <thead> <tr> <th></th> <th>agree</th> <th>strongly agree</th> </tr> </thead> <tbody> <tr> <td>I was given sufficient time to reflect on the learning</td> <td>46%</td> <td>32%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - "I had to tell them to take the time and that they have learning time; free them up from the normal work coach role." (LM 1) <p>Content and design:</p> <p>"Look at what were the relevant areas (not yet covered by extensive learning packages) (...) from the DWP 2020 vision" (e.g. the digital agenda, LMI, coaching) (LD 1 & 2)</p> <p>"They liked that style of learning, (...) the light flexibility of it (...) and the mix, the different mediums" (LD 1 & 2)</p> <p>Challenges:</p> <ul style="list-style-type: none"> - time restraints (despite dedicated time slots from the management) - scheduling conflicts (e.g. school holidays) - interruptions if learning was completed in the front line at office desk - six weeks might be too long <p>Timing: "... you have to have the balance between having it open constantly and have a fixed time" (LD 1 & 2)</p> <p>Management Support: "The communication upfront (needs to be) very clear about what is required." (LM 3)</p>		agree	strongly agree	I was given sufficient time to reflect on the learning	46%	32%	<p>Course content creation:</p> <ul style="list-style-type: none"> - 1 weeks on LMI <p>Respondents state that LMI should include local information</p>
		agree	strongly agree							
I was given sufficient time to reflect on the learning	46%	32%								

Inter-mediate Outcomes	Individual learning: 			Facilitation/ (Peer) Coaching: 			Improvement of work/processes: 			Interaction with clients: 		
	N=58	agree	strongly agree	N=58	agree	strongly agree	N=58	agree	strongly agree	N=41	agree	strongly agree
	I have gained knowledge on DWP culture	64%	33%	I have gained knowledge on peer coaching	66%	28%	I have gained knowledge of how to use digital methods to enhance claimant's chances of finding work	60%	33%	I have gained knowledge of how to meet claimants needs	68%	29%
	I have gained knowledge on strategies to reduce, prevent and deal with stress	71%	17%	I have increased confidence to use peer coaching	71%	21%	I have increased my confidence in using digital methods (disagreement mainly because confidence was already there)	67%	16%	I have gained knowledge of how to enable the claimant to assess and improve the quality of their work search	66%	32%
	The learning was relevant to my role	66%	34%	Collaborative reflection activities:   Significant changes in collaborative activities (n=33) 			N=41	agree	strongly agree	N=58	agree	strongly agree
										I have gained knowledge of sources of LMI	56%	44%
							I have gained knowledge of using LMI App	59%	39%	I have increased my confidence in using coaching methods to gain the claimant's commitment to looking for work effectively	69%	22%
										Return on investment: "So there is still resource we would need to put into it (i.e., facilitation of communication), but I think if we weigh that up against the cost of classrooms and (...) travel costs associated (...) and the costs of taking the people out of the business during the day job to actually go and sit in a classroom all day (...)" (LD 1 & 2)		
							N=41	agree	strongly agree			
							I was able to reflect the learning with my peers	78%	12%			
						I am confident about sharing the knowledge I have gained from the MOOC with my peers	75%	23%				

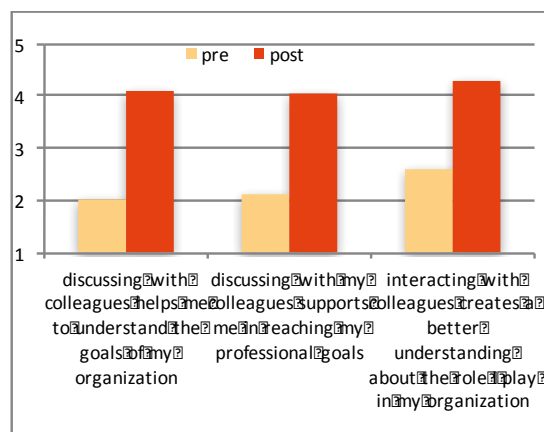
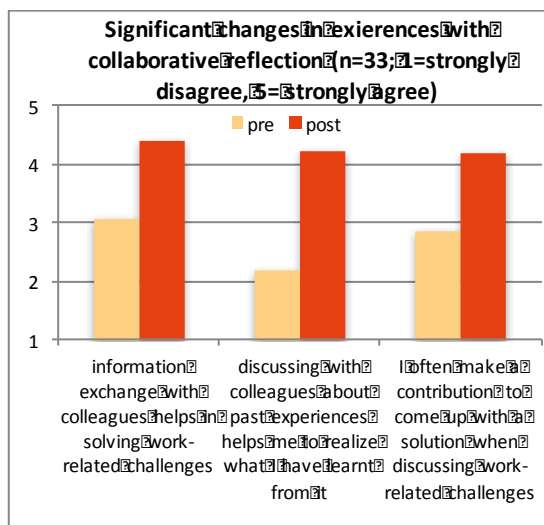
Long-term Outcomes	<p>Professional identity: 6 months after the MOOC participants state that it helped them to:</p> <ul style="list-style-type: none"> - Have higher confidence and feel more comfortable, e.g. to discuss social media & digital services with clients - Be aware of the bigger picture - Have a positive attitude towards computer led learning 	<p>Collaborative reflection: Significantly stronger agreement to:</p>	<p>Organisational impact Culture of becoming self-managed learners: “The culture that we’re trying to drive is that we empower people to take on board their own issues and their own learning” (LD 1 & 2) Performance: Significant improvements (LM 1) vs. no changes in performance, continuing at a high level (LM 2)</p> <ul style="list-style-type: none"> - The fit of participants and MOOCs (topics) is key for success (LM 2) - Future use/rolling out of MOOCs: keep it adaptable and flexible (LM 3), continuing with a transforming learning group (LD 1 & 2), recommends rolling it out across departments (LM 1) - Organizational barriers: “I just want to change the whole security, IT and commercial task” (LD 1 & 2) <p>Improvement of work processes: 6 months after the MOOC:</p> <ul style="list-style-type: none"> - It increased use of digital tools in general - Helped participants to develop positive attitudes towards computer led learning, shared with colleagues <p>MOOC has potential as an effective learning tool:</p> <ul style="list-style-type: none"> - MOOC is suitable to reviewing existing skills, learning from others, sharing good practices rather than fully replacing initial skills and technical learning for those new to their role. - It requires a people prep event, headsets, a place away from frontline, dedicated time - Ideally at least two participants per office buddy up, designers act as facilitators, MOOCs keeps often after course 	<p>Interaction with clients: 6 months after the MOOC participants state that it helped them to:</p> <ul style="list-style-type: none"> - Have more awareness and active usage of places that customers can use to help them move into work - Have more confidence in discussing social media sites with clients - Make use of digital job search with claimants more often 																																														
	<p>6 months after the MOOC (n=33)</p> <table border="1"> <caption>Professional Identity Agreement Data</caption> <thead> <tr> <th>Statement</th> <th>strongly agree</th> <th>agree</th> <th>neither/nor</th> <th>disagree</th> <th>strongly disagree</th> </tr> </thead> <tbody> <tr> <td>I have been able to apply the learning in the MOOC to my role.</td> <td>3</td> <td>21</td> <td>6</td> <td>2</td> <td>1</td> </tr> <tr> <td>I actively shared the knowledge gained in the MOOC with my colleagues.</td> <td>5</td> <td>18</td> <td>6</td> <td>3</td> <td>1</td> </tr> <tr> <td>I feel more confident in my role due to participation in the MOOC</td> <td>3</td> <td>19</td> <td>6</td> <td>4</td> <td>1</td> </tr> </tbody> </table> <p>Emotional development: Identification with job role: "Yes, I noticed quite a significant change; (...) a more positive approach towards their actual role within their own job role; they were doing more (...) research on stuff to being more familiar with labour market and going out to labour market (...); these were all techniques they took away from the learning." (LM 1)</p>	Statement	strongly agree	agree	neither/nor	disagree	strongly disagree	I have been able to apply the learning in the MOOC to my role.	3	21	6	2	1	I actively shared the knowledge gained in the MOOC with my colleagues.	5	18	6	3	1	I feel more confident in my role due to participation in the MOOC	3	19	6	4	1	<p>Significant changes in experiences with collaborative reflection (n=33)</p> <table border="1"> <caption>Collaborative Reflection Agreement Data</caption> <thead> <tr> <th>Statement</th> <th>pre</th> <th>post</th> </tr> </thead> <tbody> <tr> <td>information exchange with colleagues helps in solving work-related challenges</td> <td>4</td> <td>5</td> </tr> <tr> <td>discussing with colleagues about past experiences helps me to realize what I have learnt from it</td> <td>3</td> <td>5</td> </tr> <tr> <td>I often make a contribution to come up with a solution when discussing work-related challenges</td> <td>4</td> <td>5</td> </tr> </tbody> </table> <p>Facilitation: 6 months after the MOOC it helped participants to:</p> <ul style="list-style-type: none"> - Share coaching techniques and learning tools from the intranet with colleagues - Support others in using the Lync System - Advice colleagues about NEST 	Statement	pre	post	information exchange with colleagues helps in solving work-related challenges	4	5	discussing with colleagues about past experiences helps me to realize what I have learnt from it	3	5	I often make a contribution to come up with a solution when discussing work-related challenges	4	5	<table border="1"> <caption>Work Process Improvement Agreement Data</caption> <thead> <tr> <th>Statement</th> <th>pre</th> <th>post</th> </tr> </thead> <tbody> <tr> <td>discussing with colleagues helps me to understand the goals of my organization</td> <td>2</td> <td>4</td> </tr> <tr> <td>discussing with my colleagues supports me in reaching my professional goals</td> <td>2</td> <td>4</td> </tr> <tr> <td>interacting with colleagues creates a better understanding about the role I play in my organization</td> <td>3</td> <td>4</td> </tr> </tbody> </table>	Statement	pre	post	discussing with colleagues helps me to understand the goals of my organization	2	4	discussing with my colleagues supports me in reaching my professional goals	2	4	interacting with colleagues creates a better understanding about the role I play in my organization	3
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6.2.2 MOOC lessons learned

MOOC₂ for work coaches in DWP had the changing world of work as its main topic and aimed to facilitate work coaches in becoming resourceful learners. The upcoming changes and challenges for work coaches in DWP were the main subject of the course. The topics covered aspects such as going digital, implementing the new universal credit system and working with LMI or strengthening the peer support to deal with stress and challenging situations. Next to providing learning content via e.g. text, video, audio and quizzes on these topics, the course stimulated reflection about all the changes work coaches in DWP have already gone through; it fostered discussions amongst participants about challenges that come with these changes and individual strategies to cope with them.

Participants’ feedback to the course showed how useful this learning content was for practitioners in DWP. An overwhelming majority of the 58 participants who filled in the post questionnaire agreed that they had gained new skills to reduce stress and support their colleagues, but also learned to use digital methods to support their clients’ job search and ways to adapt their coaching methods to gain a claimant’s commitment. Learners actively engaged in experience exchange and discussions via nearly 1000 comments shared in the course, and these comments increased in terms of length over the course period. One intermediate effect of the course was a statistically significant rise of collaborative reflection activities – compared before and after the course - on the level of “asking colleagues for support”, “actively reading colleagues’ and clients’ comments” and “supporting colleagues in finding solutions via the new skill of strong questioning”.



The social learning activities around the changing world of work also significantly changed the learners' experience of collaborative learning. Participants agreed to a much stronger extent that the discussions with colleagues helped them to solve problems, reflect about their own learning, understand their role in the organisation and how to reach organisational and individual goals.

All these improvements are important indications of resourceful learners. As learning in communities is an important aspect of professional identity transformation (Brown & Bimrose, 2015), we can see that the course supported professional development processes on several levels.

Taking a longer time perspective, 6 months after the course participants reported about very concrete situations where they applied the course knowledge, either to facilitate their colleagues learning and development or to improve their work with claimants, via e.g. digital tools that support claimant's job search. 21 out of the 33 respondents provided us with the feedback that they felt more confident in their role due to the participation in the course, 24 could apply the knowledge in their daily work practice and 23 shared it with colleagues.



Effects of the intervention can be observed on the level of individual development, collaborative learning and customer satisfaction as indicated in the matrix above. Looking at the level of internal processes rich feedback was collected on how to roll out an online social learning format in DWP. We learned about the technical challenges that come with IT restrictions in a public service environment and learners' requirements with regard to time, space, equipment and facilitation. Although learners faced considerable challenges due to technical problems they provided very positive feedback related to the learning format as such, especially highlighting that the discussions that made them feel less isolated when learning online. The positive learning effects triggered by the social learning approach implemented in DWP have also been recognised at higher management level and EmployID has clearly influenced the approach towards how learning will be implemented in DWP according to information obtained by core staff members.

A generalisation of the findings from this intervention is difficult as the context is very specific. However, some aspects may be of relevance in other contexts, e.g. related to changes in public service offerings. Stimulating reflection and experience sharing, providing knowledge and resources on how to cope with difficult situations proved to be successful and supported the emotional, relational, practical and cognitive development of participants. Promoting social learning in contexts that have been following rather traditional approaches to learning may be effective in environments where participants are facing change and, as such, this approach could be transferred to different sectors. However, adapting the approach to the specific context should not be neglected and may involve an intensive process of exploring the particular context and introducing social learning elements carefully.

6.2.3 LMI Tool Evaluation

With respect to the evaluation of the LMI app, the challenge has been not only to develop such app which works in the DWP context but also to be able to support staff in how they interpret and use the information generated. To summarise the views of the management team in November 2016 when they were reviewing the pilot: 'whilst not all those who tested it liked the system, it is felt that

there are sufficient benefits to make the system available more widely and a decision has been made to rollout the system across the business, though we wouldn't look to require people to use it or prescribe how they should use it.' More detail on the evaluation of the app is given below:

6.2.3.1 DWP Evaluation of the pilot use of the LMI app (Coach Central 2) overview

Coach Central 2 is a web-based tool that has been developed to help Work Coaches improve their labour market knowledge and importantly help facilitate conversations with customers around their job search activities. It has been developed in collaboration with University of Warwick and with support from external partners, including the UK Commission of Employment and Skills, the Department for Business, Innovation and Skills and the Department for Education, and it is funded until January 2018. It is a system that connects to LMI for All open data services (Imiforall.org.uk) to retrieve and display information. It is a free service that is not owned, managed or technically supported by DWP. However, DWP, as a stakeholder in this project, is able to shape and influence this to ensure it meets the needs of Work Coaches.

In late 2015/early 2016, Coach Central 2 was tested with around 60 work coaches as part of a "Changing World of Work" (MOOC2) initiative. It has also separately been tested with 2 Work Coaches within each Work Services Directorate. Whilst the feedback was broadly positive it was felt that there was insufficient information available to justify a full roll-out. For this reason, it was agreed that a further test would take place in Berkshire, Surrey and Sussex District and also in the Bolton Cluster. Following a number of upskilling sessions, a 1 month test began on 7 September and was completed on 7 October 2016.

To inform the evaluation, a questionnaire has been issued to all staff who took part in the pilot. This has been developed with input from Warwick University and included 19 questions. 62 people completed the questionnaire out of an estimated 150 participants.

6.2.3.2 Evaluation executive summary

Most people who responded to the questionnaire have used the system and to a level that would allow us to draw reasonable conclusions. There are 2 key aspects to Coach Central 2: searching by occupation and searching by postcode. Referring to the former, at least 21% found at least 1 of the elements to be useful, the most popular being 'General Information' at 74%. However, some questioned the accuracy of the results and slow running was also a problem. These need to be addressed before rolling out further. Additionally, some suggestions were made around improving the format. Referring to the postcode search, at least 27% found at least 1 aspect useful, the most popular being the Top 10 Industries at 68%. However, again concerns were raised over the accuracy of the information. Additionally there was a desire to broaden the search capabilities, e.g. to include Travel To Work Areas and also for links to be added to help users obtain a greater understanding of the industries featured. Disappointingly, only 42% felt the system has made a difference, but those who feel it has have been very complimentary, especially around the areas of improved labour market knowledge, having everything in 1 place, improved job search and better information available to customers.

Around 53% said they are likely to recommend Coach Central 2 to colleagues and 58% said they are likely to use it to search for labour market information in the future.

Before rolling out further, and a decision on this is expected in February 2017, a number of recommendations have been made based on the feedback received around such areas as clearly stating the benefits of Coach Central 2 in any communications to staff, addressing the accuracy and slow running concerns, and improving the format.

On balance the outcomes from this evaluation suggest it would be beneficial for Work Coaches, Employment Advisers and a number of other Jobcentre Plus roles to have access to Coach Central 2 to assist them in their day to day roles. Therefore, the overall proposal being made, subject to the

recommendations being accepted and addressed, is that wider rollout of Coach Central 2 be agreed and progressed.

The answers to the individual evaluation questions are given in the Appendix D.

6.2.3.3 *Summary of Recommendations from the evaluation*

1	To present the accuracy concerns around occupations to the Coach Central 2 developers for investigation/resolution/explanations/assurances
2	To provide specific suggestions to the Coach Central 2 developers around how the format can be improved for their consideration
3	To report the problems being experienced around slow running with a view to these being resolved.
4	To work with the developers to explore whether the additional information needs can be achieved.
5	To present the accuracy concerns around post code search occupations to the developers for investigation/resolution/explanations/assurances
6	To explore the possibility of providing additional search results, e.g. by Travel to Work Area (TTWA)
7	To explore whether links can be added to the Top 10 Industry search results to the SIC code base information.
8	For a contents table to be included in the User Guide and to explore how the wording can be reduced.
9	Should the decision be taken to roll Coach Central 2 out further, communications to include the suggestion that it may help Work Coaches in the drafting of Claimant Commitments
10	Should the decision be taken to roll Coach Central 2 out further, to consider marketing the tool for potential use by a broader range of Jobcentre Plus roles
11	To consider whether Coach Central 2 can be made available to customers.
12	Future communications to provide clear information around the benefits of Coach Central 2

6.3 Sustainability

6.3.1 *Sustainability of the social learning approach*

The project vision was that users would themselves 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. The social learning approach permeated the three components of work with DWP. In MOOC₁ DWP employer engagement staff and learning and development staff co-created material and worked jointly with project staff to deliver the programme, such that ideas about employer engagement and use of LMI to support staff and clients would be owned by employer engagement staff and used in their work with both employers and work coaches. In this the management of change strategy was successful and employer engagement staff took forward the development and adaptation of the LMI tool. The learning and development staff too started to use the ideas and skills developed in MOOC₁ to feed into both MOOC₂ and the use for learning and development of DWP's own on-line learning provision.

The intention of the work MOOC 2 was to work with DWP work coaches in a similar way as with employer engagement staff in MOOC1. The management of change strategy was again successful and learning and development staff further developed their skills in MOOC2 to feed into development and use of DWP's own collaborative platform to support learning and development. The social learning approach will be further strengthened in Year 4 with the roll-out of the LMI app to thousands of staff. That investment will then be sustained beyond the lifetime of the project.

6.3.2 Sustainability of LMI Tool

On balance the outcomes from the evaluation in suggest it would be beneficial for Work Coaches, Employment Advisers and a number of other Jobcentre Plus roles to have access to Coach Central 2 to assist them in their day to day roles. Whilst the value of Coach Central 2 has been divided, it's expected that this will improve once assurances have been given and improvements made in accordance with the recommendations in this report. Therefore, the overall proposal being made, subject to the recommendations being accepted and addressed, is that wider rollout of Coach Central 2 be agreed and progressed.

6.3.3 (Peer) Coaching sustainability

The material that was created for the EMMA MOOC on peer coaching already includes some parts of the peer coaching material from the 2nd DWP MOOC. In 2017 the material that can be used from the 2nd DWP MOOC and the EMMA MOOC on peer coaching will be transferred to the EmployID Academy. It will be added to the "resource material" that is provided on the EmployID Academy which serves as a deposit for short-input material on several topics.

7 Reaching Out and Wider Impact

In this chapter, we briefly summarize selected parts of EmployID activities around disseminating concepts, and results of the project, and preparing sustainability (type B). This includes the International MOOC, and liaising with European and International PES and professional associations, but also commercial activities.

7.1 International MOOC on Changing World of Work (EMMA)

Based on the experiences from the learning interventions conducted so far, an international MOOC on the Changing World of Work is currently under preparation. The course targets specifically Public Employment Services (PES) and career professionals with a structured 5 week programme starting March, 28th 2017. Although the course content is designed for 5 weeks it will run over 6 weeks, including the Easter break. Similar to previous EmployID MOOCs a core didactical element will be an active learner engagement via discussions and reflection activities. Whilst each participant works through the lessons as an individual learner, the underlying ethos of the course is one of active learning in a professional context.

The content of each week is following:

- **Week 1: Introduction to the changing world of work.** We will start by mapping out the issues around current changes taking place in the labour market. Throughout the course there will be opportunities for you to reflect upon your experience of these changes and how they affect your job role. You will also be able to share and discuss your ideas with your fellow learners.
- **Week 2: Coaching.** This week will look at your role as a Work Coach, the expertise you demonstrate in your role and how to improve on it. We will briefly recap the knowledge, skills and behaviours of the Work Coach before listening to how these can be used effectively to coach the claimant to take personal responsibility for their work search. We will also look at how to coach the claimant to assess and improve the quality of their work search. Finally, we will look at your well-being and building your resilience to the stresses of your role. Throughout this week there will be opportunities for you to benefit from giving and receiving peer coaching from your colleagues in your discussion of the challenges raised by the learning.
- **Week 3: Digital.** This week focuses on how digital technology is impacting the Work Coach role. It will give you a glimpse into the digital future of the Work Coach role. It will give you an opportunity to assess your digital capability and to help you to plan your own digital development. There will be opportunities throughout to take part in discussions. Using these you will be able to share your ideas with other learners to support digital development across sites.
- **Week 4: Labour Market Information (LMI) and Sectoral Knowledge.** This week is about LMI and Sectoral Knowledge and includes a series of activities that you can choose from to complete. To assist in this you will initially complete a self-assessment diagnosis of your current knowledge and understanding of LMI and Sectoral Knowledge. However as one of the main methods of learning in the MOOC is peer coaching you should take part in all the discussion groups. This will enable you to share your existing skills and knowledge with your colleagues. During this week you will also be introduced to a LMI App and how you can use it in practical ways in your job role.

- **Week 5: Reflection and Evaluation.** The activities this week should enable to draw together and reflect upon what you have learned on the course. There will also be an opportunity for you to tell us what you think about the course as a whole.

The MOOC will run on the EMMA portal, which offers multilingual support for MOOCs and has resulted from a European project. The course outline is available here: <https://platform.europeanmoocs.eu/course/the-changing-world-of-work>

At completion of the course participants will receive an Open Badges certification.

The Inter-American Development Bank has already expressed great interest in the course as part of their ongoing activities of providing technical support networks to Employment Services in Latin America and the Caribbean (RED SEALC). Models of cooperation and sustainability are currently under discussion.

7.2 European PES

EmployID has continued to engage with European PES outside the EmployID consortium. One major step has been the presentation to the PES Network. In addition to contacts established in year 1 and 2, two additional lines of activity have been started with PES Ireland and PES Estonia.

7.2.1 PES Network / AFEPA

The European network of Public Employment Services was established following a decision by the Council and the European Parliament to maximise efficiency of public employment services (PES).

The network comprises all 28 EU countries, Norway, Iceland and the European Commission. It aims to:

- compare PES performance through **benchmarking**
- identify evidence-based **good practices** and foster **mutual learning**
- promote the **modernisation** and strengthening of PES service delivery, including of the Youth Guarantee
- prepare inputs to the European Employment Strategy and the corresponding national labour market policies

The network is governed by a Board, where each Member State and the Commission are represented by two members. The Board (AFEPA) meets twice a year to conduct strategic discussions and take decisions on the activities of the Network. Six members of the EmployID project team were invited to the Board meeting held October, 2016.

After an extended period of negotiation, representatives of EmployID were invited to attend the AFEPA Board meeting on 21st October, 2016. A preliminary meeting took place on 17th August, with DG Employment, so that project representatives were briefed on the Board meeting and the content of a presentation was agreed. Initially, 1.5 hours was allocated to the presentation. This provided a unique opportunity for EmployID to disseminate the work of the project to all 28 EU countries, Norway, Iceland and the EU.

The presentation was successful, with several PES wishing to follow up with the project team. Strict protocols for the Board meeting have to be followed, so this follow up process is ongoing, with EmployID project members collaborating closely with DG Employment to ensure that those PES

who had a particular interest in the project outputs can be included in dissemination/impact activities.



7.2.2 PES Ireland

The interest on peer coaching is growing, especially since the Associated Partner Network Meeting in London.

For PES Ireland a kick off workshop fixed for February 2017 to implement EmployID peer coaching practice for their practitioners. The workshop is a face to face workshop in Limerick or Dublin, Ireland to introduce the peer coaching concept and inform about the online course on the EmployID Academy which will be used after the face to face workshop similar to PES Croatia and PES Slovenia soon. With PES Ireland there is an interested PES that is not in full partnership with EmployID and therefore uses the peer coaching concept training fully from intrinsic motivation. Another specialty of PES Ireland is that they are already well known with coaching as a specific counselling approach which might make them an interesting additional research field. Supervision is also already practised there in specific time spaces which make it easier to implement the peer coaching approach, since fixed time is one of the major issues on not practicing peer coaching in a group. The project team focused on peer coaching strongly believes that the introduction on peer coaching concept at PES Ireland has had a large effect on spreading the concept further within PES network. The introduction of peer coaching in PES Ireland will be slightly different then the trainings in Croatia and Slovenia due to the lessons learned there and the outcome of the evaluation so far at PES Croatia. The focus will be more on supporting peer coaching groups in practicing peer coaching and how this effects on identity transformation. The English language makes it easier to implement already created content and support the transfer or material to PES Ireland. In how far PES Ireland can support not only as an external multiplier of the peer coaching approach but to lead the way for more peer coaching practice in PES needs to be clarified the following project year.

7.2.3 PES Estonia

PES Estonia is another external partner with large interest in peer coaching. There will be a face to face training probably in March 2017, though EmployID has high interest in introducing peer

coaching on a digital approach via webinars. Nevertheless there is need to set a compromise when bringing digital learning into action, since digitalization in learning is not common everywhere and the MOOC outcome show that the facial contact of at least some of the participants is helpful for networking and trust.

If there is more PES with specific interest in peer coaching during the last project year they need to accept peer coaching training as a webinar due to sustainability reasons and focus on those who showed the interest in advance and where there are specific plans of how to sustain peer coaching. One very specific strength of a webinar is also the possibility to record it and have an additional resource for peer coaching for the EmployID Academy for those who prefer listening and viewing instead of reading in learning.

7.2.4 German University of the PES, Mannheim

As it has been identified together with German PES representatives as a promising route for EmployID, The project has established collaboration with the German University of the PES in Mannheim. Preparatory meetings already took place in year 1 and 2, and in year 4, activities will focus around working out sustainable routes for using the content and concept for the International MOOC (section 7.1) in their educational programme.

7.3 International PES

The activities and results of EmployID have not only attracted interest inside Europe, but also more internationally. In July, 2016, a representative of the Inter-American Development Bank contacted EmployID, to find out how to become an Associate Partner. They are working with the 23 PES across Latin America and the Caribbean and are interested in developing online facilities to support increased efficiency in PES (<http://www.iadb.org/en/topics/labor-and-pensions/redseal/home.18644.html>). They are keen on collaboration, specifically interested in online support (e.g. using a MOOC). A representative was invited to attend an EmployID project meeting, to introduce her ideas on collaboration. This occurred in September, 2016.

From this initial contact, two types of collaboration are being discussed and concretely planned:

- translating the content of the International MOOC into Spanish for delivery in South America and the Caribbean;
- exploring the approach to delivering labour market information (LMI) to practitioners, using the same methodology as developed for EmployID (probably in one country, initially: Chile)

7.4 Professional associations and educational institutions

7.4.1 EmployID and the Association of National Organisations for Supervision in Europe (ANSE)

ANSE are still in strong collaborative contact. ANSE board members are in regular contact with EmployID peer coaching team and exchange know-how and experiences. In the past years EmployID introduced their approach on technology-enhanced coaching and peer coaching at the “1st ANSE research conference on Supervision and Coaching” in Budapest, Hungary (2015) and at the ANSE summer university on “Supervision-Guiding lights for development in times of crisis” in Zadar, Croatia (2015). Currently one of the ANSE board members prepares feedback on the EmployID peer coaching training material and concept. The project is very keen on improving the material to have rich and complete material at the end to provide for training and coaching

organizations, PES organization and other interested organisations and individuals. EmployID believes that feedback from an umbrella association for coaching and supervision like ANSE some more recognition by professional coaches and supervisors who could also be willing to take over the training and coaching concept for their use. ANSE is willing to support the search for possible interested individuals, organisations and associations.

7.4.2 Trials in higher education

In one case there is already interest by a participant of the summer university, a professional coach from a business school in a European country, who currently tests the online-course and the tool and has the idea to introduce the tool for a supervision group and her students in higher education.

Furthermore, a higher education institution in Germany has also shown interest in integrating peer coaching content and tool into their leadership curriculum, following EmployID's presentation at LEARNTEC 2017.

7.4.3 Norwegian professional association (VOX)

Vox invited a representative from the EmployID project team to Oslo to present to the professional association on the activities of the project. VOX is an inclusive professional association, including PES as well as education based employment and career counsellors. A keynote presentation was given in October, 2016, with follow up discussions in progress.

7.5 Commercial activities

As outlined in section 2, EmployID members also see promising commercial routes of offering consulting and training. Towards that end, members of the project have started a company & other freelance activities, and EmployID has used the opportunity to present the project at LEARNTEC 2017.

7.5.1 LEARNTEC 2017

LEARNTEC is a major fair on technology-enhanced learning in organisations in January 2017 in Karlsruhe, Germany. While EmployID had presented the mobile peer coaching tool there last year, this year the products such as peer coaching training and tool, reflective community and LMI were presented on an EmployID fair stand. The focus was to present the offerings of the project to a larger audience with two aims:

- Test out value messages from the Business Model Canvas process and learn about similar issues encountered in other sectors (and the language used to describe them)
- Find new partners for sustainability

EmployID presented an overview on learning technologies and professional identity transformation as well as key results of the projects' pilots as part of the applications' forum. The session was well attended with around 50 participants.

At the booth, we had many discussions with participants from various backgrounds, and it was particularly noted that one of the strengths of our work is that we have been able to connect technology to actual learning in organizations. The concept and approach of the project is applicable to a much wider scope. Particularly, universities were interested in the peer coaching concept and tool and plan to integrate it into their courses as an example for online learning. But also the topic of professional identity transformation connects well with trending topics such as introducing agility in leadership and transforming learning & development.

These are valuable insights that we will use for further developing the offerings.



7.5.2 UpASkill! and further freelance activities

UpASkill is an SME that focus on providing tools and training to enhance organisations effectiveness and productivity, measured on results and on the quality of life and work of its employees. The Peer Coaching tool and its overall framework of implementation aligns well with its strategy and lines of services, thus as UpASkill, we would like to offer Peer Coaching intervention, training workshops and Train the Trainers Workshops as part of our product portfolio. We intent to test the market on 2017, by offering this to consultancies and technology start-ups that are aligned with the idea of a professional identity transformation as part of the growth personal path that employees need to follow to keep growing with their organizations, while seeking higher productivity.

The company will draw from a trainer pool including other project members of EmployID who have committed themselves to providing training and consulting.

Carmen Wolf, also professional coach and consortium member, will use her concept further for her research activities and trainings after the project ends. She will also support UpASkill!-activities on training and facilitation of EmployID peer coaching.

To enable commercial exploitation, it has been agreed in the project that the results are jointly owned and will be available under open licenses, such as Creative Commons Attribution for content, and Apache 2.0 for tools.

Furthermore, Pontydysgu will offer services around Labour Market Information and beyond. At the beginning, the project-related activities will use the EmployID Academy as a dissemination vehicle, and Pontydysgu has already committed to operating the EmployID Academy beyond the project's lifetime (see below).

7.6 EmployID Academy

7.6.1 General overview

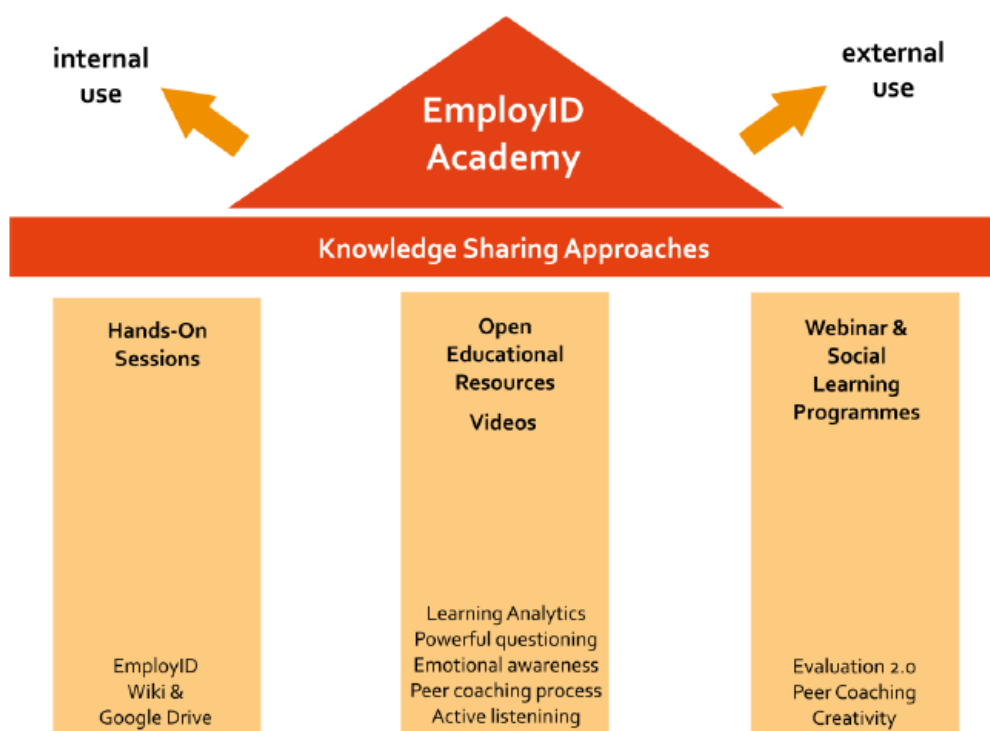


Figure 30: The three pillars of EmployID

The concept of the EmployID Academy since the early beginnings of the project was a threefold approach to provide a space where EmployID could share knowledge inside and outside the project:

- **Hands-on Sessions.** This includes training on how to use the wiki, Sharepoint or other technologies we need inside the project. This leads to FAQs and tutorials that can be shared on a wider scale.
- **Open Educational Resources.** This includes reusable modular content that can be repurposed for different contexts, including associate partner and commercial activities. Particularly video content is included here, but also the content parts of social learning programmes.
- **Webinars and Social Learning Programmes** hosted by the platform. This includes not only the content, but the Academy also serves the purpose of a MOOC platform to host the courses, which of course needs course instructors/moderators. Here it has been used for hosting the peer coaching course in Year3. By creating the EmployID Academy as a Wordpress platform we provided ourselves with a testing, development and research space which informed our early work on MOOCs.

The Academy now encompasses many aspects of the project including; capacity building, network and relationship building, peer to peer support, dissemination of information, knowledge and skills between the consortium, software development and testing and research into the pedagogy of online courses and social learning. The rationale was discussed in more depth in the previous deliverable report and so further detail is not included here.

In year three of the project the Academy has served a number of purposes:

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- A sandbox for course and content creation.
 - An open platform to host public MOOC style courses on.
 - A platform to host private courses on.
 - A knowledge sharing space.
 - An early testing ground for plugin functionality.
 - A forum for discussion amongst course participants

7.6.2 Outlook

The future of the EmployID Academy as a platform is primarily as a continuation of its role as a host platform for learning materials and courses created within the project, this includes amongst others, the materials used in the Peer Coaching online course, Futurelearn MOOCs and EMMA MOOC. It is envisaged as a showcase and repository from which interested parties can pick and choose training resources to suit their own needs.

Included in the tutorials will be guidance on how to use the available resources and implement them in organisational specific contexts, these tutorials and short courses will provide information for trainers alongside technical information for organisations wishing to embed the open educational resources in their own platforms.

Throughout 2017, training resources in the form of courses, tutorials, handbooks and webinars will continue to be developed and made available through the Academy.

As part of the overall sustainability strategy, EmployID Academy will be the main dissemination platform for training- and course-related offerings beyond the project's lifetime. Towards that end, Pontydysgu and Karlsruhe University of Applied Sciences have committed themselves to maintain, operate, and further develop the platform beyond the project's lifetime.

8 Reflections and Further Roadmap

In previous chapters, we have outlined first the different types of (generalizable) interventions in chapter 3, then had a closer look at the results from the (ongoing) pilots, and outlined for both sustainability routes that the project is pursuing.

In this chapter we want to present the **first results of an ongoing critical reflection process** on the findings and lessons learnt of the project – and particularly also on the still remaining gaps. This will be continued in the fourth year of the project. This comprises the following areas:

- Professional identity transformation and the three representations of learning for identity development (see also Deliverable Y2)
- Indicator framework as an evaluation instrument
- Conceptual Framework

The purpose of these reflections is both the identification of what we have already collected evidence for, and to prioritize the activities in year 4.

8.1 Reflection on implications of evaluation results for documenting identity transformation processes

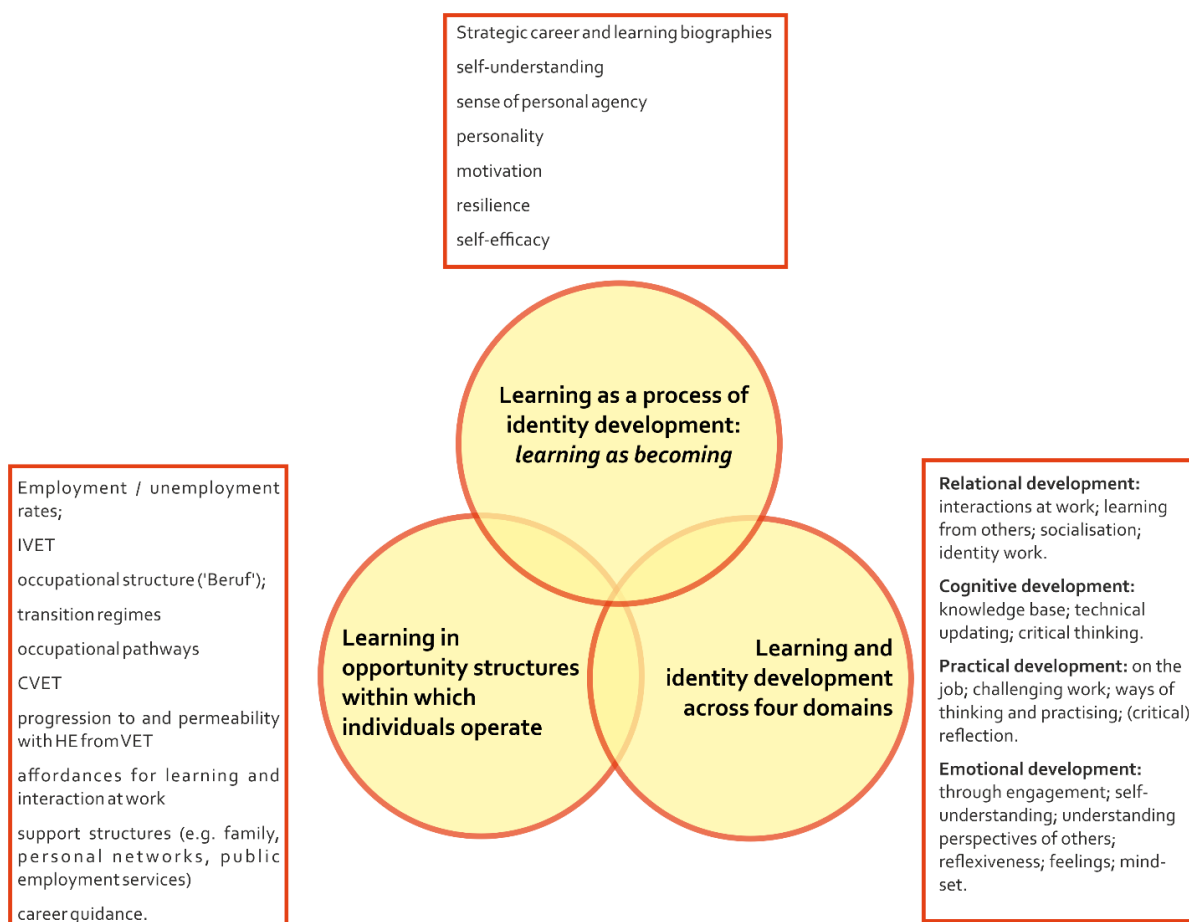


Figure 31: Key factors influencing 'learning for career and labour market transitions'

With the focus on pilot implementations this year 3 report is rich in interesting stories what we have learnt with regards to supporting learning for identity transformation. In order to provide evidence of processes of identity transformation it is necessary to switch between three representations of 'learning for identity development' (**Fehler! Verweisquelle konnte nicht gefunden werden.**).

8.1.1 Learning as becoming

The first representation highlights the process of 'learning as becoming' whereby individual narratives or 'identity stories' can be outlined. So it should be possible to take a stratified sample of staff at different levels in our PES to illustrate how roles, expectations and ideas about how work processes should be undertaken have been transformed. The stories, as identities themselves, have both a personal and an organisational dimension and could link to ideas about learning through self-understanding; sense-making; personal agency; motivation (determination); resilience; commitment to own learning and professional development; and career adaptability.

Regarding the evidence from the project's pilot, we have been able to observe the following and see the need and perspective to gather evidence in the fourth year:

- **DWP**

Current situation: (based on the evaluation results presented in section 6.2):

- Strong evaluation evidence of identity shifts in several groups (learning and development staff; employer engagement staff; middle management; senior management; and work coaches): greater employer engagement; 'coaching turn'; on-line learning expertise; use of LMI etc.
- Also evidence from role changes, different approaches to work, formation of working groups to take project findings forward, plans for more extensive roll-outs, plans for continuation after the end of the project, alignment with organisational culture change programme etc.

Further evidence required with respect to the extent to which above needs to be consolidated; still need to incorporate evidence from LMI tool roll-out.

- **CES**

Current situation (based on the evaluation results in section 5.2): There is first evidence on growing on-line learning expertise, and the 'coaching turn'. This also manifests in the integration of the peer coaching course into the internal e-learning system for a planned wider roll-out to a large number of counsellors in the near future.

Further evidence is expected to be collected with the further engagement in Y4 with respect to role changes amongst staff and evidence for identity shifts in management and learning and development staff. Towards that end, plans to provide internal trainers with knowhow on peer coaching (train the trainer event) and to apply the peer coaching tool are in place and their implementation is underway.

- **ZRSZ**

Current situation: So far, there are only few changes to be observed (see section 4.2). The Reflective Community still needs time to establish before a shift in identities can be witness that can be related to our activities.

Further evidence is expected from content analysis of user's contribution in the reflective community, which is currently being scheduled. Furthermore, after successful establishment of reflective community as a tool that supports reflection and horizontal and vertical communication we expect to have online learning expertise, a stronger commitment to one's own learning. With the launch of the peer coaching online course we expect a shift towards coaching, further deepening of online learning expertise; for both we expect uptake by management and training centre staff, as well as evidence for new approaches to work and collaborative learning.

As a conclusion, we have evidence for learning as becoming in DWP and also some in CES (as of January 2017), but not in ZRSZ yet. As for ZRSZ, the Reflective Community as an intervention needs time to be established before it leads to changes in individual narratives and shifts to new ways of learning (in contrast to social learning programmes with their defined period of time), and the peer coaching online course has just started in January 2017. CES joined the project later and thus started later with the peer coaching intervention as well as the establishment of the Reflective Community.

8.1.2 Learning in four domains

The second way 'learning for identity development' can be represented as occurring is across four domains: relational development; cognitive development; practical development; and emotional development. Learning may involve development in one or more domains and development in each domain can be achieved in a number of different ways, but development can be represented thematically, although the extent of development under particular themes can vary greatly across contexts and in individual cases.

- **Relational development** is learning through interactions at work, learning with and from others (in multiple contexts) and learning as participation in communities of practice (and communities of interest) while working with others. Many processes of relational development occur alongside other activities but more complex relationships requiring the use of influencing skills, engaging people for particular purposes, supporting the learning of others and exercising supervision, management or (team) leadership responsibilities may often benefit from support through explicit support and development activities.

Current situation: This area has been one major focus of the EmployID project with, e.g. peer coaching, and facilitating PES practitioners in partnership building with employers. Our evaluation activities indicate effects on relational development amongst PES practitioners. This is for example reflected by the participants of the peer coaching intervention at CES reporting that they significantly more often ask colleagues for feedback or discuss work-related challenges with them (see more in chapter 5.2.1). In DWP the social learning activities around the changing world of work influenced the learners' experience of collaborative learning. After the MOOC participants agreed to a significant stronger extent that the discussions with colleagues helped them to solve problems, reflect about their own learning, understand their role in the organisation and how to reach organisational and individual goals (see more in chapter 6.2.1). In ZRSZ members of the Reflective Community tell concrete situations where the knowledge and experiences from colleagues across offices enriched their own work (see more in chapter 4.2.1).

Further evidence is expected from ongoing activities, such as the International MOOC, but also expanding pilots in Croatia and Slovenia.

- **Cognitive development** relates to sense-making, continuing to develop mastery of an appropriate knowledge base, theoretical underpinning and any subsequent technical updating. This form of development could be a component in any of the substantive

interventions around coaching, peer coaching, understanding the *labour* market, use of LMI tools etc.

Current situation: From all three EmployID, we have evidence about increased (peer) coaching skills and process knowledge as well as a deepened understanding of use of Labour Market Information.

Further evidence is expected from the expansion of the peer coaching intervention in Croatia and Slovenia, and well as the introduction of the LMI tool in Slovenia.

- **Practical development.** Learning on the job, particularly learning through challenging work, interacting with others and project work have been vehicles for practical development. This type of learning is manifest in the application of new approaches to on-line learning development, strategies to engage with employers, coaching, peer coaching and use of LMI in practice. Developing a practice is also about relationships, identity and cognitive development but there is value in drawing attention to this idea. Practical development can encompass the importance of critical inquiry, innovation, new ideas, changing ways of working and (critical) reflection on practice. The goal may be further development of expertise through changes to particular ways of thinking and practising, which could involve development of particular skill sets and capabilities.

Current situation: Members of the Reflective Community at ZRSZ have provided us with anecdotal evidence in the form of examples how they used the knowledge from the reflective community to improve their daily work practices. Similarly, peer coaching course participants at CES provided us four months after the course with reports how the peer coaching knowledge is used. Surprisingly, this also included better working with difficult clients. We have also collected examples from MOOC participants 6 months after the course how they use the knowledge in their daily work.

In terms of quantitative data, we know from pre/post comparison in CES that participants reflect more on their work and how to improve it after the peer coaching course in Croatia; intermediate-outcomes of our evaluation at CES and DWP show that a majority of participants felt confident to apply their new knowledge and skills in daily practice. These results can be confirmed in a longer-term perspective: 6 months after the intervention in DWP, a vast majority of practitioners agreed or even strongly agreed to have applied their knowledge and even spread it amongst peers, which is a valuable finding from a sustainability perspective; 4 months after the peer coaching course in Croatia, more than half of respondent agree or strongly agree to have used the skill of active listening in their daily work practice.

Further evidence is expected come with the continuous EmployID facilitation especially in CES and ZRSZ, when the follow up activities will support the further transfer of new skills and knowledge to practice (e.g. further training in coaching skills & further support in establishing the reflective communities, both in CES and ZRSZS).

- **Emotional development.** Some of the work on coaching and peer coaching explicitly addresses issues such as understanding the perspectives of others, respect for the views of others, empathy, anticipating the impact of your own words and actions, and a general reflexiveness, which includes exploring feelings.

Current situation: We have resilience and emotional awareness as items on the self-assessment questionnaire, but that they did not significantly change in pre/post comparison – in none of the three countries. As qualitative data, we have stories from peer coaching

participants in CES who use the newly gained knowledge on powerful questioning and emotional awareness to stay constructive and positive when trying to find solutions to challenges.

Further evidence is expected through a more systematic collecting of examples of emotional development.

- **Reflection.** We have an explicit strand of our work which encourages staff to reflect upon their work and learning as a means of professional development. This is on one hand included into the peer-coaching process and on the other hand included in the reflective community platform.

Current situation: As all intervention include a strong focus on reflection, evaluation data covers these aspects in all PES. Reflective questions concerning the “Changing world of work” and “Peer coaching” led to 882 comments shared by DWP counselors and 1070 comments shared by CES counselors in the social learning platforms. In the Reflective Community members posted 63 topics and 169 replies. The feedback shows in all three countries participants perceived the self- and collaborative reflection as an important part of their learning experiences. Overall, our interventions succeeded in raising awareness for the benefits of reflecting work practices with peers, it led to more reflection activities measured between pre-/and post-questionnaires (in CES and DWP) and changed attitudes towards the outcomes of these reflection activities (in DWP).

Further evidence is expected when all case studies are completed. The project will need to decide how best to draw together evidence upon the use of reflection to support changes in ways of working and learning. In case of the reflective community platform we are currently conducting a content analysis of user`s contributions to assess if and how people reflected.

8.1.3 Learning in opportunities structures within which individuals in the PES operate.

The PES have different recruitment practices; structures of vocational education and training; use of graduate labour; organisation of work; occupational pathways; opportunities for CVT etc. Crucially, however, reduced funding and budget constraints may influence changes to ways of working which may influence the extent to which otherwise desirable changes are implemented.

Through the user engagement both within the consortium and conversations, we have gained some insights (e.g., negotiations about recognition of peer coaching training by the Chamber of Psychology in Croatia), but so far EmployID lacks clearer links with respect to this representation, which is not surprising as effects here are longer term and often interwoven with other aspects.

To make progress, it will be important to map the overarching opportunities and constraints within which staff in the PES are working. Another issue that is easy to overlook is that when individuals engage in learning and develop their expertise their new work identities may have value outside the PES as well as within them. We could link identity development to issues of career adaptability, and how project experience facilitated this through:

- learning through challenging work (including mastering the practical, cognitive and communicative demands linked with particular work roles and work processes);
- updating a substantive knowledge base (or mastering a new additional substantive knowledge base);
- learning through (and beyond) interactions at work; and
- being self-directed and self-reflexive.

8.1.4 Summary

The key to understanding learning for identity development is to switch between the three representations in order to get a more rounded picture. Individuals engaged with the process of identity development reflect upon their identity stories, a sense of career direction and a commitment to their learning, professional development and career adaptability. They also engaged with learning and development across the four domains in order to achieve their goals. Both these processes also need to be framed in the context of particular opportunities and structures within which they were working and learning.

This analysis of where we are with substantiating our claim that our interventions facilitate professional identity has yielded priorities for year 4, which are challenging, but EmployID can benefit from ongoing interventions with respective sustainability plans (instead of just time-limited pilot evaluations). This includes:

- Completing the analysis from ongoing evaluations
- More systematic collection and analysis of qualitative examples
- Comparing results across the different interventions

8.1.5 Outlook on transferability of professional identity transformation experiences

From conversations in various contexts, the project sees potential of applying the experiences we gained to other contexts. First of all, this requires closing our gaps in terms of evidence as outlined in the previous sections. Furthermore, we need to understand the context dependency.

Challenges to European PES to deliver effective services are framed by high unemployment, demographic change, and uncertain and dynamic labour markets. This context requires PES staff to develop new professional skills related to: understanding the changing world of work; a 'turn' towards coaching; recognising the increasing importance of relations with employers; and to learn new ways of working, including enhancing collaborative (peer) learning. Other target groups which are similar would be:

- those working for organizations in Europe concerned with career guidance, career development and labour market information (other than PES);
- those individuals supporting and working for PES outside Europe.

Learning related to identity development at work has to link to particular knowledge bases, work processes and take place in the context of particular opportunity structures. Hence any linked target groups are most likely to be operating within the 'careers landscape' (Brown & Bimrose, 2014). Eraut (2004) highlights how the transfer of knowledge between settings is complex and includes recognising what knowledge and skills are relevant; transforming them to fit the new situation; and integrating them with other knowledge and skills in order to think / act / communicate in the new situation. The whole process is much more complicated than just desituating and resituating knowledge. Additionally, technical and professional workers, in particular, often find that the most important workplace tasks and problems require the integrated use of several different kinds of knowledge, and this can be demanding whenever a person has to undertake a new set of work activities. Hence it is very important that the person(s) supporting the transfer process can engage in detailed consultation about changes to work processes, roles and identities within the 'careers landscape'.

The particular terrain of the ‘careers landscape’ may look very different for individuals working in other (non-European) PES settings as may their roles, client groups and existing identities. However, the major difference is that we will be either:

- engaging with individuals, who work for a wide range of organisations, as part of a continuing professional development process; or
- working with organisations who are themselves supporting rather than delivering career or employment services.

Either way, from a sustainability perspective, working intensively with organisations as part of a programme of substantive user engagement will need to be compensated with resource investment. The project provides materials, approaches and applications that could be adapted by ‘brokers’ working in the ‘careers landscape’: for example, governmental or non-governmental agencies making use of labour market information; national or international agencies with responsibilities for staff development in the broader careers field etc.

Our approach to identity transformation worked both with individuals and particular organisations taking as a starting point the need for a deep understanding of existing work processes, roles and identities. Hence the approach operated in a space where approximately equal attention is given to personal and social identity development. It would of course be possible to adapt the project approach to address more individual or more organisational concerns. At the moment, approximately equal weight is attached to supporting individual career development and the management of change in organisations. This offers opportunities for EmployID partners to extract potentially relevant knowledge and processes from working with both organisations and individuals and adapt these to contexts with a greater focus on either individuals or organisations.

Beyond the PES context, the challenges are similar so that the most critical element in reaching out with respect to professional identity transformation lies in partnering with individuals and/or organizations that have deep contextual knowledge inside the target context. Here, project management techniques, methods and processes that have been successful in the project might be most useful.

8.2 Reflection on the indicator framework as an instrument for evaluation

In our previous deliverable, we presented our refined indicator framework which aims at facilitating a holistic impact assessment of social learning interventions. As a special advantage, the framework incorporates different perspectives and time scopes which are important to consider for PES. Whereas our former versions included exemplary indicators, derived from theory, which we perceived as useful and appropriate, this time we applied our indicator framework to a real context in the past year and thereby tested its suitability to evaluate our interventions empirically. Thereby, we were able to show an overall effect of our three social learning interventions on **individual learning and development, collaborative learning and development as well as PES’ internal processes and even parts of customer’s satisfaction** (see Chapters: 4.2.1, 5.2.1 and 6.2). This suggests that intervention effects on an individual level can lead to widespread changes on an organisational level. This spread of positive effects was described in our previous deliverable as effect chains. These effect chains provide a rationale for the assumption that effects on an individual, lower level (e.g., the work coaches’ personal development) may ultimately affect higher levels within the framework (like process effectivity or financial indicators).

Furthermore, we believe that our evaluation activities were very comprehensive in a sense that they covered nearly all aspects of service provision and were conducted at different points in time. This was only possible by incorporating a large variety of evaluation methods. This mixed-method approach incorporating qualitative as well as quantitative methods made it possible to get insights

on more qualitative improvements, e.g., on the level of personal development as well as on more quantifiable improvements, e.g., changes in the internal processes.

Regarding the measurement intervals, it should be kept in mind that the limited project duration makes it difficult to track long-term outcomes. Thus, results of the post-intervention questionnaire 6 months after the end of the social learning programme were classified as indications of long-term impact. This is based on the assumption that developments which are measurable at this time can be considered as stable over a longer time period when they manifest themselves in daily business.

As we have also pointed out in previous deliverables, not every perspective is measurable by EmployID. For example, the measurement of an impact on a wider social or financial perspective lies out of scope and is hence excluded from this concrete application. However, it can be expected that our interventions also contribute to this perspective to some extent.

	Individual Learning & Development	Collaborative Learning & Development	Internal Processes (& employee satisfaction)	Customer (employer & job-seeker) satisfaction
Outputs	Number of participants at different learning activities/ interventions (e.g. MOOC, COP, ...) Content and design of the intervention/ tool (MOOC, COP, ...)	Design of the Intervention/ Tool (MOOC, COP, ...) for collaborative learning	Learning process/ framework conditions	
Inter-mediate Outcomes	Individual learning Individual reflection	Collaborative reflection Facilitation / (Peer) Coaching	Improvement of work/ processes	Interaction with clients
Long-term Outcomes	Professional identity transform <i>Individual development</i> <i>Cognitive development</i> <i>Practical development</i> <i>Emotional development</i>	Professional identity transformation	Organisational impact	Customer satisfaction

Figure 32: Structure of indicator framework without concrete indicators

Based on our experience in evaluating the DWP social learning programme for instance, we believe that the indicator framework would provide a well-suited vehicle for other interventions to show their impact as well. However, it is crucial to stress that – although the framework itself is considered to be universally suitable to any context – the indicators within the framework cannot be applied to every intervention but must be chosen very carefully. This is due to the varying inherent characteristics of different interventions that are conducted in different contexts and under different environmental conditions. Therefore, a one-fit-for-all approach is only followed regarding the overall structure of the framework but explicitly discouraged regarding the indicators that are included. The latter are planned to be catalogued, so that an appropriate subset can be identified for each intervention.

Additionally, even if appropriate indicators (given the specific context of the particular intervention) have been chosen, they always have to be interpreted with care and only in relation to the context. More specifically, a particular indicator value can in some contexts be considered a huge achievement, but in another context it is only a mediocre outcome. For instance, the time given to work on an intervention is an obvious parameter that influences participants' activities to a high degree and is also reflected in various indicators within the social learning indicator framework. Thus, the framework with all its indicators shall neither be used to compare interventions across platforms, nor shall it contain absolute assessments that need not be

interpreted context-specifically. Rather, the term indicator is used in a way that an indicator's purpose is to reflect developments without ascribing them an absolute value; thus, whether the indicated change is considered good or bad is subject to later, context-specific interpretation.

From a project perspective, regarding the evaluation of further interventions, we plan to further rely on the indicator framework. It has proven very valuable in the process so far. Through its future usage, it can not only serve as a vehicle to integrate evaluation results in a structured and condensed way after interventions, but also provides guidance to define an a-priori plan and coordinate evaluation activities to make sure that they cover all perspectives and time scopes, so the impact of the intervention is tracked on all the different levels. Additionally, it will be interesting to see which evaluation activities in which interventions might provide insights on different evaluation levels when comparing the overall picture from different interventions. This will also allow for improving and shaping the mixed set of evaluation methods.

In general, the indicator framework is not only intended to serve the EmployID project to demonstrate outcomes of interventions, but should also raise awareness in PES for the different perspectives on their service provision and thereby give impetus for their own impact assessment. Therefore, PES' opinions about the framework also add crucial information for the success of the framework in the long run. This led us to conduct a workshop with PES members at an EmployID consortium meeting in Barcelona. Members of the UK's and Croatia's PES were asked to have a detailed look at the framework filled with the evaluation results of the DWP social learning programme or the CES peer coaching course, respectively. Overall, this workshop showed that PES staff liked the condensed and simplified demonstration results and especially valued it as an appropriate medium to communicate results to the management. Although not every indicator might be relevant to managers, the framework reveals a considerable organisational impact and impact on service delivery to clients, which is of special interest for the management. PES staff also reported that the evaluation results reflect their own experience and the faced problems very well and was appropriate regarding the level of granularity. Furthermore, they stressed the usefulness of the framework regarding sustainability because it provides a template for other interventions and apart from showing results, it can also serve to identify circumstances and constraints that have to be taken under consideration to guarantee that a certain intervention works well in the specific context. Additionally, PES staff plans to present the framework to participants of the corresponding intervention to provide them with feedback and opinions from colleagues as an appreciation of their participating in evaluation surveys. Despite the positive feedback, there was consensus that the framework should not be regarded as a substitute but a valuable and condensed addition to a detailed, written evaluation report. It was discussed whether the framework should be enlarged by an input perspective reflecting the resources put into the creation of the intervention as this could be an important information for management too. However, whereas the time participants invested is quite clear, the effort of management team is hardly measurable and quantifiable. Thus, further considerations are needed to decide whether an input level with estimations proves possible and useful. Further improvement ideas addressed the catalogue of indicators and their evolution over time. We discussed about having some form of dynamic time-line evaluation, which shows the change of indicators at different time points. Additionally, our planned catalogue should definitely include a set of appropriate indicators for each intervention type. Altogether, the workshop underpinned the generally positive feedback of the indicator framework and provided us with very valuable suggestions for its further improvement.

8.3 Towards a revision of the EmployID Conceptual Framework

The EmployID Conceptual Framework developed in the first two years has served the purpose of establish a shared understanding among the project participants and providing a backbone for the iterative and agile design, piloting, and evaluation processes. In year 3, no major conceptual issues

arose that challenged the conceptual framework and showed the need for extension and further details.

With the turn towards sustainability, however, it was also reflected upon what the role of the conceptual framework in enabling sustainability activities would be. This includes both research perspectives (conceptual framework as a contribution), and practical perspectives as part of transferring results from EmployID to new contexts (conceptual framework as a tool for consulting processes). Picking up on the pattern-based approach presented in the Year 2 Deliverable, the Conceptual Framework would play an important role in structuring those patterns.

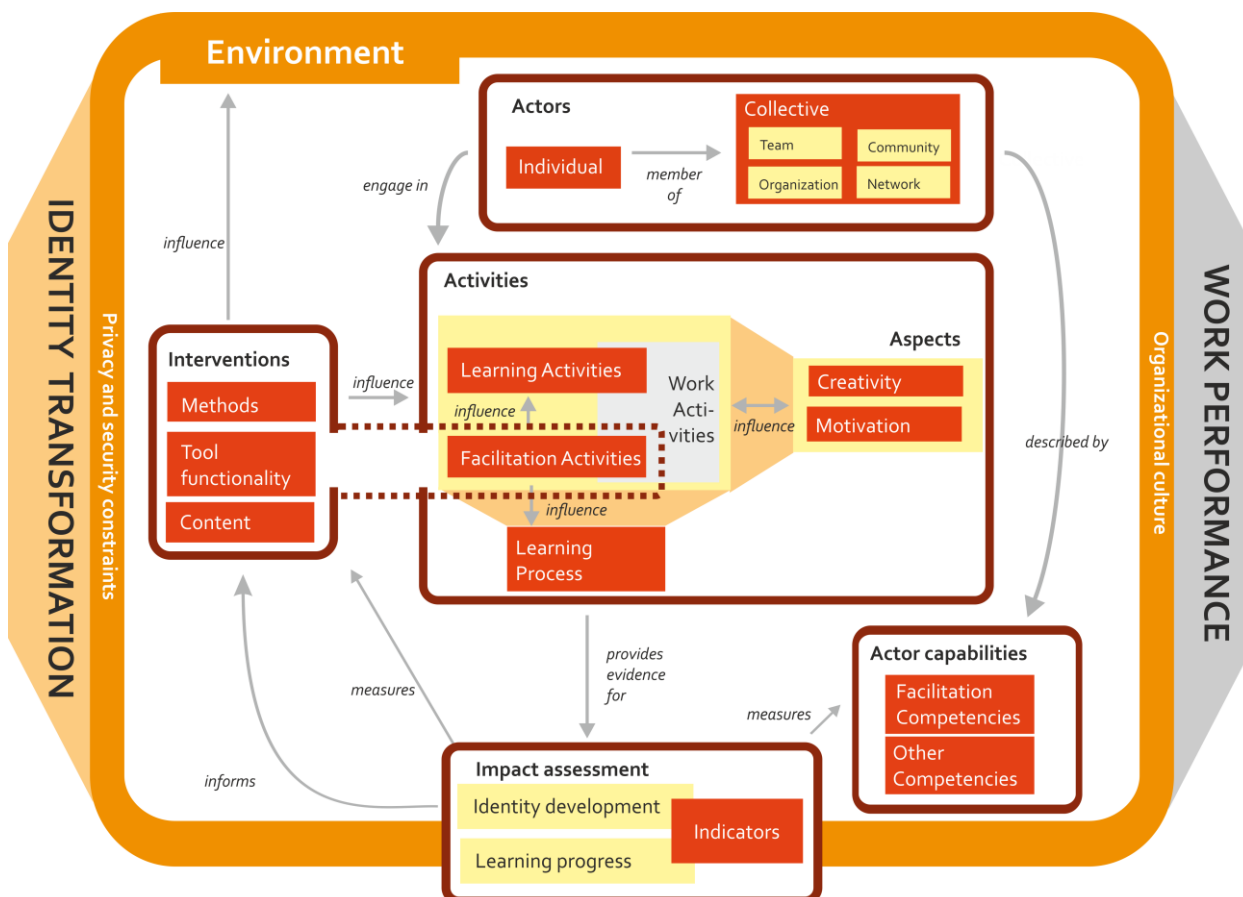


Figure 33: EmployID Conceptual Framework

Towards that end, we have reviewed two interventions (as a starting point): Peer Coaching, and Reflective Community and mapped all the elements of the interventions to the Conceptual Framework to see if the framework still is adequate and useful. While the entities in the Conceptual Framework have their corresponding instantiations in the interventions, we also found that the Conceptual Framework does not give appropriate visibility to some aspects that have turned out to be of prime importance:

- While originally we thought that the method part of intervention includes both the individual/group perspective and the organizational perspective, the experiences with the intervention show that a separate entity for the organizational **measures** would be a useful addition. This includes, e.g., for the community platform the manual and rules created, the embedding in the organization, the conversations with and reporting for management. Such activities constitute an additional form of socio-technical facilitation, enabling usage

in the organisation, sustaining it, and transforming the culture. Giving this aspect a more prominent place would also help to capture transferable outcomes (e.g., in the form of proto-patterns).

- A second and related area where the Conceptual Framework would probably benefit from is a more explicit and thorough consideration of **interactions between the environment and the activities** that happen in it. This would allow for a better perspective on organizational learning processes, which are an important companion to professional identity transformation processes of individuals and groups. Particularly, this would make it possible to express sequences of interventions and their dependencies (as a change to the environment).

With several activities just started or in the middle of evaluation, we plan to revise the Conceptual Framework with input from all interventions and the experiences gathered. This will be part of an overall effort to consolidate the results and make them accessible for further use. This will build upon the pattern-based approach presented in the Y2 Deliverable.

9 Conclusions and Outlook

In year 3, EmployID has been able to make steady progress on designing, rolling-out and evaluating the interventions in the three PES contexts, which has already given us rich data on facilitation for professional identity transformation. And the growing user numbers and recently started pilots promise to yield more. As part of this progress, the perspective has more and more concentrated on sustainability, both in the PES contexts (type A) and in a wider and more generalized way (type B) and prioritizing the usage of project resources towards that end.

A diverse set of sustainability plans for year 4 is in place, they have been systematized, and, which is more important, they are backed by strong interests of project members and actively further developed. This allows the project to use Year 4 resources for supporting those plans *collaboratively*. The ongoing conversation on sustainability will be also enriched with the aspect of maturity of the solutions, which demands for different approaches.

As a result of its dissemination, the project has been able to attract interest from European and International PES and already explored opportunities beyond the PES context so that there are opportunities for testing out sustainability strategies that reproduce successful approaches in the project in new contexts.

EmployID is also planning a **European Conference in Tallinn on September 28, 2017** targeted particularly at PES and Guidance organizations in cooperation with PES Estonia. This major conference will be launched as part of the EU Presidency programme in Estonia. It will bring PES and other European policy and practitioner networks together to learn more about EmployID's key findings and to consider ways in which professional identity transformation can be harnessed to good effect. It also offers an opportunity for key stakeholders to share good and promising practices in PES and other allied organisations, including e-services. This will give the project opportunities to continue with conversations already started, but especially also to start new conversations and initiatives that will support the sustainability type B after the project's end.

Year 4 will also give the project the opportunity to consolidate its findings and prepare them in a way that they can be shared. This includes **research contributions** based on the rich data and the pilot for which publications are **planned in Year 4** (as of January 2017):

- Learning and facilitation
 - Facilitation in online learning communities
 - Didactical framework of the online course
 - Sentiment Analysis in the context of analyzing community forum contributions for which an abstract has already been accepted at HCI)
- Towards the coaching community:
 - concept of peer coaching
 - results on Peer Coaching and from analyzing the evaluation data in Croatia
 - coaching Methods for Identity Transformation (Pablo + Peer Coaching)
- On identity transformation
 - linking the facilitation framework with identity transformation
 - identity transformation in PES as an overarching theme
- Design processes and conceptual background
 - Appropriation & Co-Design Work for Bottom-Up Learning in PES

- Contextualization of the Conceptual Framework
- Contributions to the literature in guidance and counselling, e.g., with Peer Coaching for the Special Issue for Guidance & Counseling 2018: Creative Methods, and with a Impact Assessment & Quality Assurance Framework in PES
- Evaluation of results for MOOC2, including user statistics, and about applying the indicator framework

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