

EmployID Deliverables

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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
BiH	Bosnia & Hercegovina
BMC	Business Model Canvas
BSC	Balance Scorecard
CEDEFOP	European Centre for the Development of Vocational Training
CES	Croatian Employment Service
CFCF	Coaching to Facilitation Competence Framework
CISOK	Croatian Centre for Information and Career Guidance
CMS	Content Management System
CSCL	Computer Supported Collaborative Learning
CSCW	Computer Supported Cooperative Work
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
ESS	Employment Service of Slovenia
ETL	Extract, Transform and Load database functions
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
LESN	Local Employment Service Network
LMI	Labour Market Information
LMS	Learning Management System
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
OAD	Online asynchronous discussion
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
SORS	Statistical Office of the Republic of Slovenia
SSE	Sum of squared errors
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)

Executive Summary

Purpose

To provide the key messages from a major four-year European collaborative research study, funded through the EU Seventh Framework programme (2014-2018), for Ministers, senior policymakers and public administration managers. This summary focuses on lessons learned from the development of, and integration into practice, of technologies designed in collaboration with end users to support the professional identity transformation of practitioners working in Public Employment Services (PES) across Europe. The successful outputs from this research have potential for transference and/ or adaptation to public administrations other than PES regarding the integration of ICT and digital policies now, and in the future.

A commitment has been given to provide progress updates as part of disseminating and sustaining this work.

Recommendations and actions

Ministers, senior policymakers and public administration managers are invited to:

- (i) Review the findings and importance of this 4-year study.
- (ii) Note that dissemination and sustainability activities are ongoing.
- (iii) Consider opportunities for embedding the emergent innovations, which have been piloted, then integrated in real time into national and/or regional PES frameworks.
- (iv) Stimulate fresh thinking and debate, based on key findings from the research.

Background

Across Europe (and further afield) PES are under increasing pressure from volatile and fast changing labour markets. The emergence of new forms of employment, demographic changes, increased migration, changing/ disruptive career patterns, new attitudes towards work among younger jobseekers, and low participation rates amongst vulnerable groups (e.g. long-term unemployed) requires new and agile responses. To guarantee optimal functioning of the labour market and assure quicker access to sustainable jobs for individuals, PES need to achieve more rapid, relevant and effective responses to consumer /customer needs.

In response to these needs, EmployID¹ has successfully worked with PES across Europe of contrasting sizes and varied structures, including an extensive Associate Partner network comprising 22 PES. In collaboration with PES end users at different organizational levels, the project team has developed, then applied innovative technologies such as dashboards for labour market intelligence/information (LMI); online reflective communities (including 3 separate MOOCs and an online Academy) and peer coaching to assist PES organizations in effectively managing the up-skilling of their staff. Core PES partners included DWP (UK), CES, (Croatia) and ZRSZ (Slovenia).

¹ <https://employid.eu/>

Outputs: EmployID – 3 key elements

Bringing employees into the position of shaping change instead of merely reacting is one of the key missions of the EmployID project, supporting the concept of the development of the resourceful learner. Clearly, the future world of work, holistic employment support, digitalisation and human resource management each require PES to make greater use of:

(i) **Labour Market Information (LMI) dashboard:** Key to unlocking the transformational potential of LMI systems by PES is based on how it is integrated within individual practitioner and organizational practices. Both require an understanding of the meanings of data for the future structure of labour markets, for jobs and for careers for citizens. A new LMI dashboard has been designed, developed, piloted and then rolled-out to approximately 1,500 DWP staff, for the duration of the project. A similar system is being rolled out in the Slovenian PES, and this concept has been exported to Latin America (Chilean Government). Access to high quality, reliable and up-to-date LMI is desirable across public administration employees' who need easy access to national and regional LMI.

(ii) **Online Learning programmes:** This includes targeted Reflective Community platforms, blended learning programmes, a Massive Online Open Courses (MOOC) and an online Academy. In the former, groups of people share an online domain and work on improving their knowledge, skills and understandings. ZRSZ and CES have both embedded this into their staff development programmes. In the UK, around 90 Work Coaches from DWP have successfully participated in two pilot EmployID tailored blended learning programmes aimed at managing challenges in their working life linked to the digital agenda and use of LMI, with insights into coaching processes. A 'Changing World of Work' MOOC has also attracted over 400 international learners. The online Academy houses 10 open access courses and over 30 high quality open and enhanced technology educational resources within a tried and tested mutual learning platform. Each allows for low cost continuous professional development, peer learning and facilitation of both top-down and bottom-up communication.

(iii) **Peer coaching:** Bringing the individual from a problem state to a solution-focused state. This involves a group coaching setting where peers (e.g. work colleagues) support mutual learning by solving individual and collaborative challenges that occur in daily work. Members do not need to be professional coaches, but all of them would benefit from being trained in a peer coaching process. ZRSZ and CES have embedded this in different ways into their learning and development team approach. For example, CES more than 100 employees have been trained in the peer coaching process, with others trained in peer coaching skills as part of a regular training system. This low cost, self-sustaining approach can easily be applied across different public administration settings.

Impact

Building resourceful learning capacity has been a key priority. Robust and systematic evaluation processes have been followed throughout the project in relation to all outputs.

Communication and dissemination

The project has attracted significant interest from the International Development Bank for supporting PES in Latin America. For example, consultancy expertise in the use of LMI in Chile. Communication and presentations with European PES Networks are well established. The Tallinn EU Presidency Conference on Lifelong Guidance attracted high levels of interest in countries keen to explore all four key elements.

1 Introduction

1.1 General theme

The world of work is undergoing fundamental transformations. We see technological developments such as digitization and automation in an ever-increasing number of sectors and intensity. Companies have to reshape their value creation processes and guide their employees to new job roles, creating an uncertain outlook. But employees (including managers) rarely embrace and shape change but are more driven by it.

The ability to utilize modern technologies and methods is just the surface. Overcoming resistance to change, stressful conflicts, and lack of openness are major road blocks. We also need to look at a deeper level of learning. Employees need to rethink their job roles, the relationship to others, and what good work means to them. Also leaders need to take new approaches to match the new responsibilities.

This indicates the importance of the professional identity of individuals and occupational groups. Employees are often not given spaces to engage in conversations and transform their identity, consider emotional aspects of their work, acquire skills for moving from a problem focus to a solution focus, and help each other in their learning process.

1.2 Target domain Public Employment Services and its Challenges

EmployID has focused on employees of Public Employment Services (PES). Across Europe (and further afield) PES are under increasing pressure from volatile and fast changing labour markets. The emergence of new forms of employment, demographic changes, increased migration, changing/ disruptive career patterns, new attitudes towards work among younger jobseekers, and low participation rates amongst vulnerable groups (e.g. long-term unemployed) requires new and agile responses. To guarantee optimal functioning of the labour market and assure quicker access to sustainable jobs for individuals, PES need to achieve more rapid, relevant and effective responses to consumer /customer needs.

EmployID has extracted priorities from the consultations with a wide range of European PES over what aspects of EmployID they see as innovative and want to be investigated for learning and development for PES staff. This included

- Career Adaptability – supporting individuals to manage their careers in changing labour markets
- Changing / Transitional Labour Markets – understanding the nature of changes in the labour market and world of work and being able to convey the need for clients to understand the implications of these changes.
- Employer Engagement – working directly with employers and with employer bodies, local/ regional economic development agencies etc.
- Peer Support / Peer coaching – being able to support the learning and development of colleagues, including through peer coaching
- Stress management / Resilience – consideration of how to cope with stress in the short to medium-term and develop greater resilience across the life-course (career)

- Addressing the digital agenda (including e-communication) – preparing for the digital future of some PES services and developing the e-communication skills to support the learning and development of staff both individually and collaboratively
- Identity transformation – changing how PES practitioners see their own roles and how others see them.

This provided the organizational hooks and backdrop for co-designing spaces that facilitate identity transformation. Together with several PES organization (three core PES as part of the consortium: Croatia, Slovenia, UK; and many associate partners), requirements and opportunities for contextually embedded spaces were investigated, co-designed in a multi-disciplinary collaboration, trialled and evaluated to be able to draw conclusions for sustaining and institutionalizing the interventions and spreading them to further organizations. The themes vary across organizations, such as Enhancing Horizontal and Vertical Communication at ZRSZ, Strengthening Professional Networks and Peer Support at CES, Building Resourceful Learning Capacity at DWP, and Supporting Cooperation against Youth Unemployment at BiH.

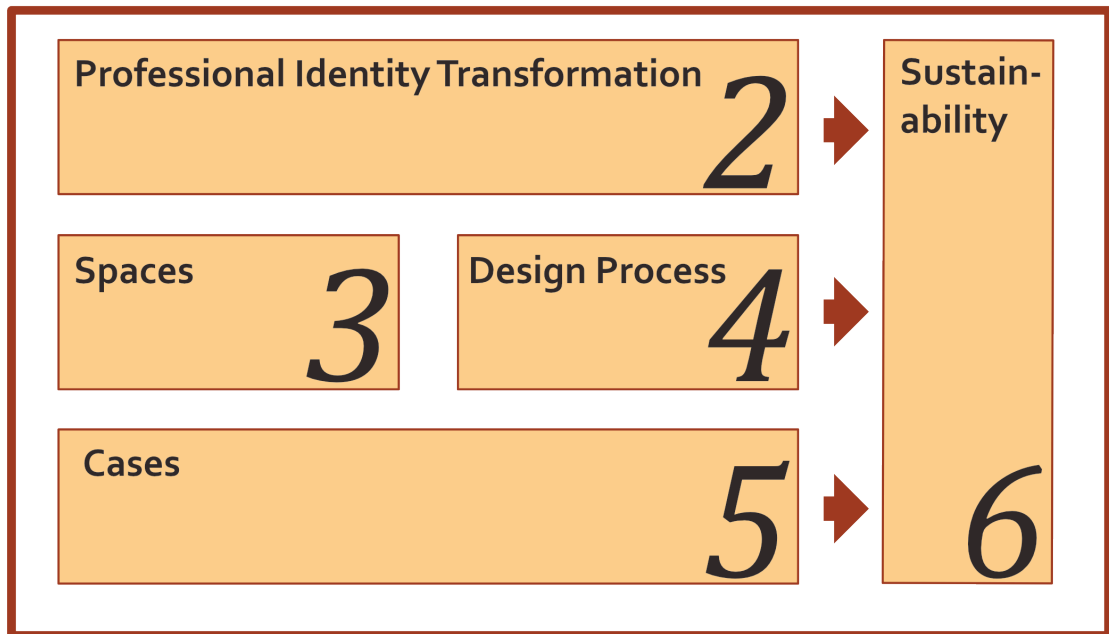
1.3 Overview of the book

In the following chapters, we are going to present the results of the project in a summative way, focusing on reflections on the project's approaches, experiences, and evaluation results. Towards that end, the report is organized as follows:

- Chapter 2 presents the underlying conceptual foundations of professional identity and its transformation.
- Chapter 3 concentrates on the different spaces EmployID has collaboratively designed and reflects on how those spaces have been turned into places of learning by the users.
- Chapter 4 brings together the experiences with respect to the design and adoption process of the interventions, ranging from project management to organizational barriers
- Chapter 5 describes the details on the interventions in the respective context with focus on the evaluation results
- Chapter 6 focuses on the perspective beyond the project's lifetime, outlines the transferrable results and which actions towards sustainability have been taken, and how the team intends to carry on.
- Chapter 7 concludes the book with an overall summary.

INTRODUCTION

1



CONCLUSIONS

7

2 Professional Identity and Identity Transformation

In this chapter, we will provide an overview of professional identity transformation processes and then link to three other conceptual perspectives. These perspectives lead to a consideration of narratives and storytelling, spaces and places, and the key role of facilitation in creating places for identity transformation.

2.1 Overview of Professional Identity

The project started with a model of professional identity transformation (see figure 1: Brown, 1997; Brown & Bimrose 2014), which was updated as the project developed (see figure 2: Brown & Bimrose 2015; 2018a).

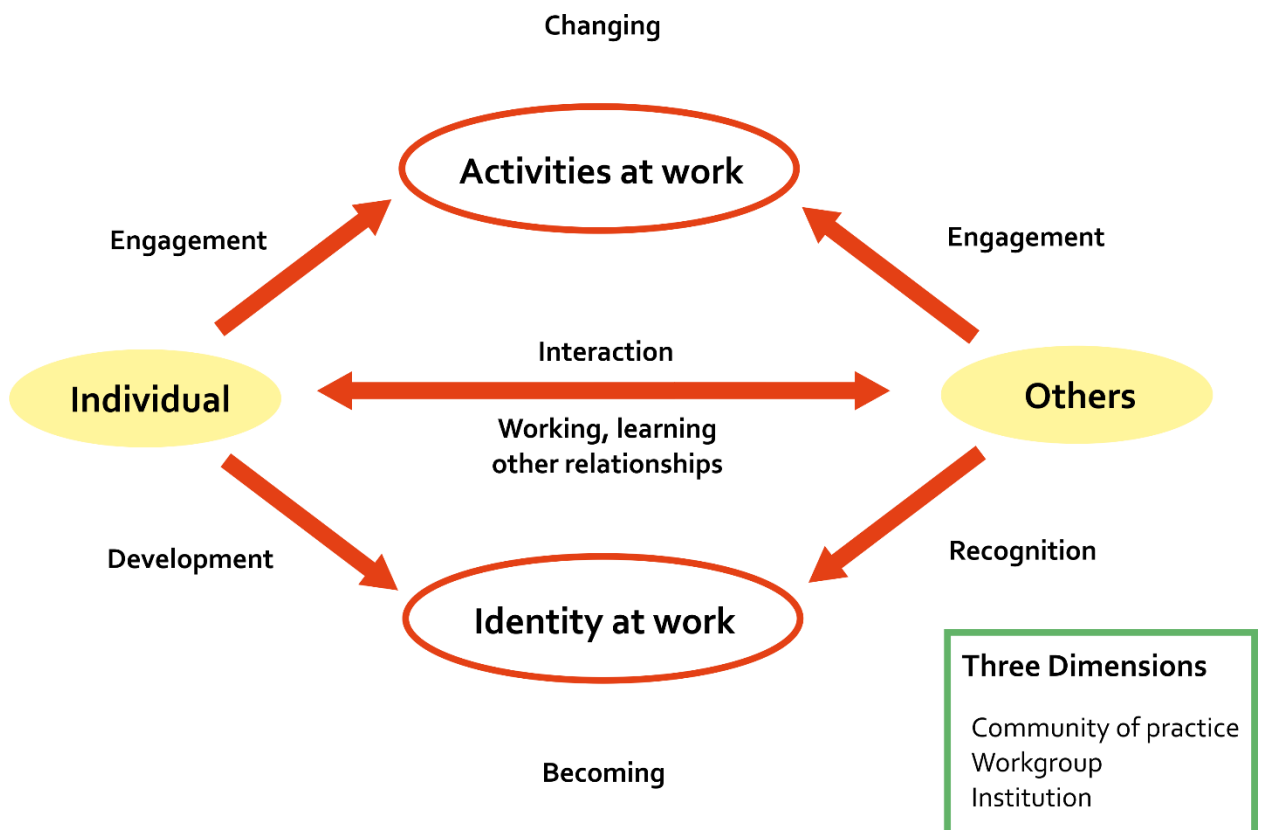


Figure 1 Dynamic model of occupational identity formation (Brown, 1997)

The initial model emphasises how work identities are produced through a mix of personal agency, interaction with others, and existing social norms and discourses, and how these factors interact in a dynamic and iterative way (Brown, 1997).

Further developments in thinking about identity development at work (Brown, & Bimrose, 2014; 2018) led to the idea that learning at work can be effectively supported if it is understood that such learning can be represented as a process of identity development; a process of development in four inter-related domains; and taking place in the context of particular opportunity structures (see Figure 2). The key point here is that in order to understand how professional identities evolve over time you have to switch between the three perspectives. That is, in order to support professional identity development, you have to pay attention to skill development, context and narratives involved in changing identities.

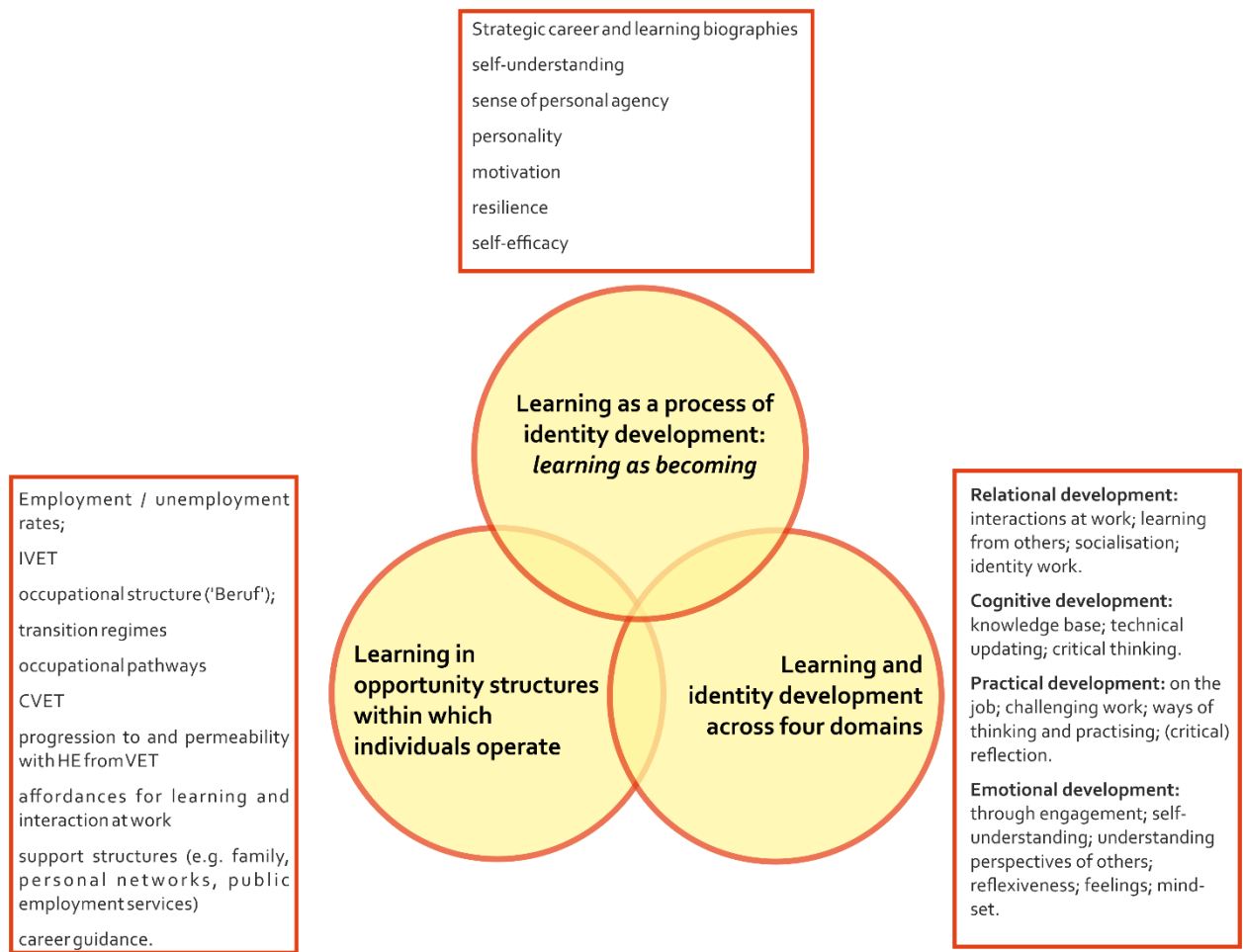


Figure 2: Key factors influencing learning and identity development at work

However, at the end of the project, it is possible to link to three other conceptual perspectives in order to situate professional identity transformation within the broader computer-supported collaborative learning context. First, the role of narrative (storytelling and sense-making) becomes even stronger. Career constructionist practice addresses explicit reflection and career processes with career conversations being facilitated by skilled practitioners (Savickas, 2013). Similarly, professional identity transformation processes involve conversations switching between three perspectives. These perspectives involve attention being focused upon skill development, the structures and contexts within which skills are developed, and careers (narratives) and identities. A closer examination of the links between career constructionism and professional identity transformation could therefore be helpful.

The second strand follows the narrative 'turn'. One central theme for the project was: can ICT tools create spaces to drive processes of learning, facilitation and reflection in support of identity development and career construction? However, the mixed success of our different interventions has led us towards the idea that creating spaces is not necessarily enough. How can these spaces be animated in order to support rich interactions which helped participants make sense of and tell stories about their changing world? Here we found it useful to draw upon the spaces/places concept of Harrison and Dourish (1996). The third strand outlines how if online spaces were to

become places for storytelling and sense-making then the role of facilitation should be more closely examined.

Therefore, the fourth year of the project ends with some reflections on the role of narratives (storytelling), creating spaces and co-constructing places, and facilitation. This chapter picks up some of the conceptual threads linking these to the relationship between computer-supported collaborative learning and professional identity transformation. However, these threads will also be weaved into subsequent chapters.

2.2 Linking Career Constructionism and Identity Development Highlights Importance of Narratives and Storytelling

Professional identities comprise the meanings attached to an individual by the self and others and are displayed in attitudes, behaviours and the stories we tell about ourselves to others and ourselves. These meanings and stories are based on social identities, associated with the profession and personal identities (Ibarra & Barbulescu, 2010). Professional identities are discursively produced, as individuals draw on social norms and discourses in how they present and represent themselves to others. Individual agency and social norms, therefore, interact in a dynamic and iterative way in the discursive production of professional identities (Brown, 1997). It is worthwhile to examine the extent to which the processes of professional identity development for PES and other career guidance practitioners align with how those practitioners support the career and identity development of their clients. In particular, the conceptual underpinning of career constructionism and professional identity transformation may have important synergies.

The EmployID project offered such an examination and proposes that aligning the professional identity transformation of guidance practitioners with the career construction of clients could be linked in a symbiotic relationship. Individuals have life themes that become apparent as they tell their stories and construct their careers by imposing meaning on what they do at work, meaning that helps them live out their life theme (Savickas, 2013).

Practitioners can shape elements of how they work, but for those working to support clients' career construction from within an organizational context, there is a social or collective dimension to changes to their own career identity. Hence, there is an alignment to a model of professional identity formation (Brown & Bimrose, 2018a). Linking career construction theory and professional identity transformation brings context into the career construction process for practitioners, because identities at work have both a personal and social dimension. Practitioners within organizations shape their careers and career stories, but they do so within a context where their roles, views of others and the management of change within organizations also come into play. Client career construction and practitioner professional identity transformation can have a symbiotic relationship to the benefit of the services they offer to clients, and their own professional development.

Bringing together career construction theory and professional identity transformation theory conceptually we could expect learning, facilitation and reflection to support conversations about: skill development (and skill sets); opportunity structures (context) and identity (as becoming and as narratives).

Thinking about identity development at work (Brown & Bimrose, 2015; 2018a) led to the idea that learning at work can be effectively supported if it is understood that such learning can be represented as a process of identity development; a process of development in four inter-related domains (relational development; cognitive development; practical development and emotional development); and taking place within particular structures and contexts (which is rich in learning and development opportunities (Brown & Bimrose, 2018a). Such an approach could also be linked to the processes of career construction, deconstruction, reconstruction and co-

construction through language and interpersonal processes (Savickas, 2013). This theory regards everyday experiences as representing building blocks from which narratives about careers are constructed. Career constructionist practice addresses explicit reflection and career processes with career conversations being facilitated by skilled practitioners.

Therefore, while careers practitioners support their clients' career conversations, conversations about their own careers and identities could be driven by similar processes that are facilitated in different ways. Indeed, for the EmployID project one question was: can ICT tools create spaces to drive processes of learning, facilitation and reflection in support of identity development and career construction?

ICT has for some time been able to provide spaces for peer interaction (for example, discussion forums, Massive Open Online Courses [MOOCs]) but a continuing problem has been that the potential of these spaces has often not been realized by turning these into places where much active collaboration actually occurs. The spaces / places concept has been elaborated by Harrison and Dourish (1996), and is more fully discussed in Section 3, and could be usefully applied to understanding settings of collaborative work. In such settings "space" describes structural arrangements that might constrain and enable certain forms of interaction, while "place" denotes the ways in which settings acquire recognizable and persistent social meaning in the course of interaction. Space was seen as the opportunity, while place represented the social practices underpinning the (understood) reality. What is clear from the above, and as Dourish (2006) argued, is that both elements should be seen as critical aspects that interact. What is clear however, is that if ICT tools are to become places for learning and reflection in support of identity development and career construction, then facilitation should play a major role.

2.3 Key Role for Facilitation in Co-constructing Places for Practitioners' Identity Development

Brown and Bimrose (2018b) provided an overarching view on the use of online collaborative learning to facilitate learning, development and professional identity transformation of careers and employment practitioners. The methodology comprised participatory design, so that learning support could be developed that met the particular needs of the practitioners. IT applications were developed to support practitioners with on-line reflection, coaching and the use of labour market information (LMI) in their practice. The key role of facilitation in researchers and PES staff co-constructing places for practitioners' identity development is examined through two cases. The first case comprises the blended learning programmes undertaken in previous years in DWP. The second case focuses on the International MOOC delivered in Year 4. The International MOOC drew on all the major user-facing strands of the project and sought to facilitate the use of, for example, peer coaching, reflection, and innovative uses of LMI as a means to generate practitioner commitment.

In the UK Public Employment Service (DWP), two blended learning programmes were developed to support identity transformation for employer advisers and Work Coaches, while subsequently the international MOOC was developed to support the continuing professional development of careers and employment practitioners more generally across Europe. In DWP, employer engagement and coaching staff took forward the development and adaptation of an LMI on-line tool demonstrated in the blended learning programmes. The learning and development staff used the ideas and skills developed in the blended learning programmes to feed into DWP's on-line learning support. The International MOOC was successful in facilitating a dialogue about the implications of the changing world of work for the professional identities of careers and employment practitioners in, and in a few cases beyond, Europe.

In the first case, the DWP blended learning programme evaluations (EmployID, 2017) highlighted evidence of individual development, such as increased digital capabilities, a deeper understanding

of coaching processes and how to use LMI in practice, and transformed attitudes to learning that amounted to a changed culture supportive of resourceful learners. Learners had actively engaged in experience exchange and collaborative discussion during the programmes. This collaborative approach 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” (EmployID, 2017).

The collaborative 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, and 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, we can see that the programmes supported professional development processes on several levels (EmployID, 2017).

Effects of the blended learning programmes could be observed on the level of individual development, collaborative learning and client/customer satisfaction. Looking at the level of internal processes rich feedback was collected on how to utilise collaborative learning within on-line learning provision within DWP. The positive learning effects triggered by the collaborative learning approach implemented in DWP have also been recognised at higher management level and the project has clearly influenced the approach towards how learning will be implemented in DWP according to information obtained by core staff members.

The blended learning programmes taken together provided strong evidence of professional identity transformation for three groups in DWP: Work Coaches, employer engagement staff, and learning and development staff. For each of these groups there was a very high degree of facilitation and support from EmployID research team – scores of face-to-face meetings and hundreds of on-line contributions. This facilitation and support was cascaded with Work Coaches, employer engagement staff, and learning and development staff all providing support for others to actively participate in the programmes.

This approach was followed in the International MOOC, which comprises our second case and draws together all user-facing elements of the project as a whole. The MOOC content was adapted from the DWP blended learning programmes; hence the relevance to careers practitioners was clearly established. Once again there was a very high degree of facilitation and support from EmployID research team with hundreds of on-line contributions and again this approach was adopted by other participants. The following examples show how the facilitation worked in practice.

The first contribution illustrates how a participant establishes social presence, links to the opinions of others, outlines their own contribution and relates this to how it links to current and possibly future coaching practice:

Coach 1: Hi everyone, I'm and have recently returned to to set up as a self-employed Careers Coach following working as a Careers Adviser at I agree with others that the world of work is changing rapidly, and particularly here an important aspect is supporting and educating people with regards to these changes and how to remain resilient and employable. The main job sectors have changed over the past 10 years and this is combined with limited job opportunities in terms of sectors and roles available. As such, a key challenge is raising awareness of the labour market and helping individuals to identify and market their employability skills accordingly.

The next two contributions highlight a concern expressed by a number of participants that their community of practice was fracturing and how they felt an increasing sense of isolation. A participant expresses her concerns and a facilitator makes links with the contributions of others:

Coach 2: I share the feeling of growing distance totally. Most of my colleagues are situated all over in different cities and we communicate using Skype. It's easy to reach people around the country but on the other hand, we almost never see face-to-face because Skype is cheaper. The same goes for my students. Even the colleagues in the same city work from home for a few days every week so often it's pretty lonely at the office.

Facilitator 1: I wonder whether that relative isolation means that staff feel a much stronger sense of occupational community than organisational commitment. Other contributors were wondering whether such isolation also accounts for growing attachments to networks from when people were students and did feel they had a clear sense of identity.

Another exchange involving three coaches and two facilitators highlights the pervasiveness of feelings that it was unclear how best to respond to changes in the world of work and in their own practice:

Coach 3: Hi, I am ... from I work in Public Employment Service. In my opinion PES must become more flexible, open and market-oriented. That requires a mental shift equally among PES managers and workers. Some changes have begun with establishing department for employers, so we can dedicate more on employers' needs. But changes are very slow and we need more education for people on the field working with employers. Moreover, we don't have a consensus on a national level about education system, labour market, demography, quotas for imports manpower, etc., so the changes govern us instead of the other way around.

Facilitator 1: Hi ... yes the policy context can structure the directions in which the work of PES goes. It is noteworthy that some PES are engaging more with employers at the same time as other PES are reducing their contact.

Facilitator 2: We were in just last week,, talking with some PES practitioners and like all PES organisations, it does seem that you are heavily constrained by policy and resource availability. European policy requirements on PES organisations are great - perhaps particularly in the current climate of economic volatility. But establishing a department for employers is quite a breakthrough. Lack of consensus on fundamentally key policy issues is another common thread to PES' experiences. Priorities typically shift as governments change. So professionals being agile/adaptable to rapid change seems to emerge as crucial, from what you're saying.

Coach 4: Hello from After this first lesson, all I am thinking about is how fast can we respond to the changes occurring in our labour market. I just realized that we are at the point where we have to react and anticipate (to be reactive and proactive) at the same time in order to solve current problems and prevent possible future ones. And what I am happy and enthusiastic about is that we are doing so right now and I am a part of that! What I am facing in my everyday work are people (unemployed, employed, employers, colleagues....) not willing to take responsibility for themselves, but shifting it to others. This is problem I am focused on when interacting, trying to give some ideas for a crucial mind-set change in a way what can you do about it instead of what should be done by others. Looking forward to coaching & peer coaching!

Facilitator 1: Hi - I really like the idea of needing to be reactive and proactive at the same time. Mind-set is also crucial as you say and the ability to switch perspective between what can I do now to make myself effective in current education, training and employment

settings and also consider what skills, values, attitudes and behaviours will serve me well in future.

The final exemplary contribution sets out a paradoxical situation in practice, outlines their response to it and subsequently shares the approach adopted with other coaches who expressed interest:

Coach 5: Hello, greetings from I work for our PES and I am responsible for guidance and counselling services. In we are facing a paradox: a high rate of long term unemployment and a severe lack of workforce. Our most difficult target group - long term unemployed, often from marginalized rural areas - often have a very low level of basic skills and can be confronted with difficult economic and social situation. In fact, in many cases finding a job is their smallest problem. In these cases, the pathway towards employment is very long. We developed an experimental "employability factors" framework, that covers identity, motivations, self-knowledge, social and networking skills etc. We try to use this framework to help these people develop skills, attitudes and behaviours that can help them move on their path towards employment, but also in their life. Tough job! But the focus with this target group should be on long-term investment in improving their human capital, because they are so far from the labour market...

The above exchanges were drawn from the discussions linked to the topic of the 'changing world of work' and illustrate the quality of the contributions from the participants. The volume of such contributions was also impressive as participants embraced the idea of creating a community of learners focused upon not just understanding but also discussing possible responses in their practice to a changing world of work. Examples could have been drawn from topics on 'reflection' and 'peer coaching' but these topics are discussed at length in subsequent chapters.

Online asynchronous discussions (OADs) are a major part of CSCL (Cheng et al., 2014) which can foster feeling embedded in a community of learners (Mäkitalo, Häkkinen, Leinonen, & Järvelä, 2002). The on-line collaborative activities of EmployID achieved this and also promoted critical thinking (Koops, Van der Vleuten, De Leng, Houterman, & Snoeckx, 2014).

However, just offering the opportunity to share experiences around specific topics does not automatically result in participation, interaction and the critical reflection required for more substantive learning (Murphy, 2004; Milligan & Littlejohn, 2014). Facilitation, social presence and critical inquiry are all needed for the mediation and active support of knowledge construction processes (Garrison, 2007). The on-line collaborative activities of EmployID paid attention to these processes which were successfully applied in workplace settings.

The long-term vision of the project was that users would take ownership of the ideas, processes and tools of the project so that they would continue to use and adapt them after the lifetime of the project. Hence the intention of the work on the first blended learning programme 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 on-line tool. The learning and development staff used the ideas and skills developed in the first blended learning programme to feed into both the second programme and the use for learning and development of DWP's on-line learning support.

The ideas underpinning the second blended learning platform was to work with DWP Work Coaches and learning and development staff such that ideas developed in the programme would be owned by the Work Coaches and used in their work (evaluation again showed this was largely

achieved). Again, the management of change strategy was successful and learning and development staff further developed their skills in the second blended learning programme 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.

The LMI on-line tool which was trialled within the blended learning programmes was subsequently evaluated with a further 150 Work Coaches and then in 2017 the tool was rolled out nationally to over 16,000 staff. The use of open and linked LMI data in a more dynamic way had transformed the way employer advisers viewed their role and promised similar benefits for Work Coaches in their dealings with clients. However, the national roll-out was not accompanied with the same level of facilitation and support from the project team, because it was handled in-house, which meant that local offices or Work Coaches had to effectively opt in to the process.

The International MOOC was successful in facilitating a dialogue about the implications of the changing world of work for the professional identities of careers and employment practitioners in Europe.

Overall, positive outcomes have been achieved where there were high levels of facilitation and support, including supporting PES in the management of change, where on-line collaborative learning has been used to facilitate the learning, development and professional identity transformation of careers and employment practitioners. However, in each success there was a high degree of facilitation and support from the research team. Hence, facilitation should be considered a key concept in supporting identity transformation in practice.

2.4 Conclusions: What Do We Need to Better Facilitate Professional Identity Transformation?

Looking at the reasons for the success of identity development at work (Brown & Bimrose, 2015; 2018a) it could be that the high levels of facilitation are linked to the idea that these processes involved a process of development in four inter-related domains (relational development; cognitive development; practical development; and emotional development). That is, the blended learning programmes and the International MOOC (as well as the peer coaching and identity transformation workshops) were not just promoting skill development in these four domains, they were actively modelling how to offer support in these areas. These activities and programmes were designed to offer learning, facilitation and reflection to support conversations about skill development; structures and contexts within which practitioners worked and narratives about their own careers and identities. These processes helped turn potential spaces for collaboration into places where learning, facilitation and reflection supported identity development in practice.

In contrast, where project activities were less successful in terms of take-up and usage in practice they were 'rational' (with strong cognitive and practical dimensions) but were somewhat lacking affectively (in relational and emotional dimensions). It could be that in those circumstances practitioners were offered, building on the ideas of Cope and Kalantzis (2000), 'available designs' with which 'to design and recreate the world afresh' from a 'complex range of meaning-making resources.' These activities are challenging and our pedagogic approach of linking situated practice, overt teaching, and reframing was powerful, but transformed practice is a demanding goal and, in some activities, we under-estimated the importance of affective elements of facilitation in order to generate a commitment to change and identity transformation.

3 Spaces for Identity Transformation

Supporting identity transformation can be achieved through creating spaces in which the respective learning processes take place. As part of the project, we have conceptualized, developed, trialled and evaluated several spaces in different contexts. In the following two chapters, we present the outcome of reflections on those experiences and findings. This chapter takes a more static view of those spaces as design characteristics and outcomes; in the next chapter we collect the process aspects: how to design and shape spaces in a certain setting. The evidence and detailed description of the individual interventions will be presented in chapter 5.

3.1 Spaces and their Facilitation

In this section, we will analyse the work of preparing, implementing and sustaining EmployID interventions by using the lens of “Spaces and Places” as described by Dourish and colleagues (Dourish, 2006; Harrison & Dourish, 1996). In their work, which is inspired by architecture and urban design. In their work, spaces are differentiated from places in the sense of “Space is the opportunity; place is the understood reality” (Harrison & Dourish, 1996, p. 67) and distinguishing. Additionally, Dourish distinguishes “between two aspects of spatially organized environments, those that arise out of their material and geometric properties and those that arise out of the ways in which human activity takes place within them” (Dourish, 2006, p. 299). The notion behind this differentiation is that there is a difference between what designers can influence or determine (the space), including physical, structural, procedural or technical properties, and what intended users make out of it: a place that is socially accepted and “theirs” (Harrison & Dourish, 1996, p. 70).

Designers may create properties of a space that users of this space may use such as technical features or support for certain social processes. Whether or not this space becomes a place relies on peoples’ adoption and appropriation of this space. In the words of Harrison and Dourish, “Like tacking pictures to the walls, rearranging the furniture or placing personal artefacts around a room, these are the ways that people can turn a space into a place.” (Harrison & Dourish, 1996, p. 70). In this sense, “We are located in “space”, but we act in “place”. Furthermore, “places” are spaces that are valued. *The distinction is rather like that between a “house” and a “home”*” (Harrison & Dourish, 1996, p. 69). It needs to be understood, however, that space is not just given but also a social product: Any space and its properties (social, physical, procedural and technical) are a product of social processes, which in turn have to be understood when the aim is to facilitate change and transformation.

The concept of spaces and places is also vital to understand the pace of change when introducing interventions that aim for change and the need to constantly iterate between interventions and understanding the environment in which they work. “Introducing technology (...) does not simply create new opportunities for sociality (the creation of places); rather, it transforms the opportunities for understanding the structure of those settings (developing spatialities).” This notion is especially helpful in the context of EmployID, in which current (technology enhanced) learning methods were introduced in public organisations that needed changes with respect to their culture of working and learning.

The notion of creating spaces and (aiming for them to become) places for learning and interaction as outlined above applies very much to the aim of EmployID and its methodological and socio-technical interventions. Spaces need context, facilitation and careful embedding into cultural environments to be made in order that people can then make them into places by that they can shape for themselves. Designing for the “placefulness” of spaces was the intention of EmployID. Therefore, this lens allows us to shed light on, understand and describe the

dependencies between facilitation, individual and organizational culture as well as other success factors of EmployID interventions. Take, for example, the work centred upon implementing and nurturing communities of practice in different PES (see section 3.3 for details): here). In this case, the work to create the space (that is, the technical platform and structures of using it) took as much work as embedding it into the culture of PES and facilitating its usage on the journey towards making it a space for learning socially, which could also be socially shaped by PES employees and management.

Using the lens of spaces and places we can say that what the EmployID project team sought to develop methods and interventions by co-constructing spaces in PES contexts. The intention was that the PES part of these spaces would become places in which people used the opportunity to learn and exchange experiences. The approach of EmployID was (and is) that in order to make learning interventions work in PES there is need for facilitation on different levels. This resonates well with how Dourish (2006) describes the interaction between spaces and places. Based on this, attention now shifts to considering support for the sustainability of these places and what is required in order to enable other PES and public administration bodies to successfully complete their own journeys towards implementing EmployID ideas. This chapter continues by describing and analysing the ways in which the spaces created by the interventions from the EmployID project have in some cases been taken over by PES staff as places, which in turn have led to new practices, facilitated learning and supported storytelling and professional identity transformation.

In what follows, we will use the lens of spaces and places to analyse the work on different interventions in different contexts as well as the success and challenges of these interventions. In particular, the notion of spaces and places we will help us to consider what was and is necessary to make these interventions work in the different cases, why the speed of adoption of these interventions among users and management was and will be slow at times, and how change needs to be facilitated when introducing social learning into PES and similar organizations.

3.2 Spaces in Social Online Courses

3.2.1 Developing Social Online Courses

The methodology for developing social online courses comprised participatory design, so in order that learning support (both online and face-to-face) could be developed that met the particular needs and requirements of careers and employment practitioners. As part of the training support, IT applications were developed to support practitioners with on-line reflection, peer coaching and the use of labour market information (LMI) in their practice. In the UK PES (DWP), the first blended learning programme was developed to support identity transformation for employer advisers, whose principal duties were to offer support to employers, while the. The second blended learning programme focused upon supporting identity transformation of Work Coaches, who worked mainly with job seekers or employed claimants. These blended learning programmes were mainly delivered on the FutureLearn platform, so that they were called MOOCs even though they did not meet the criteria of a MOOC. A MOOC was also developed to support the continuing professional development of careers and employment practitioners more generally across Europe and internationally, based on the experiences in DWP.

In the two blended learning programmes, the participatory design, which included over thirty meetings with staff from a wide variety of roles and hierarchical levels in DWP, produced a focus upon five themes. Design and implementation groups comprising practitioners, specialist staff (with expertise in LMI and coaching support), learning and development staff and members of the research team then co-constructed blended learning materials for delivery within DWP. These materials also formed the basis of the international MOOC and informed the design of the LMI on-line tool.

The focus of EmployID had initially been upon the exploration of the nature and extent of the professional identity formation of different staff groups within the PES partners. An initial phase of familiarisation involved the systematic analysis of the learning needs required to support the successful professional identity transformation of PES work coaches and counsellors, managers, employer advisers and learning and development staff. The learning needs analysis identified for the practitioners included support for the management of cultural change; the challenges of going digital; coaching support; the use of reflection and LMI to support practice. Subsequently, close collaboration identified specific requirements that reflect the operational contexts of different PES organisations located in different social and economic contexts. The project team involved senior managers as well as practitioners, to ensure sustainable development.

The first theme was 'cultural change within PES'. The focus on the cultural changes taking place within PES started with a look at the 2020 vision and the technological changes that are supporting this vision. The implications of these changes for coaching and support roles were also addressed. The second theme focused upon the 'challenges of going digital', examining how digital technology is impacting the coaching role. It gave a glimpse into the digital future of DWP and the implications for coaching roles as DWP moved towards making their 2020 vision a reality. The third theme related directly to 'the coaching role', giving coaches the opportunity to reflect upon their role as a coach, the expertise demonstrated in the role and how to support clients to take greater personal responsibility for their work search and in-work personal development. The fourth theme was 'Labour Market Information (LMI) and Sectoral Knowledge', involving a series of activities to help participants understand how new forms of representing LMI and Sectoral Knowledge, including an LMI app, could be used in practice. The fifth theme highlighted the value of 'reflection' on and in action at work. In all themes, there were opportunities for participants to take part in activities and discussions related to their practice.

The focus of the project had initially been upon the exploration of the nature and extent of the professional identity formation of different staff groups within the PES partners. An initial phase of familiarisation involved the systematic analysis of the learning needs required to support the successful professional identity transformation of PES Work Coaches and counsellors, managers, employer advisers and learning and development staff. The learning needs analysis identified for the practitioners included support for the management of cultural change; the challenges of going digital; coaching support; the use of reflection and LMI to support practice. Subsequently, close collaboration identified specific requirements that reflect the operational contexts of different PES organisations located in different social and economic contexts. The project team involved senior managers as well as practitioners, to ensure sustainable development.

The blended learning programme evaluations highlighted evidence of individual development, which included enhanced digital capabilities, a deeper understanding of coaching processes and how to use LMI in practice. Participants also reported transformed attitudes to learning which amounted to a changed culture supportive of resourceful learners. Learners had actively engaged in exchange of experiences and collaborative discussion during the course. This aspect, and this sharing carried over to their subsequent work activities. 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 collaborative 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 identify 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, we can

see that the programmes supported professional development processes on several levels (Brown and Bimrose, 2018a).

Effects of the blended learning programmes were observed at the level of individual development, collaborative learning and client/customer satisfaction. Looking at the level of internal processes, rich feedback was collected on how to utilise collaborative learning within on-line learning provision within DWP. The positive learning effects triggered by the collaborative learning approach implemented in DWP were also recognised at higher management level and the project has clearly influenced the approach towards how learning will be implemented in DWP according to information obtained by core staff members. The blended learning programmes taken together provided strong evidence of professional identity transformation for three groups in DWP: Work Coaches, employer engagement staff, and learning and development staff (Brown and Bimrose, 2018b).

What was apparent from the active participation of the learners was that the spaces, built by the designers (a mix of researchers and DWP learning and development staff), were transformed into places where practitioners felt at home and engaged in learning and development, which supported processes of identity transformation. This transformation of a space into a place was itself a co-construction process by tutors and practitioners, with intensive facilitation such that practitioners could always feel that their voices were being heard in conversations which were important to their changing careers and identities (Brown and Bimrose, 2018a). An international MOOC was adapted from the DWP programmes in 2017 and high levels of facilitation in that programme too ensured that participants felt the course addressed their concerns, which again led to the space being turned into a place where practitioners felt a deep-seated sense of community as was illustrated in chapter 2.3.

3.2.2 Spaces for Social Online Courses on the EmployID Academy

The story of the Academy

In the early days of the project, the EmployID Academy was a space for capacity building and knowledge exchange between partners. WordPress posts were used to share tutorials that were grouped into modules and eventually towards the end of the first year we ran a small internal online course on creating and editing video content. Lessons learned from this fed into a pilot peer coaching course, also based on collections of blog style posts, grouped into modules and spread out over a number of weeks.

In the second year, a number of stand-alone resources and self-directed autonomous courses were added using the same method of grouping blog posts into modules.

By the third year we were experimenting with password protected areas of the site, allowing course participants, which were not restricted to project partners anymore, to create a user profile, log in, contribute to a private discussion about the course and also to complete assessments and earn digital badges to recognise their participation and learning in the course. What started life as a collection of tutorials had evolved into a social network enabled content management system, a platform for open and closed online courses.

In order to sustain the existing courses, the international MOOC content and the Peer Coaching courses, EmployID Academy needed an upgrade.

Designing the Academy as a space for teaching and learning

So as not to interfere with the existing content, research and design work was done on a separate beta-site. Experiences with the existing academy platform, FutureLearn and the EMMA platform used for the international MOOC were collected along with a wish list for the EmployID Academy, A summary of these experiences can be found in Appendix A.

Eight different Learning Management System (LMS) plugins were trialled and evaluated against the wish list. Lifter LMS along with the Lifter Labs plugin provided the closest match.

An LMI course was created on the beta site using the content from the International MOOC. Consortium members were invited to try the course and give feedback. Once the bugs had been identified and solved the plugins were installed on the EmployID Academy.

The Academy provision is a classic space for teaching and learning. Technically, it could be used as a stand-alone resource by highly motivated self-directed learners. More usually, however, the material would need a strong degree of facilitation and/or organisational support before practitioners could use it as their own place for learning and development.

3.3 Spaces for Collaborative Reflection

When conducting workshops in ZRSZ and CES, we learned in both cases, that counsellors expressed a strong wish for improved means of communication amongst each other (horizontal) as well as an improved means of communication with management (vertical) (for more details see also EmployID Deliverable D[2-9].2 sections 5.2 and 5.3). At the beginning of the project, counsellors were mostly relying on their colleagues in their immediate vicinity and on their personal network for support. Personal networks consisted mostly of the colleagues in the same office or department as well as colleagues they met on training exercises. In relation to questions or issues at work, most colleagues resorted to asking their colleagues, calling colleagues in their personal network working in other offices via phone or in less urgent cases sending an email. For specialized counsellors (e.g. youth counsellors) working in small offices in rural areas, this means that they could only rely on their personal network as other counsellors in their local office often had different specialisations and as such it was difficult for them to offer help. This describes a work environment in which the need for improved means of communication is apparent, as counsellors could not discuss topics like best practices with a larger group. As such, a place offering this kind of exchange was not present in the organization or not to the extent desired by counsellors. Often these spaces exist temporarily (e.g. in training groups) or only for smaller groups, however organization-wide experience exchange was not actively supported.

In order to support counsellors in their professional identity transformation, and to support their need for an improved means of communication, the EmployID project recommended a community of practice approach. We designed a reflective community platform offering various features to users in order to focus on learning while contributing (see also 5.2.1.1 for an overview). According to Wenger (E. Wenger, McDermott, & Snyder, 2002; Etienne Wenger, 1999) a community of practice has three dimensions:

- The domain: Members belong to a specific domain. Thus, they distinguish themselves from non-members. This domain also defines the identity of the community of practice.
- The community: In order to learn from each other members of the community of practice interact with each other by discussions, sharing of information, or creating best practices.
- The practice: As communities of practice are not communities of interest, members share a common practice. As such they create together best practices, find ways of dealing with issues and learn from each other.

It is important to differentiate between the technical platform for a community of practice itself and the community of practice who uses it. Communities of practice emerge if the opportunity exists and a group of people cannot be simply called a community in order to start one (Thompson, 2005; Etienne Wenger, 1999). They do not just start to exist, but they rather have to grow over time (E. Wenger et al., 2002).

With respect to the space and places concept, the community of practice platform itself acts as a space, which can accommodate the community of practice. In the case of EmployID, it was up to the counsellors to use the opportunity of having the space to work on either forming a new community of practice and thus creating a place, or using the space to strengthen their existing community of practice. This does not necessarily imply that this requires all counsellors to form up one community of practice, but also encompasses that e.g. specialized counsellors can form a smaller community discussing issues concerning their work.

A community of practice as a place can offer its member an environment in which they can share success stories, talk about challenges at work, work on best practices (Johnson, 2001; E. Wenger et al., 2002; Etienne Wenger, 1999), receive emotional support (Introne, Semaan, & Goggins, 2016), and learn from each other through informal learning (Eraut, 2004). These discussions can happen on a broader level than in their personal networks. The community of practice platform acts as a space accommodating the community and allowing the community to structure their exchange, and manage their shared documents.

We created an extensive analysis about factors influencing the adoption of the reflective community platform in ZRSZ and CES, which was published in (Blunk & Prilla, 2017b). In the following, we highlight parts of the paper connected to the spaces and places concept. As open bottom-up participation is often the opposite of a hierarchical top-down organized public administration, having the possibility to form a community of practice was a change in culture for the participating public employment services. The current state of the communities is further analysed in sections 5.2.1 for ZRSZ and 5.3.1 for CES.

3.3.1 Reflective Community Platform in ZRSZ

In this section, we analyse to what extent the reflective community platform as a space allowed counsellors at ZRSZ forming a community and/or creating a place for themselves. At first, we describe actions performed by researchers and intermediaries, and described the influence of the organization and the organizational culture on the process, before analysing the possible places.

Influences by researchers

The researchers involved created the technical basis in the reflective community platform, helped introduce it and supported the moderators facilitating the emergence of a community.

The researchers held multiple separate workshops with counsellors and managers to learn about the domain and to understand the context and the specific situation at ZRSZ (see also EmployID Deliverables D[2-9].2 section 5.2). The researchers made sure the workshops involving counsellors took place in a neutral environment, so that employees could speak freely. The researchers also relied on other counsellors to help with translations, thereby ensuring anonymity of individual counsellors.

In order to start the reflective community platform, we held an introductory workshop to present the reflective community platform alongside the concept of communities of practice (COP). During the workshops, users identified ideas of topics they wanted to discuss and started using the platform itself. However, the number of counsellors present in the introduction workshop was limited to only 20, which is just a small fraction of the user base of over 400 registered counsellors. The majority of counsellors joined the platform via word-of-mouth or after being invited during events like training exercises, without any real introduction into the concept of communities of practice. Having live events to build communities or to facilitate community building is also recommended in literature (E. Wenger et al., 2002). However, in this case, we did not observe that the groups who existed in training exercises stayed together after the training for follow-up discussions.

To start the community, the researchers supported the intermediaries with steps taken from the community literature (E. Wenger et al., 2002; Etienne Wenger, 1999):

- The researchers started with a group of people who were perceived by intermediaries to be open to new technology and new ways of working.
- The researchers worked with the intermediaries to find moderators who were tasked with activating users, supplying new content in the beginning and enlarging the community. As the researchers and the intermediaries failed to find volunteers for the role during the test phase and the launch workshops, the intermediaries assumed the role of moderators themselves.
- The researchers recommended that the moderators talked directly to users in order to motivate them to write something and discuss possible ideas with them.

These measures were quite helpful initially, after the introduction workshop, resulting in counsellors being active in writing both new topics and replies. However, this activity subsided after a few months.

Influences by intermediaries

As we were not able to recruit moderators from the test group or the group in the introduction workshop, the intermediaries assumed the role of moderators. In this deliverable, we call the persons who work in the organization and who were the main contact in the EmployID project 'intermediaries'.

After the launch workshop, the intermediaries helped by encouraging users to contribute to discussions on the reflective community platform. Moderators relied on their own personal networks when asking others to write contributions and focused on those they knew were ok with writing those contributions.

In autumn 2017, one of the intermediaries left the organization. The new intermediary assumed also the role of moderator and was a journalist by trade. He brought up the idea of having interviews with experts and then posting them on the reflective community. At the same time counsellors had the opportunity to post their questions as well, which were answered in a follow-up interview. Participants were also informed via email of the moderators' contributions. This generated a lot of interest and members began logging in more frequently to read the contributions (the number of written contributions did not increase significantly).

The feedback from counsellors to moderators indicated that direct requests to contribute to discussions in the reflective community were most likely seen as a personal favour to the moderator or to the project partners, rather than for the purpose of talking/writing about challenges at work, or learning from each other. We assume counsellors had formed the impression that the reflective community was managed by the central office rather than a platform being for counsellors in which counsellors can actively shape how the community looks like. This is not without consequence, as the central administration has internally a mixed reputation for supporting bottom-up participation (see section below).

The change of perception about the ownership of the platform was being slowly implemented through different messages from moderators, who stopped requesting counsellors to contribute, but highlighted the voluntary nature of the platform on many face-to-face events and trainings as well as started to post interesting topics, connected to counsellors' needs.

Currently the activity on the reflective community platform is quite moderator-centric in that users rely on moderators supplying new topics and counsellors are then answering them (for more details see 5.2.1.4). This shows that counsellors are not yet comfortable in posting their own

thoughts or do not see the added benefit of experience exchange for their personal work yet. Additionally, at the moment not all counsellors have the feeling that they are allowed to spend time spent in the reflective community platform respectively that the time spent there is not seen as 'real' work. This change in culture takes time and we can see that this changed with some managers who tried to incorporate content from the reflective community platform into their regular meetings. One consequence of not being able to motivate the members so that the community becomes self-sustained in terms of activity rather than awaiting new content from moderators, is that we, the researchers and the intermediaries, decided to focus in future rather on an event-based community. This means that we use the reflective community platform to offer organization-wide discussion boards, which can be used in specific events, e.g. like inviting the external expert on drug related cases who answered questions by counsellors who are dealing with these kinds of cases. This can be seen as an adaptation to the way ZRSZ created (or adopted) spaces into places they see as most suitable for them.

Influences by the organization

As managers in local / regional offices were hesitant to support the reflective community platform in the first year of the implementation, counsellors did not have the feeling that they are allowed to spend time on the reflective community platform. This made it difficult for counsellors to integrate the reflective community into their daily practice. We learned in interviews, that some members voluntarily came earlier to work in order to have time to read new discussion posts on the reflective community platform. This shows a clear wish to learn from others and discuss new ideas, although management did not publicly endorse the reflective community platform.

During interviews with counsellors after half a year of using the reflective community platform, many users told us that they liked to read posts on the reflective community platform. However, they did not see themselves as the type of people engaging in online discussions and they disliked the idea of putting their thoughts and ideas into writing. This was especially true for new ideas or controversial topics where they had the feeling that their personal opinion might not fit the opinion of their colleagues or the organization in general.

The organization is centrally managed with all major internal policies, guidelines and active labour market policies being designed in the central office. In this hierarchical design, there are few channels for feedback from other offices and suggestions from counsellors are only rarely taken on board. Thus, we learned from the intermediaries and throughout the workshops and interviews that the central office. This at ZRSZ has a poor internal reputation for supporting bottom-up participation. This affected the work of EmployID in different ways, e.g. due the community being perceived as a tool from the central office, counsellors were very reluctant in posting new contributions and were rather waiting for moderators to supply new topics, which they can then answer. Additionally, time pressure is an often-cited factor prohibiting counsellors from engaging in longer experience exchanges.

Summary

From literature on communities of practice (Etienne Wenger, 1999) and the spaces-places concept (Harrison & Dourish, 1996), one can assume that in our case a community of practice as a place involves a group of counsellors holding discussions in order to learn from each other. However, we see reading activity also as a factor indicating a place, as reading activity also helps with learning, as described in the concept of legitimate peripheral participation by Lave and Wenger (Lave & Wenger, 1991). Users checking the reflective community platform in order to read, without any intention to post can still learn from the discussions.

Currently, due to low writing activity and the community being moderator-centric (for both see 5.2.1.4 and above), the reflective community platform did not become the place the researchers

expected it to be based on literature. Nonetheless, we remain convinced that it offers a place for smaller groups of counsellors to a smaller extent.

On the reflective community platform, we saw over the course of two years of usage various groups. One of the groups (“Strokovni izpit”) was intended as a space in which counsellors can prepare for a training exam. The group had a limited number of people, but was very active before the exam, as people were discussing and preparing for the exam. The space itself consisted not only of the discussion group on the reflective community platform, but was also supported by face-to-face training itself. Thus, the group acted as a place for counsellors, which they could use for preparations for their exams. However, the group of people did not remain active in this forum-group.

Recently one of the intermediaries learned that one team of counsellors is gathering topics being discussed in the reflective community platform in order to bring them into local team meetings for further discussions. This shows that there is also an impact of the reflective community platform in the daily work. Additionally, it shows that the reflective community platform is not a singular closed space, but rather an extension of regular work in teams and offices. In this example, the space again consists of the reflective community platform and their regular office.

Lately local and regional management showed slight changes in understanding the benefits of peer learning, exchange of practices and reflection of practices. On different occasions, requests were made to form groups for reflection, intervision and supervision. We assume this to be influenced by the project interventions as well and underlines that interventions like the reflective community platform respectively letting counsellors form a place around and the associated challenges in public administration organizational culture does take time.

Another group discussed the preparation of site visits, in which counsellors expressed what they want to learn and discuss about when visiting other regional offices in the country. This group was also quite active during of the site visits underlining both that smaller events generate activity and that these small groups can offer a place for counsellors.

It has to be noted that people cannot be forced to start a community, e.g. by asking counsellors directly to contribute to discussions, in order to start activities, but researchers, intermediaries and the organization itself can offer the space and the freedom to counsellors to start a community. When the freedom to visit the platform on a voluntary basis was given in some teams, the activity increased. This is also a challenge in terms of a cultural change as traditionally public administrations are organized in a hierarchical top-down manner and the bottom-up participation in communities can represent a challenge. Changes in public administrations take time and happen on their own pace in some teams. This is a bigger gap in public administrations than e.g., for example, in smaller IT start-ups and thus more challenging for the organization.

As the overall writing activity in the reflective community platform is low and the community itself is not self-sustaining as it is not generating enough content by itself without the intermediaries posting content, it did not become a place for counsellors to discuss success stories, challenges at work or new ideas. This is underlined by the responses in interviews, in which participants stated their reluctance to put their ideas or questions into writing. However, for smaller groups of counsellors, e.g. the group participating in a training exercise, the reflective community platform could offer a space for discussions, which they were able to turn into a place, which was relevant for their work and, in our view, has become a place respectively is a part of their place at work. This might be also attributed to a perceived higher level of safety in a smaller group in which the members know each other. This echoes earlier statements that a platform by itself is not a community (Thompson, 2005; Etienne Wenger, 1999) and that one cannot design a place itself, but only a space which can become a place (Harrison & Dourish, 1996).

These insights informed our plans for sustainability, which were presented to ZRSZ management in February 2018 (for a detailed write up see section 5.3). To sustain the reflective community platform, we plan to use it in an event-based manner, in which the groups are used to discuss e.g. new laws, upcoming events, planning of training exercises, etc. Additionally, we learned that most often smaller groups were likely to turn the offered space into a place relevant for their work, and as such, we plan to promote those in future.

3.3.2 Reflective Community Platform in CES

In this section, we describe to what extent the space offered by the reflective community platform at CES became a place for counsellors to discuss issues of relevance for their work. In order to do so, we describe the actions performed by researchers and intermediaries, and describe the influences of the organization as well. As the reflective community platform at CES started one year after the one at ZRSZ the overall process is similar to the one described above and we focus on the differences in this section.

Influences by the researchers

The overall process of having workshops with counsellors and managers was conducted at CES as well (see also EmployID Deliverables D[2-9].2 section 5.3). The researchers also conducted an introduction workshop with counsellors presenting the concept of communities of practice and discussing possible topics for the reflective community platform.

At the point of the introduction, workshop researchers and intermediaries from CES were successful in recruiting one of the workshop participants as a moderator. The researchers had multiple online meetings with the intermediaries and the moderator to plan steps to generate interest in and activity on the platform. For CES the researchers recommended the steps, which were recommended for ZRSZ as well: starting with counsellors open to new technology or ways of working, engaging counsellors directly and having moderators supporting this work.

This started well and generated some interest, but over time activity decreased.

Influences by the intermediaries

At CES, the intermediaries did not become moderators. Fortunately, one of the members of the introduction workshop volunteered. The moderator is one of the trainers at CES and as such widely known and respected throughout the organization. This helped tremendously in the beginning, as she was able to invite groups of counsellors she knew from training exercises.

A few months after the launch a second moderator was recruited from the users of the reflective community platform.

Both moderators shared tasks of calling individual counsellors to activate them to contribute to discussions to the platform. They were also planning new topics on the reflective community platform.

Moderators observed that the activity on the reflective community platform was connected to their efforts of activating people. In the weeks when they had other responsibilities at work, the activity declined. Additionally, people told them that they also contributed as a favour to them or to the project rather than based on self-interest. Over time while observing that the reflective community did not host a self-sustained community, moderation activities declined as well.

In addition to the efforts of the moderators, the intermediaries assumed also some responsibilities of the moderators and invited groups of counsellors.

Influences by the organization

CES is, as most public administrations, organized in a hierarchical top-down manner. When presenting the idea of a community of practice approach to the organization, researchers and intermediaries met prepared members from management who had their own ideas on how the reflective community platform could be used. Management convinced researchers and intermediaries to start with a different group of counsellors than originally intended, as they saw a greater potential in another group.

Throughout the course of EmployID, like in ZRSZ, very few regional managers openly encouraged their staff that they can spend time on the reflective community platform.

Summary

Similarly, to the case at ZRSZ, the reflective community platform at CES did not become the place the researchers and intermediaries expected it to be, as the membership did not evolve into a self-sustaining community.

Despite this, the reflective community platform did become a place for smaller groups. Early on CISOK counsellors, who are working as career counsellors, distributed throughout the country, formed a private group (which can only be joined on invitation/request). This group was very active and for a time this group was the only active group on the reflective community platform. The group could connect to each other through the platform and could discuss. Others could see that the group was active, and one interview participant, who was not part of the group, mentioned to us that she was very curious to see what the CISOK counsellors discussed. This shows that for the CISOK counsellors the reflective community platform became a place for a while, as they were discussing quite frequently. This activity also declined over time, which is in line with both Harrison and Dourish, who stated that the meaning of place can change over time (Harrison & Dourish, 1996) and Wenger who states that communities are also temporary (E. Wenger et al., 2002).

In addition, CES only used the EmployID peer coaching course and followed that up with peer coaching exercises, which were posted on the reflective community platform. This generated activity as well, showing interest in the topic of peer coaching and willingness to learn about the method itself. As the group did not continue discussions around peer coaching after the exercises concluded, this shows that for this group the reflective community platform did not become a place in the long run respectively the reflective community platform did not become a part of an existing place.

Overall, at the time of writing, the activity in the reflective community platform is very low, and similarly to ZRSZ, in future the community is intended to be used for events. For example, in April 2018 workshops for career guidance counsellors are being planned. This involves forming a special group on the reflective community platform in which the counsellors can also influence of what should be learning input given in the workshop, and asked some questions before the workshop in order to share their ideas and experiences.

3.4 Spaces for Peer Coaching

Peer coaching is one of EmployID's activities/methods to support professional identity transformation in Public Employment Services. In this chapter, we will give a short impression on how spaces for peer coaching became places for peer coaching activities and identity transformation in the different PES. In chapter 5 the different cases are described in more detail.

Our main objective for EmployID with the activities around peer coaching was to provide a methodology for mutual learning and facilitation among colleagues in Public Employment Services in order to solve challenges PES practitioners face in their daily work with changing policies, different kind of clients and their own working environment. Of course, there could have been other options, but peer coaching seemed for us the best since it needs only some training,

with no professional coach or supervisor to be hired. It is a method that is low cost and with the possibility to support each other and therefore fits our idea of peer to peer support/facilitation best. There are a large number of different concepts and models in peer coaching – some of them being very complex and needing more training and exercise and some of them with requiring less effort to be taken in order to practise it. We tried to keep the model as simple and short as possible in order to make it feasible.

The provided peer coaching methodology includes a fixed process structure with clear instructions for roles and actions and some core skills we identified to be key to the success of our peer coaching session. More on this can be read in previous deliverables and publications (Schmidt & Kunzmann 2016; Wolf & Gidion 2016; EmployID 2017; Wolf & Gidion 2017).

There are several benefits of using peer coaching in Public Employment Services such as the mutual learning when similar challenges occur, the exchange of knowledge in complex situations, the solidarity experienced amongst colleagues/peers and the rich collection of possible solutions to a challenge. A “side effect” of practising peer coaching in the PES context is that the basic skills necessary for doing peer coaching are included in the formal training and in the methodology as well. The project members identified five core skills that are necessary for EmployID peer coaching: knowledge and transfer skills on the peer coaching process, active listening, emotional awareness, powerful questioning and growth mindset awareness. These skills were identified using the Facilitation Skill Catalogue (FSC) (Schmidt & Kunzmann 2016). Of course, especially growth mindset (Dweck, 2007) is a very complex concept and not one single skill. It is more about being aware of the potential of having a growth mindset and trying to be open in the peer coaching sessions and in work with clients.

Therefore, one thing is the model itself and another thing is the training to understand and implement it in practice. Our training was offered as a peer coaching online course with and without a face-to-face kick-off training within our EmployID Academy (HZZ/CES) and within the Reflective Community Platform (ZRSZ) as well as in parts of the content of an International MOOC on “the Changing World of Work”.

From our experience in EmployID, we learned that, although we had a very specific idea about how peer coaching should be used in our partner PES, in the end it was several places created by them in ways that we had not expect like this in advance.

From the evaluation of our training in CES and ZRSZ we learned that not only the training on the model of peer coaching is of importance for the PES practitioners, but especially the core skills we identified. Even though some groups of PES practitioners are already well trained in those skills, through their training and education for their professional occupation (e.g. PES Croatia learners were mainly psychologists), some of the skills were identified as highly important to them and interest in more training on them was shown. These skills were mainly powerful questioning, active listening and emotional awareness. When we first identified the core skills and included them in our training, we were aware that we already have a target group with considerable knowledge about some of these skills. It was therefore a surprise first, that it was exactly those skills we just trained very briefly, initially surprising that practitioners were making the most use out of our training input and were interested in more exercises and practice in them. It should be stressed that there is no so-called skills-gap here, but rather the knowledge on the part of the practitioners that through more intense training in those skills they can, not only, highly improve, their work not only with each other, but also with their clients, could be enhanced. In a sense, they transferred this knowledge acquisition not only into widespread peer coaching practice within their organisations, but also into their work with their clients, increasing their own awareness of how they improve the effectiveness of their job practice.

There are now also several small groups doing peer coaching in CES and there were two tutored sessions at ZRSZ, but the main benefit seen in the peer coaching offering was the refreshing of

important skills like active listening and the additional useful tools provided by introducing powerful questioning and emotional awareness. This was something we were already aware of at the beginning of the project, that those skills we identified as crucial for our peer coaching are of course skills that are very important in other counselling/advisory methods (e.g. supervision, mentoring, training, guidance counselling, psychotherapy etc.) too. We learned that these ideas were the exact content they wanted to learn more about and especially exercise more within training groups in a secure place and with the possibility to receive feedback or get some more ideas by others.

DWP had not implemented the peer coaching methodology as was conceptualized by EmployID, but used peer coaching in a different way to provide peer-to-peer support, partly because online training support in this area was already established within DWP, for employees to access. Some content of the peer coaching online-course was used in the second DWP MOOC blended learning programme though the focus was more on coaching in the work with clients and on resilience than peer coaching with colleagues.

Other PES who were not in the consortium, but received peer coaching training like Estonia and Ireland, also mainly focused on the skills. We know from several European PES that they have implemented similar approaches in some parts of their organizations already in their working practice, e.g. case supervision in Germany and Slovenia or co-vision in Estonia.

Therefore, when coming back to the spaces and places theory, we created a space with the goal that PES would use the full peer coaching methodology in the end, instead the methodology was the opportunity to learn more about skills they needed for their daily work with colleagues and clients and provided them support in their private life. They had rich discussions in the online-courses as well as in the face-to-face training on the skills and the provided exercises for the skills with trainers, tutors and – most important - with each other. It showed that it was something the learners could relate to, it is something they directly need for their work and that they want to be better in. We tried to support the interest by providing ZRSZ and CES with additional exercises they could use in the Reflective Community Platform or in face-to-face training.

So, for the space peer coaching many places were generated by the different learners.

As mentioned in the beginning peer coaching was one of many activities in EmployID in order to support professional identity transformation. It certainly led to rich discussions around their job roles, around what coaching is about and what is necessary to really actively listen instead of “just” listening in a rather passive way. The fact that the basic skills, which were also necessary for counselling in general, were deeply discussed, shows how practitioners consciously looked at their job roles and tasks and how they work with their colleagues and clients. From the evaluations, we know that they transferred the newly gained knowledge and skills in their work with their clients. The exchange and discussions around the core skills were on the group level whereas the transfer of learners was of course on an individual level.

As mentioned in the beginning peer coaching was one of many activities in EmployID in order to support professional identity transformation. It sure led to rich discussions around their job roles, around what coaching is about and what is necessary to really active listen instead of just listening. The fact that basic skills are also necessary for counselling in general were deeply discussed shows how practitioners consciously looked at their job role and tasks and how they work with their colleagues and clients. From the evaluations, we know that they transferred the newly gained knowledge and skills in their work with their clients. The exchange and discussions around the core skills were on the group level whereas the transfer of learners was of course on the individual level. The individuals applied their knowledge into their context and it was not just about developing skills, but also about the conversation on skills and skills development between each other and with tutors. The PES practitioners welcomed the training as a possibility to have conversations on their daily work and the use of skills in their daily work. In this sense, the

offering of EmployID to PES was successful, since it gave the opportunity to reflect and discuss on their job roles and their usage of specific skills in their work.

One aspect of identity transformation is about improvement, the ability to move onto the next level of skill development in the four domains. Peer coaching has allowed staff to critically look at what they do and, by various methods, they have tried to improve their skills. “Passive listening” has become more active, questioning techniques have become more powerful, they now share good practices, learning which helps them improve, and they reflect more.

Learning coaching skills and coaching process had (or is supposed to have) an impact on changed perception about practitioner’s professional role. Giving the clients and peers the chance to come up with the solutions and being in the support role as listener and powerful questions provider is changing the role from adviser to coach, from giving suggestions to supporting the development of clients and peers. The change could be represented as part of an identity transformation process.

In a way, this could also count as a form of collection, since PES practitioners collaboratively reflected on peer coaching and its skills (Prilla & Wolf, 2015). Especially in the training events where there was not much time to do full peer coaching sessions we introduced role plays or made showcases on the peer coaching session. These were then discussed and reflected afterwards in the whole group in order to learn more about the process through questions that arose or through observations practitioners made.

From a consideration of professional identity development, it was interesting to see that discussions about peer coaching did range across the three perspectives: what skills needed strengthening; what were the structures and constraints within which they could be practised; and the consequences for their changing identities.

Summarizing this chapter, we can say that the learners used the provided offers and structure, as they needed it for their work: for exchanges with each other, for inspiration or motivation. They implemented the offering as they could in their organisational environment on an individual level with high motivation or they searched for their own ways in order to transfer what was more to be useful to them (e.g. using it with clients). We think that there are several reasons for peer coaching to become a place: One of the most important reasons in our understanding is that peer coaching fitted the needs of the PES from the very beginning since it was one strategy to cope with specific work challenges and linked existing skills and procedures into a setting for collaborative learning and knowledge exchange. Another reason were our efforts in creating different formats of training offering fitting to different needs and interests in PES – allowing on the one hand to integrate learning content and formats to existing learning offers and on the other hand to experiment with new and innovative approaches of learning. Another reason was the strong engagement of trainers and tutors from EmployID and PES themselves that motivated training participants to make use of the skills and reflect on their daily work. As we describe in more detail in Chapter 5, high collaborative and emotional aspects come into play in the collaborative learning setting – both from facilitators but also learners. The time for reflection in different exercises was given in order to give learners the opportunity to find out what is useful for them and how they can integrate their knowledge into their daily work with colleagues, but also with clients and to reflect their current practical experiences on a national level (e.g. CES online course) or international (e.g. International MOOC). It allowed for knowledge sharing and exchange across offices, to be part of a community, be heard and hear others.

This highlights two findings: it was of interest to them otherwise no transfer would have taken place and they would not have taken the effort to implement it in their practice and secondly is that what we provided as an offer – the space – might be recreated by the users in different ways – as their own places. These five EmployID peer coaching core skills are: knowledge and transfer skill on the peer coaching process, active listening, powerful questioning, emotional awareness

and growth mindset awareness. As already mentioned skills from the FSC can be either skills that are needed or skills that are learned through, our activities. This is also the case for the EmployID peer coaching core skills. For the learners, active listening, emotional awareness and powerful questioning were the most important skills.

Powerful questioning includes all questions that support the clients' perspective change, (self-) reflection and are necessary in order to understand the situation, solve the problem and find new paths.

3.5 Spaces for Making Sense of Data

In chapter 2 we looked at the work of Harrison and Dourish (1996) and Dourish (2006) around spaces and places as a way of understanding how different online spaces and applications are socially accepted and used in practice.

Dourish (2006) argues “for a view of space that differs radically from that which emerges from the traditional place/space discourse within CSCW, seeing space as a social product every bit as much as place.” (p. 300). He refers to “what Massey has called the “power geometry” of space, which in turn plays a significant although often under-examined role in how we think about mobility and collaboration.” (p 65). All this is important for understanding how we have developed spaces for access to Labour Market Information (LMI), and for social practices of meaning making and creating intelligence in the context of practices in Public Employment Services. It also explains the differences in the two spaces we have created through EmployID, for Work Coaches in the UK Department for Works and Pensions and for staff in the Slovenian Public Employment Service. It should also be understood that through mathematical and graphical modelling of data (as a space) we are reflecting social practices of using data in different career and employment services. As Dourish (2006) says “Space and its representations are crafted in support of particular needs.”

The shaping of places and practices takes place over time; however, we have artefacts reflecting their shaping as spaces through the co-design process.

3.5.1 *The Importance of Labour Market Information*

Given technological advances, the development of the LMI tools was inevitable, given the established and increasing importance of LMI for careers guidance and employment practitioners (Bimrose & Barnes, 2010). LMI helps careers advisers, Work Coaches and careers and employment practitioners to understand the dynamic interplay between ‘supply’ and ‘demand’ in fast-changing labour markets. LMI also helps policy makers and planners develop strategies for the labour markets of the future and. Additionally, LMI helps course designers and curriculum developers to consider the skills that will be needed in the future for those embarking on education and training programmes. This includes where there is growth or decline in the number of job opportunities, the demographic profile of different parts of the labour market, the availability of and competition for jobs in different areas and sectors, and the impact this has on wage and skill levels. This knowledge enables practitioners to support individuals to consider routes into – and ways around and through – the world of work by raising aspirations, challenging stereotypes, increasing job knowledge, and widening experience of work and career horizons. It also supports practitioners in their task of helping individuals to develop and enhance their career decision-making skills so that they can use the available information to weigh-up the potential options for themselves as their career progresses.

Governments, regional bodies and education and labour market organisations collect data mainly for economic monitoring and developing policy. This data is increasingly available due to the move towards Open Data. However, in its raw form the data have limited value for careers and employment purposes. The data usually take the form of large spreadsheets and are hard to

interpret. Data services sometimes produce interpretive bulletins, but these seldom provide the detailed geographical and occupational data needed by career and employment practitioners.

In DWP, two different employee groups approached the LMI application differently. The Employer Advisors felt that LMI was a priority due to their close working relationship with employers. In contrast, the Work Coaches (the larger employee group) possibly did not see this as a priority because there was an ongoing culture change that affected the way they felt that they needed to perform (i.e. transition from Advisor to Coach). As advisors, their role was to 'push' claimants into finding work; as Coaches, they were to support the claimants with their job search; a change of emphasis. It may be that they felt that they did not need to be fully conversant with LMI only with the need to be able to direct the claimant in how to research LMI.

An additional dimension is the rate of organisational change. DWP recently has continually had to take on board new procedures, practices etc. The Work Coach role is an extremely pressurised one and there may have been a feeling of 'training overload', in the decision to make LMI a low priority. Training on LMI had been in place when LMI had been regarded as a priority, but this was abandoned as priorities changed.

3.5.2 Coach Central

The first iteration of the DWP app, Coach Central, was developed in a short period of time as part of the first online blended learning programme to support the identity transformation for employer advisers, whose principal duties were to offer support to employers. It was based on the information advisers needed about sectors, occupations and the local labour market when working with employers. These data were obtained from the LMI for All open database and API, then supported by the UK Commission for Employment and Skills, using data produced by the [then] Department of Employment, and from the Office of National Statistics API. There was considerable discussion around a PowerPoint presentation of the App with suggestions for improvements and further development. The design also sparked discussions around how data around LMI could be provided for Work Coaches. Despite the enthusiasm for the App, the prototype revealed issues in working on DWP computer systems. Many of the DWP computers were running an old version of Internet Explorer, which was unable to process the queries to the database or to dynamically display the graphics. A further pilot, with a selection of practitioners from each region, was therefore carried out before the evaluation survey.

This led to a second iteration. Further discussions with the Learning and Development team at DWP led to a decision to produce a new version of Coach Central targeted at Work Coaches. It was intended to be used as part of their interventions with customers. A survey was undertaken with practitioners from each region of what features they would find useful leading to the development of a third iteration of an App, which was then evaluated by DWP. The majority viewed it as a useful tool although there were some criticisms. Some of these were technical - mainly the slow loading speed which we were able to overcome. Others were more problematic with respect to the granularity of the data. Work Coaches need local data about occupations, but those data are not available, largely due to the sample sizes from surveys and costs associated with the regular updating required. There was also some criticism of the quality of the data about job vacancies, once more an issue relating to the data source, about which we can do nothing as it is obtained from the DWP's own Universal JobMatch database. Despite difficulties DWP decided in principle to go ahead with a rollout to approximately 16,000 Work Coaches for the life of the project.

At this point approval was required from the IT security department. DWP were not prepared to host the app on their own server but were prepared to consider allowing access to an external server. They raised a series of technical issues, mainly over security, which we were able to overcome through moving the app from our own servers onto an Amazon Cloud managed server.

However, there was a further requirement, which made a fundamental change to the design. We had envisaged learning and knowledge development leading to identity transformations taking place through interactions between Work Coaches in-app through being able to ask questions and provide advice. Even with a graphic dashboard, interpreting LMI for individual clients remains difficult and its effective integration into practice is regarded as a high-level challenging skill (Egan, 2001). We had designed an architecture of how to facilitate this, based on logins limited to DWP staff plus our technical developers. However, DWP security was not happy with the idea that DWP mail addresses would be held on our servers. There was also a longer term discussion about whether the provision of even a chat forum would risk people revealing confidential information. Due to having to provide open access, this prevented us implementing the features we wished for learning and exchanging knowledge.

Following several further iterations, a date was set for the roll-out in summer 2017. There was an interesting discussion about what help would be available to users. The earlier betas had included access to a PDF guide to using the application. For the roll-out it was decided to produce a short video to be hosted on the DWP servers (DWP staff are unable to access popular video channels such as YouTube) and accessed through their desktop. While the video was only four minutes, the restriction on file sizes was a learning curve for us about video compression technologies.

The roll out itself was through an item in the regular electronic newsletter sent to all staff.

In the last 90 days (at the time of writing), there have been 1700 users with 5600 sessions. The average time of a session is 1 minute 10 seconds. Over the last month there were 806 active users, 251 weekly and 73 daily. Mostly (and unsurprisingly) these are on weekdays with the most popular times being between 10 and 12 in the morning and 2 and 3 in the afternoon. Interesting there is now a small number accessing the app from mobiles and tablets. According to a beta cohort analysis, 27.5 per cent of users are aged 18-24 and 33.50 aged 25-34. 54 per cent of users are male, 46 per cent female. All users were from the UK.

The data suggest the application is being used as intended as part of the work process. However, it is only being used by perhaps 5 per cent of Work Coaches. Notification was given in March, 2018, that due to usage in the last 12 months and also changing priorities of the business, DWP will not be pursuing the continuation of the LMI app following the end of the project. This is disappointing but DWP does not have the resource.

Analysis and sense making of these usage data are not simple. Despite publicity to raise awareness, we are unsure of to what extent staff are aware of the application. Moreover, we are not convinced that staff are confident in how to use the application in their everyday work or, as indicated above, how to make sense of data for use with customers. After making sense of the data, mediating the key message(s) provided by LMI is sometimes challenging. Key messages from the LMI can be difficult to absorb, since they may not contain those hoped for by the customer. For example, a vacancy that is their first choice may not be viable for some reason (for example, lack of appropriate transport options, cost of transport, lack of affordable childcare facilities, etc.). Practitioners need to mediate these messages in a manner that customers are likely to find both understandable and acceptable. Again, echoing comments in the section above on LMI, we would suggest that developing regular use of the LMI App in practice needs to be linked to facilitated online learning opportunities about how to interpret labour market data in practice with customers. Probably at the moment a small cohort has viewed Coach Central as a place to go for making sense of data whilst for others it is another space about which they are unsure of the value. The design of the space has been shaped by a wide range of different factors, including availability of data but also technical and security concerns within the specificity of a particular context. This interacts with social and cultural factors to limit the extent to which the space was turned into a place for more than a minority of practitioners. The major lesson learned from a research perspective is that strong facilitation of the type offered in the blended learning

programme would be needed to generate a wider and deeper commitment to using the App in practice.

3.5.3 *The Slovenian LMI Dashboard*

The Slovenian LMI Dashboard was designed and developed differently from DWP. Initial interest from ZRSZ (Employment Service of Slovenia) resulted in an invitation to Graham Attwell from EmployID to give a presentation at a conference in Ljubljana in Spring 2015 around the Monitoring of the Short-Term Forecasts and Mismatches on the Labour Market. However, in order to take things forward it was necessary to develop collaboration between different departments in the Employment Service and include the Central Office's Department of Analytics. Like in the DWP, there was no existing applications for accessing Labour Market Information. However, while in the UK, Coach Central could be built on existing APIs providing access to data, no such tools existed in Slovenia. Data could be downloaded in the form of spreadsheets from the National Statistical Service. In the UK, the task of linking data, based on occupations, had already been done through the LMI for All project. For Slovenia, the data had to be mapped before the development work could begin. The LMI for All project and the UK Office of National Statistics had already made considerable investments in developing the APIs providing access to cleaned data. While there was more work to do – not only mapping the data, but also processing and cleaning data, there were far less resources available from the EmployID project. This lack of resources firstly meant the work took longer than developing Coach Central but also dictated the decision to build as much as possible on existing Open Source Software, rather than developing an application from scratch.

The initial work took three forms. The first was downloading and cleaning data from the Slovenian national statistics office. The second was developing a data map and loading the data into a database and the third, based on the data map, linking the data.

The data map was also the subject of series of iterative discussions with the Slovenian PES Central Office's Department of Analytics who identified new sources of data to enhance the application. It was decided to incorporate the LMI dashboard within the existing Community platform developed by EmployID with the ZRSZ. This entailed the development of a Wordpress plugin in order to query and visualise the data. The use of the Community platform had another advantage. The dashboard could be integrated with the existing system for querying and discussion, unlike the DWP dashboard which provided no such functionality. However, the integration itself required considerable technical development, postponing the launch to early 2018 (see chapter 5.2.1, below). Further work included the development of an Extract, Transform and Load (ETL) system, allowing the easy updating of the data (see Appendices A.1).

As in the UK, there were discussions regarding what support should be offered to PES staff in using the dashboard. A similar decision was taken to limit support to a short video outlining the use of the dashboard.

It is too early to judge the extent to which the space is transformed into a place or not. It is probable that this is dependent on the adoption and use of the community platform, which might offer greater facilitation and support to practitioners using the data in their practice. However, once more the shaping of the space has been influenced by the availability of data and the existing technologies and environment of the PES, leading to a series of design decisions throughout the design process.

4 Design Process for Spaces

In technology-enhanced learning for the workplace, we want to make places for learning to flourish. In the previous chapter, we have described which spaces EmployID has created and how they were turned into places. However, how do we best design spaces out of which users make vibrant places?

Designing technology-enhanced solutions for the workplace has long either been viewed from a mechanistic engineering perspective where after a proper analysis of the needs a specification is made that has just to be implemented. Alternatively, it has been viewed as almost artistic discipline, which needs inspiration and genius, or at least is claimed to be contextually so specific that there is no reproducible process and/or methodology. However, similar to architecture from which the metaphors of spaces and places have been borrowed, knowledge how to design IT solutions is neither purely explicit nor exclusively tacit.

One of the major cornerstones that has been repeatedly voiced by the members of the different design teams in the project was the general attitude of “accompanying a journey”, which condenses several aspects:

- Successful learning solutions for the workplace are always contextual. They need to respond to contextual needs and peculiarities. So, each organisation needs to have its own process.
- Design of solutions is a mutual learning process of users and designers (which again consist of different roles). In such a process, designers can push their solution, or users could make designers deliver what they have specified. But in reality, it is a journey which the organization has to embark on, but on which expert knowledge and experiences from the designers provides fresh ideas, critical views, advice, and of course the design artefacts.
- The journey does not have a preconceived plan from beginning to end, but responds to opportunities and barriers along the way.

In the following sections, we describe the insights that we have gathered from the different design contexts, structured along different parts of the “journey”:

- **Project management.** How should design projects be organized and how does coordination work?
- **On-boarding, identifying priorities, and contextual investigation.** How does the critical starting phase work? How to find focus? How to learn about contextual peculiarities?
- **Design.** How to create design artefacts for the solution?
- **Evaluation.** How to test the critical hypotheses of the design and learn from users?
- **Management, key user engagement, and sustaining.** How to recruit and motivate key users, get management commitment, and enable transitioning from pilots to institutionalization.

4.1 Project Management

4.1.1 Background: Agile Project Management and its values

Originating in software development practices in the 1990s, agile project management has been gaining popularity well beyond software development. It is based on the observation that traditional project management approaches (in software development epitomized by the so-called waterfall model) emphasize (i) clear separation of planning & specification and implementation / execution and respective monitoring, and (ii) put artefacts (“deliverables”) as the main way of handling dependencies, i.e., the prior activity delivers an artefact (document, piece of software) to the next one. While this reduces complexity, and enables the use of project management methods for predicting project delays, it has also several drawbacks:

- It ignores the fact that everyone involved in the project learns from each other along the projects’ progress, particularly between those designing a solution and the respective users.
- Changes are not the exception, but actually the norm in projects. Additionally, most projects that fail do not fail because of bad planning, but because of insufficient handling of change.
- It promotes the mindset of “contracts” with completing one’s pre-specified own task and delegating the overall responsibility of ensuring coherence between different project activities to the central project management. Changes are expected as changes to the contract.

Agile project management is based on a notion of quality that focuses on the value creation. Following a plan and deliver what has been previously been specified does not create value unless it meets the customer needs (that might have changed since the project was specified). Therefore, it proposes a value system, which has been explained as part of the agile manifesto²:

- Working products (or: products of value) have priority over specification & documentation. “Paper-ware”, such as requirement specifications, roadmaps, plans, frameworks, have their role in a project as tools to achieve the overall goal: creating value for the customer and the customer perspective defines what a product of value is. A working piece of software also gives the customer much earlier the opportunity to get hands-on experience, which is the real test. Thus, creating such working products rather earlier than later offers also the opportunity of failing earlier rather than later without wasting resources on solutions that do not meet the expectations.
- Responsiveness to change has priority over following a plan. Responsiveness to change here does not mean constant change, but the ability to react to changing conditions in a controlled way. While this principle does not negate the importance of planning, it emphasizes that planning should facilitate responsiveness to change, which is natural in a project – and not prevent it.
- Trustful collaboration with customers has priority over negotiating contracts. While contracts are an important legal tool, they are too slow of an instrument to respond to

² <http://agilemanifesto.org>

changes rapidly. Therefore, they are often barriers to change. Rather than contracts, a trustful relationship is much more productive, in which the stakeholders in a project become a real project team with the shared interest of delivering the best possible value.

- Individuals & their interaction has priority over processes & tools. While often established standardized processes and corresponding tools are a sign for quality in project management, it is often not. Standardization helps to gain efficiency, but only if the process and tools fit to the problem at hand. Project management should focus on what helps individuals and their interaction with each other. This particularly means that the individuals in a project matter, more than their respective organizations. If they find tools and processes useful for their work, these are good processes. If not, they are not. In addition, projects teams should have the autonomy to decide about their processes and tooling.

4.1.2 Methodology & Instruments

Scrum has become one of the most popular methodologies for implementing agile project management in organization. It has been applied to a variety of different projects, including non-technical projects, such as planning museum exhibitions, and seems to be ideal by providing structure. However, projects such as EmployID violate basic principles of (most) agile project methodologies, most notably:

- There is (mostly) no full-time resource commitment of individual to the design team. Therefore, team capacity varies over time, as it is natural to shift focus of work during the project. And it was hardly possible to find time slots for meetings that would correspond to daily scrums. In addition, this often requires considering motivational factors to ensure priority of the respective design team activities.
- In Scrum, teams usually also do not overlap. For EmployID it has not been possible to break down tasks into non-overlapping teams without re-introducing structural barriers that are hard to overcome. This has many implications, such as competition between different tasks in different teams (thus again making capacity a vague notion), and weaker team identity. However, this overlap has also made cross-team coordination easier as this was usually naturally covered by overlapping team membership.
- Finally, many proponents of agile methodologies emphasize the importance of proximity of team members in the same physical space. While this is also still debated, EmployID had to rely heavily on virtual team structures and communication.

Consequently, EmployID has loosely oriented its agile approach towards the Scrum methodology, but applied a lot of flexibility. More important than the concrete methodology was nourishing a narrative of doing it differently than in order contexts where at least partial failure had been observed by those involved. This was the foundation of a distinct project identity for which communicating the agile values (and thus the importance of individuals and their facilitation) was an important catalyst. This has resulted in a high priority for peer facilitation, which was self-referential in the case of the project as the solutions of the project targeted at that as well. However, it also included an aspiration for excellence, similar to the notion of customer excellence becoming popular in Customer Relationship Management. For the early phase of the project, developing the conceptual model as a representation of a shared understanding was also important to reduce the complexity of interactions.

As one key instrument, EmployID conducted regular anonymous project management surveys that fed into reflective sessions (face-to-face) at the beginning of project meetings. This was a very

useful exercise for shaping the mindset of the project members towards agile values. While Scrum team retrospectives have not become a routine in many teams, the collective reflection has been carried on throughout the project and generally been judged very useful by most of those involved.

- The survey needs to be short with a lot of openness for anything that is on the participants' mind. The questions should encourage stating opinions both about what has happened and what is to come and include positive and negative perspectives (good/bad, expectations/risks). It should be also an outlet for emotions, such as frustration, anxiety, but also positive emotions.
- The results of the survey are tools to encourage conversations, never to confirm that everything is running fine and that everyone is happy. Particularly it should never hide criticism towards project management, in whatever way it is stated.

The importance of reflection is signalled by placing it at the beginning of a project meeting and giving it sufficient time (between one and two hours), even at the cost of running late. The conversation must have an impact on both the meeting and the course of the project. It is not about making statements, or blaming others, it is about getting better together.

4.1.3 Experiences

A key aspect in the introduction of agile principles into a project such as EmployID lies in managing uncertainty. Compared to other (non-research) projects, EmployID has had more degrees of freedom. And while degrees of freedom can motivate by giving autonomy to the participants, it is also a challenge that has to be coped with by the project participants. Following a plan is much easier from an uncertainty perspective: the plan creates something to rely on. There were several issues to be observed:

- When introducing the agile methodology, it needs careful management of uncertainty and confidence among project participants, particularly if there was no prior experience with agile methodologies. Methodologies that define artefacts and processes are essential in such a phase as they provide the stability and security. Here, building upon the Scrum methodology and a wiki-based reporting was very important, although it was perceived by some to be a symptom of over-engineering.
- Additionally, as the introduction of agile methodologies coincided with an emergence of smaller teams and their topic areas, the inter-team communication was important to foster. This included handling the issue of resistance to split up in groups and particularly not participating in some project activities. While this is a good sign that considerable interest for the overall project has been raised, breaking down the project activities into smaller teams is indispensable. Therefore, the following measures were applied:
 - Making transparent the activities of the different teams as part of the share wiki (which was handled very differently by the teams)
 - Overlap between teams via shared members, which consciously violates one of the Scrum assumptions of 100% membership in one team
 - Regular meetings (every four weeks)
- Moving to a “release early, release often” or even “fail early, fail often” attitude is challenging, particularly when individuals operate in environments which don't value

“early failure”, but just “success”, which usually leads to risk-averse behaviour. Here, it is very useful if trying out can happen inside the project team first.

- Encouraging collaborative reflection to promote a self-critical attitude is important. Not everything is successful, and a project is not always “on track” and “without risks” or without concerns. Agile depends on honesty and realistic assessment of the situation and the options. These concerns need to be communicated and discussed, and decisions need to be made accordingly. This includes moving away from a common anti-pattern of boasting how much work someone has done and how shiny and successful the results are.
- One major element of establishing a trustful relationship is to create shared responsibility for project outcomes & failures. While for some this might be an essential defining characteristic of a team, in most projects this is not the case. It is easy to trustfully collaborate when everything is progressing smoothly, but it is much harder to abandon the possibility to blame someone or to limit the implications of any shortcomings. This is where usually work package structures help to provide a hierarchical “failure containment”. Therefore, a major step in the project was to move away from a separate deliverable towards a single report where work package boundaries have disappeared. While this might seem like a small step and a logical result of a share project goal, it is a leap of trust. It gives up failure containment. On the other hand, it also frees from having to label your own contributions, which can divide teams apart. However, this move has also increased the coordination load on a few project members, which might have been easier to distribute in the case of more traditional reporting structures.
- If agile practices are introduced in companies, a key focus lies in the routinization of certain methodologies. While at the beginning, these methodologies are trained, debated, adapted, they stabilize over time and become routinized. This development was not observed in the project. Rather teams moved to more informal ways of working which were still mostly inspired by the agile mind-set but did not follow any particular methodology. However, from a bird’s eye view, for some of the teams there is no big difference to be observed from more traditional ways of working. As a conclusion, there might not be that big chasm between the different methodologies, and only some areas or aspects of coordination are affected by agile vs. traditional. Still, different ways of working might lead to frictions because of a mismatch of expectations, or similar.
- While often agile methodologies are associated with increasing robustness of project teams, the experiences have rather been ambivalent. While it increases robustness towards external change, it also increases the dependency on individuals as a replacement for structural scaffolds. Particularly this dependency on individual motivation, interests, engagement, and affective aspects, which are always influenced by the social context and its dynamic, made the agile experience in EmployID also appear fragile. However, it is doubtful that more traditional approaches would have been a better alternative in this respect, as this fragility is often hidden behind work-to-rule and contract fulfilment attitudes so that the scaffold is actually a hollow skeleton. Rather it might be a sign that further development of agile methodologies put that value of the agile manifesto more into the focus: individuals and their interactions.

4.2 Prioritization & Investigation and Design

4.2.1 Volatility of Goals

One issue for the EmployID project was the volatility of goals in Public Administration. The overall goals for administrations are not set by the organisations themselves but are dependent on political influences on international (e.g. EU directives) and national levels. These international and national goals influence the internal goals in the organization, and as such drive the day-to-day work of counsellors. This can also cause tension internally e.g. as counsellors only have very limited possibilities to influence active labour market policies (ALMP) but are the ones who have to implement them. We often heard in interviews that counsellors would like to give feedback on them or bring in suggestions but were unable to do so.

Often in public administrations, the top-level management team changes with changes in government happening after elections or staff moving to other departments. Thus, when planning interventions in public administrations such as public employment services, researchers need to take into account that interventions have to be presented to managers on multiple accounts in order to convince the “new” management. This happened in the project in both ZRSZ and CES.

The result of these pressures is that it is very difficult to gain long term or even medium-term commitments to change strategies or to interventions which have resource implications, especially in the present period where austerity has led to staffing and resource reductions in funding to many Public Employment Services in Europe. Even where there is a commitment to such strategies, new directives may prevent the fulfilment of previously agreed commitments, as may changes in senior management.

It should also be recognized that there are different forces in play within complex public administrations, including policy makers at European and national and regional level, managers who may have an inner view on how organisations should develop, other public administration departments and customers of the services.

In such an environment, the argument for technology per se has limited sway. Instead, the approach from EmployID has been to work with PES organizations firstly to identify general themes which are a strategic priority for the organizations and then to identify hooks in the form of topics and themes which provide a basis for introducing new technology supported approaches. In this respect, probably the greatest opportunities lie where there is an understanding and agreement that change is necessary regardless of project interventions. From this perspective, project interventions are seen as additional resources for undertaking such change, especially if bringing external expertise to bear on a problem or issue.

One example is the development of new approaches to using Labour Market Information. Increased access to and use of LMI is a priority for most European Public Employment Services to help mitigate the uncertainties of labour markets and improve customer services. As previously indicated, a lengthy and careful process of consultation, negotiation and discussion took place within DWP, at all levels, before piloting began. Important factors in the eventual success in piloting online learning support were:

- The working relations that had been established with key managers within DWP at the proposal writing stage proved to be crucial in the initial stages of development. An organisational need had been identified (to achieve economies in the delivery of training at a distance) and the project specification was seen to address this need. Once the project began, working alongside two particular managers, enabled access to be gained to wider groups of managers and practitioners.

- Perceived relevance of the suggested topics was also an important factor. The expertise of the project team resonated with organisational needs (e.g. LMI) so that the value of harnessing this expertise was recognised.
- One issue that had to be overcome by the project team was the turnover of staff in DWP. Eleven changes in staffing contacts during the project resulted in additional, unexpected resource being committed to working with the newest members of the Learning and Development team to update and try to establish trust and maintain commitment.

4.2.2 Product- vs. Process-Centric View

Software development has shifted towards a more process-centric view in the wake of more widespread adoption of user-centered design practices, emphasizing that the successful introduction of tools does not only need to look at the actual tool, functionality, or its usability as a product result. Design perspectives have broadened towards considering User Experience (UX) as a much broader notion, considering individual and environmental factors beyond mere task performance. User Experience is always the result of the design artefact and how users have appropriated it in a particular context similar to how it has been described in chapter 3 with the metaphors of spaces and places. In many cases, even the design artefact is less important than the changes to work practices resulting from a digital transformation.

The move from a product-centric view of tools and their usability is a major shift in mind-set regarding the use of technology in work practices. In EmployID, we could observe that the environment of public administration is at different stages of this process.

In the case of the LMI tool at DWP, a subliminal technology-centric perspective on digital transformation manifested. The focus is still on tools, and issues along the way are associated with qualities of the tool and capabilities how to use the tool. As noted in section 3.5 above, it is difficult to discern what, precisely, may have inhibited more DWP practitioners engaging with the LMI App in greater numbers. A support video was requested by DWP, to demonstrate how to use the LMI application. A video was duly provided, ready for the launch of the App across the organisation. However, focusing on how to use the App from a technological perspective does not address the more complex issue of integrating LMI effectively into practice. LMI represents a core and distinct component of knowledge required for career and employment interventions, yet practitioners often find it challenging to keep LMI knowledge current, and/or mediate it effectively, and confidently, to different audiences. The effective use of LMI as part of career employment interventions involves practitioners in various interconnected processes. The application delivered high quality, reliable and up-to-date LMI directly to the practitioner, so in this case there is not the need for the practitioner to identify sources and then choose the most reliable one. Yet it leaves the practitioner to interpret the meaning for individual customers and then mediate the key messages for the customers. Impartiality is a crucial aspect of employment support and providing impartial LMI can be challenging. For example, PES organisations are mandated to support unemployed customers into employment. There may, however, be a conflict at the level of the individual practitioner who has a responsibility to their employer, but feels a vacancy may not be suitable for a particular customer. This is just one example of the conflicts that employment practitioners may need to resolve in their use of LMI in their practice. Providing ongoing support and development to practitioners in the effective use of LMI in practice may be one issue that needs addressing to solve this problem. To re-emphasise one possible explanation presented above in 3.5, practitioners within DWP have constantly had to take on board new procedures, practices, etc. Their roles are extremely pressurized and one opinion voiced was that might have been a feeling of 'training overload', in the practitioners' decisions to make LMI a low priority. Training on LMI was provided when it was regarded as a priority, but was abandoned when priorities changed.

While knowing how to use the tool and designing the tool to be intuitive (i.e. it does not require much learning) is following traditional models of training through preparing instructional material, this does not cover how to use it effectively. Learning about the effective (and efficient) use of tools within work practices is a form of learning that requires the contribution of those affected by the change: they need to make sense of the new opportunities and make meaningful changes to their work-related behaviour. This requires collaborative learning, involving users (doing the operational work and experiencing the needs and pressures), domain experts (such as on Labour Market Intelligence), and (tool) design experts on an ongoing basis. This, however, has also deeper impact on resource and budget allocation, procurement, and job roles and organization.

It has to be noted that there is a pronounced awareness that this technology-centric view leads to frustration among employees, which has been epitomized by the “not yet another tool” criticism that was voiced repeatedly during the design process in EmployID. Tools have been introduced in the past and did not live up to the expectations. This leads to a more general scepticism about the positive contribution of IT solutions, rather than realizing that this is a design process problem. This phenomenon is not just limited to public administration, it can also be observed in other companies struggling with digital transformation and its implications, which makes it sometimes hard for software companies to integrate UX methods and principles into projects.

In the case of the supporting the Reflective Community, e.g., at ZRSZ there has been a lot of focus on supporting the shift in collaboration and learning, the need of which has been recognized from the beginning by the project champions. Early on in the project, workshops were conducted at ZRSZ in order to learn more about the domain and to assess how the project can support the professional identity transformation of employees. During that time the colleagues in the projects who are working at ZRSZ stressed that employees have a history having software poorly introduced to them, which was then after a time abandoned due to low usage (caused by the poor introduction). These unused tools were then often replaced by new tools, which were in turn often poorly introduced, resulting in a “not yet another tool”-mentality with most counsellors expressing a wish for proper support and less frequent changes in IT tools. Thus, a deliberate choice was made to use a participatory design approach explicitly involving counsellors in the early stages of the design of the reflective community platform. The objective being: on the one hand to make sure that the tool does indeed fit the work context as good as possible and on the other hand to learn how to best introduce the tool during the launch (see also D[2-9].2 section 5.2.3).

Later, when ZRSZ decided to offer the peer coaching course on the EmployID academy platform internally, the project decided to move the peer coaching course for ZRSZ onto the reflective community platform as well. The reason being we had received reports from counsellors who were wondering why the EmployID project has multiple different platforms. Additionally, as ZRSZ uses single sign-on internally, it is hard to sell to employees why there is a need to register manually on multiple platforms belonging to one project. Thus, we integrated the peer coaching course in the reflective community platform.

In 2017, the same decision was taken for the LMI app for ZRSZ, which was then also integrated into the reflective community platform. This served multiple purposes: users could reuse a familiar platform without the requirement to learn a completely new platform, users did not need to register on a new platform, and lastly, we could integrate discussion features into the LMI application.

4.2.3 Design Knowledge Gap

Co-design relies on an ongoing exchange of knowledge between potential users of software applications and software developers. While obviously the developers are the experts in the

design of software applications, users (in our case staff in Public Employment Services) are experts in needs and how such software might be used in the work process. One weakness of the co-design process may be the issue of 'design Knowledge Gaps'. Potential users may not know of the possibilities that different technologies can offer, while software developers may have a limited understanding of work organisation and processes within Public Employment Services. Public administrations tend to be hierarchical, meaning that those participating in co-design processes have no ability to redesign work processes to maximise the potential of new technology based applications.

Our experience suggested a need to build trust in public administration organisations towards technology partners and to trust their design suggestions but also for technology partners to appreciate that it is the Public Administration staff that will ultimately be held responsible for the quality and success or otherwise of design artefacts.

In a situation where there may be frequent changes in staff, the process of trust building and the design process needs to be seen as an ongoing undertaking. While the ideas that new staff introduce can seem frustrating in the timeline of developing applications, they can also provide valuable new insights into how applications should be designed.

A further issue is the tension between PES managements' expressed desire to see short term outcomes to interventions and new initiatives with the longer time that many such interventions require in order for benefits to be seen. Developing online communities takes time, sometimes several years to become embedded in the practice of staff and for such spaces go be transformed into places.

4.2.3.1 Example: Peer Coaching Online Course

One very positive example for overcoming the design knowledge gap was a workshop together with CES in Karlsruhe to create the peer coaching online course fitting to CES needs. In this workshop our CES partners were introduced also to tools to record audio which was necessary for the audios needed in Croatian language for our videos. In addition, also they saw how content was implemented into the EmployID Academy. The gap was overcome with good communication between partners and taking time to learn from each other and to use the opportunity to teach, e.g. audio taping. In a later consortium meeting they were introduced in tutoring the online course on the Academy platform, since the course was fully in Croatian and needed same language tutoring.

4.2.3.2 Example: Reflective Community Platform

As stated in sections 0, 5.2.1, and 5.3.1, the reflective community platform was developed in a participatory design approach (see also D[2-9].2 section 5.2.3) in order to get feedback from counsellors as to what functionality is required to create a tool suitable for their context. They explained that they, on the one hand, want to have easy access to find information, but on the other hand want to discuss things in closed areas if needed. Thus, we adapted the search functionality, to explicitly exclude closed areas like closed groups. Counsellors explained that communication was heavily relying on email and that they want to have updates from the community also via email, leading us to create a feature to send email summaries of forum activity. As we wanted to avoid spamming users with emails (also a request by both users and intermediaries), users needed to actively opt-in in case they want to receive the summaries resulting in a very low number of counsellors actually wanting to get the summaries. This also shows that sometimes this design gap is difficult to bridge as not all stated requirements are actual required features.

For the continued development, having multiple PES interested in the reflective community platform was very beneficial, as they were communicating with each other about aspects and measures that worked and things that did not for moderation. As an example, CES was interested

into how the community at ZRSZ develops, and when talking to the PES in Bosnia-Herzegovina they often expressed an interest into how the community in Croatia (CES) was growing. This helped intermediaries pushing the topic internally, as they could refer to other PES already using the application, but also to adapt their own strategies with lessons learned from other PES.

4.2.3.3 *Academy training*

A more generic example is the internal EmployID Academy training we had in our project in order to facilitate each other on topics and tools and exchange knowledge between partners. In the very beginning there was a short online course on creating videos with screenplay etc. However, there were many more topics such as using the EmployID CI, using specific tools (YouTube, WordPress) for creating content, reading Google Analytics etc. Before every consortium meeting there was a section in our wiki where people with such challenges could add their wishes for learning and others with expertise in those topics offered their help. Time was dedicated during the face to face or online meetings for peer to peer learning.

Negotiations with corporate IT and security teams at CES and ZRSZ were conducted by the intermediaries or in conjunction with the researchers. Both PES expressed the wish to host the reflective community platform within their premises to retain control over the data. As the reflective community platform was a new IT application, it had to be negotiated which tools we were allowed to install, in which environments and to what extent the software was allowed to be connected to corporate IT systems like mail servers or authentication systems. In the case of the reflective community platform in ZRSZ in the beginning possible negotiations and effort to connect the platform to corporate authentication systems were deemed too time consuming (affecting the launch data), so that this feature was postponed. As e.g. ZRSZ and CES IT were not familiar with the systems used (e.g. web server for the reflective community platform) the researchers agreed to support IT throughout the project maintaining the servers, resulting in a split responsibility of corporate IT handling the server, operating system and backups and the researchers maintaining the software required for the reflective community platform. Due to security concerns the platforms in both organisations restricted access to the reflective community was limited to the internal network excluding users trying to access the platform from home.

- *Peer Coaching online Course meeting Karlsruhe with the Croatia.* For the peer coaching online course, re-designed for PES purposes, CES was involved in a one-day workshop in Karlsruhe to discuss content of the online-course, create images and get involved in the translation of videos from a technical point-of-view. CES partners were introduced into tools to create their own audio files for the peer coaching videos and were introduced in how to work with the EmployID Academy platform in a later stage.
- *Peer Coaching online Tool meeting in Barcelona with PES.* The peer coaching tool is based on a peer coaching prototyping session in Barcelona together with members of CES and ZRSZ. Alongside their ideas and concerns, the tool mock-ups changed over time to the currently existing design.
- *Peer Coaching Core Skills with ZRSZ.* The discussions around the basic skills for EmployID peer coaching were done in cooperation with the coaching experts within the project and ZRSZ that brought in their knowledge and experience on supervision. Alongside the collection on Facilitation and Coaching Skills the most important skills necessary for peer coaching were decided in this small group with strong PES support.

4.3 Evaluation

After the design of EmployID interventions, rollout and targeted evaluation activities are key to collect both:

- formative feedback on how to iteratively improve first designs and facilitation processes
- summative feedback on the outcomes from the interventions in short and longer term.

The challenge for evaluation activities in this project stems from the fact that we conduct research with target groups that are confronted with highly challenging work conditions, continuous work overload, austerity measures and considerable changes of work tasks and objectives. In this setting time is a scarce resource and every involvement in additional tasks (more than the normal working tasks) needs to be negotiated and justified. Expectations from the management are high with regard to the resulting impact and lessons learned when they set time aside for their employees to get involved in EmployID activities.

In the following section the specific contextual conditions and challenges that we faced throughout the project are shown and lessons learned on how we tried to solve them are presented.

4.3.1 *Co-design evaluation instruments with representatives from PES and researcher*

In applied workplace learning research, evaluation teams are confronted with manifold objectives on what to measure and need to meet different expectations from distinct audiences: researchers need detailed answers to their research questions; departments for learning and development want to learn how to improve their services to counsellors; management wants to prove that the set measures impact their organisational objectives. To cope with these expectations an on-going task of the evaluation team is to facilitate the discussion between all involved parties. As shown in one of the examples below, in one case we had to use the co-design approach to adapt the project evaluation method to the existing evaluation system used in the respective PES.

To meet and match the different interests is especially important during the **elaboration of the evaluation instruments**, as due to time constraints and user-friendliness the number of questions that can be answered in questionnaires/interviews/workshops etc. are limited. Thus, compromises have to be found on what to integrate into evaluation activities and what not. In addition, the early involvement of PES and researchers in the development helps to adapt evaluation instruments to existing evaluation and communication structures (e.g. how training is normally evaluated, how employees are involved in evaluation activities), to pre-test evaluation instruments with involved target groups or to get input and approval from management. A detailed clarification on how to use the evaluation instruments is key in this phase.

Some practical examples:

We organised a series of online calls with representatives from the three PES and researchers in identity transformation, reflection, peer coaching and social learning to come up with one standardised pre/post questionnaire that could be applied across the different interventions. After pre-testing the questionnaire was translated into Croatian and Slovenian and used in DWP, ZRSZ and CES to evaluate the impact of different interventions (MOOC2, Peer coaching online course, Reflective Community platform).

The last evaluation instrument developed for ZRSZ was a questionnaire that collected feedback from the 400 registered users of the Reflective community platform. It was the management who required feedback on the platform's impact and the researchers who required final feedback to their work alike. The questionnaire was developed together by the evaluation team, the

developers of the Reflective Community platform and representatives from the central ZRZS office, translated and then pre-tested by three ZRSZ employees, approved by the management and then sent out to the 400 employees. The invitation to participate was formulated by the leading researcher of the platform, but sent out by the main moderator of the platform. Results were interpreted together by the involved stakeholders before reflected back to management and presented in this report (see Chapter 5).

In contrast, in DWP two strands of evaluation were followed: the internal DWP evaluation comprised of a set of 3 standard questionnaires covering Kirkpatrick's levels of training evaluation; and the EmployID approach was set on a specific pre-post questionnaire. The integration of both strands into one integrated set of evaluation instruments was not possible, as some of the answers needed to be kept in the hands of the DWP Training Centre for analysis and communication. The resulting high number of questionnaires might have provided learners with the feeling of 'evaluating to death'. On the other hand, we had a rich set of data that was used for communication and planning of further steps within DWP and by researchers to better understand how to support identity transformation processes of counsellors.

Next to the initial co-operation when setting up the instruments, close communication across the stakeholders proved to be important when we **reflected on the outcomes of evaluation**. Discussing the evaluation data with the facilitators in the organisations helped the evaluation team to agree on the "right" interpretations; e.g. organisational internal factors might be of influence that we as an external evaluation team are not aware of, like changes in social policy, changes in management, etc.

4.3.2 Provide a toolbox of instruments to adapt to different contexts

As mentioned above, evaluation in an organisational workplace context is confronted with a number of constraints: limited time, high privacy issues, reluctance to get involved in additional activities, concerns about openly voicing critiques etc. are issues that need to be considered when setting up the evaluation strategy.

In EmployID we developed a set of instruments, some require the involvement of users/learners, others are based on data that are already "existent", e.g. logging data, comments shared in the online course; some address counsellors, some their managers; some collect quantitative indicators, other detailed qualitative insights (see the following figure).

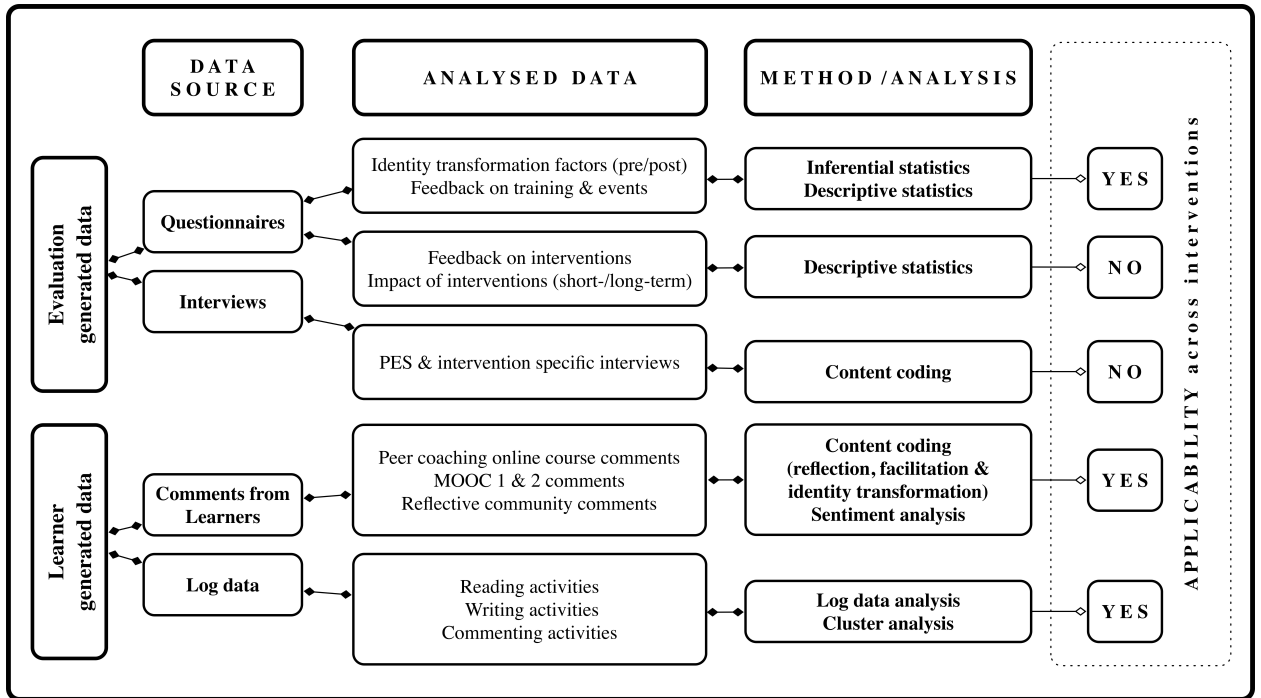


Figure 3: Overview of EmployID evaluation instruments

Following a targeted evaluation strategy, this set of evaluation instruments allows to compile the most appropriate ones to answer the specific research questions and needs from the respective responsible. The next figure shows for example the applied evaluation instruments for the peer coaching intervention in CES (more details are presented in chapter 5).

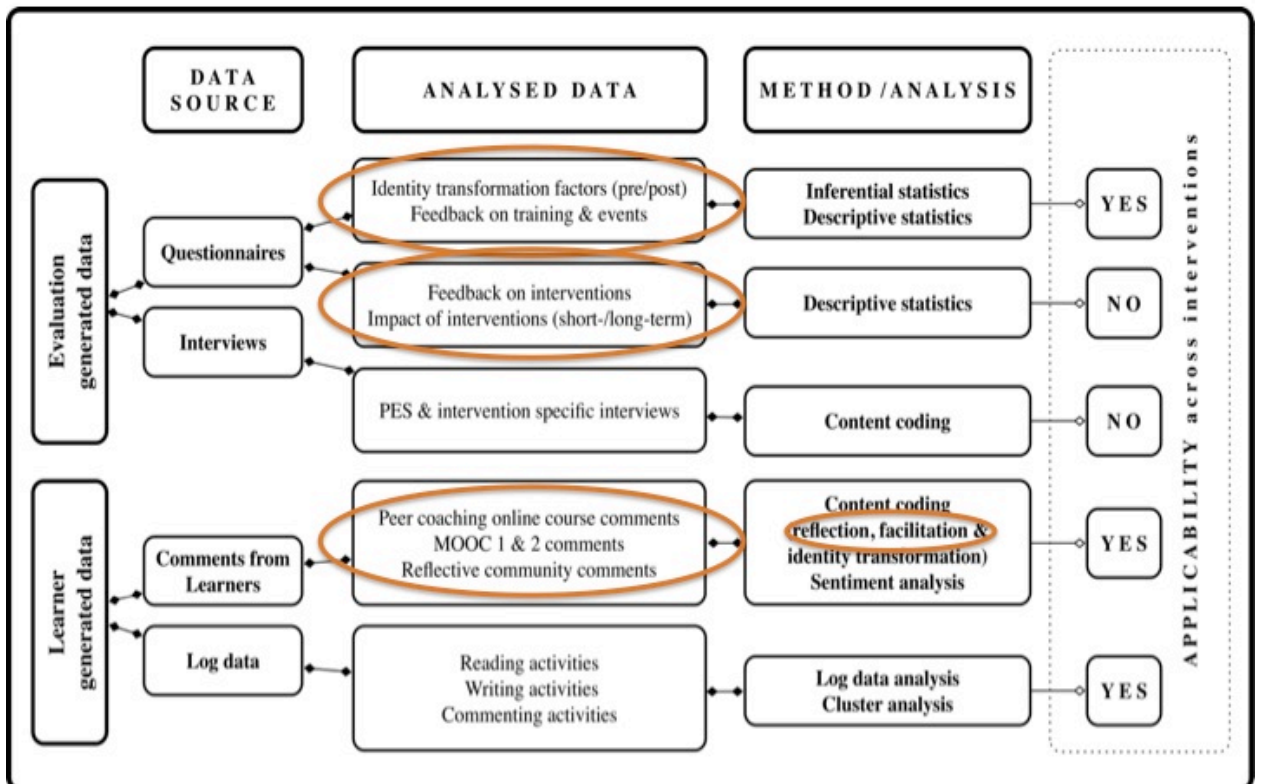


Figure 4: Selected evaluation instruments for the peer coaching interventions in CES

4.3.3 *Minimum intrusiveness drives learning analytics approaches?*

As mentioned above the scarce resources of PES practitioners limit the time and resources available for evaluation. Thus, evaluation should ideally be as little intrusive as possible. Learning analytics could be an answer to that challenge and one can see in the chapter above that we analysed learner-generated data as part of our evaluation activities. It has the potential to enrich our understanding about learning and facilitation in our technology driven interventions, without being an extra burden for the learners. However, we realized that due to the immaturity of tools it is currently only limited value for the organisations.

Our discussions with the Public Employment Services revealed considerable interest in the potential of Learning Analytics, especially given the recognition of the importance of data in public administrations. Yet our engagement with the Learning Analytics community revealed that present developments have been driven by mainstream education providers and especially by universities. The motivation for much of this work has been through analysis of indicators for students likely to drop out and early interventions to support these students. Much of the data has been from Learning Management systems, which have only a limited implementation in PES organisations and are based on formal learning. Most problematic is the common use of achievement, in the form of assignments or of examinations as a proxy for learning. For Learning Analytics to be developed in Public Administrations will require the recognition of diverse contexts of learning (especially workplace and work based learning), the development of different proxies for learning and a more advanced understanding of the relations between learning and practice. Furthermore, classical learning analytics approaches cannot easily be transferred to workplace settings (Giacumo and Breman, 2016; Klamma, 2013; Ruiz-Calleja et al., 2016). Consequently, despite its potential to systematically assess interventions at the workplace and to inform the design of further interventions (Tubb et al., 2013; Attwell et al., 2016), the successful application of workplace learning analytics in Public Administrations is still challenging.

There is one promise in research and development into social learning analytics (SLA). SLA focuses on collaborative learning processes enhanced by interpersonal relations in communities and in their cultural and social settings (Ferguson and Buckingham Shum, 2012; Shum and Ferguson, 2012). In the context of online social learning, it takes into account both formal and informal educational environments, including networks and communities. There are a number of potential tools for SLA including approaches such as:

- social network analytics — interpersonal relationships define social platforms
- discourse analytics — language is a primary tool for knowledge negotiation and construction
- content analytics — user-generated content is one of the defining characteristics of Web 2.0
- disposition analytics — intrinsic motivation to learn is a defining feature of online social media, and lies at the heart of engaged learning, and innovation
- context analytics — mobile computing is transforming access to both people and content.

Thus, rather than attempt to develop a fully blown Learning Analytics system with dashboard interfaces, we have sought to develop more advanced approaches to evaluation including experiments with feedback to users of the social platform, discourse and content analysis of the

social learning programmes (MOOCs), sentiment analysis and an indicator framework and the development of new ways of visualising the outcomes of learning taking place. All these can be viewed as components of a SLA system or systems and are seen as a forerunner to the development of a more comprehensive Learning Analytics approach to workplace learning in Public Administrations. In such a comprehensive approach, workplace learning analytics could support “organisational sense-making of learning activities and their effects” (Bimrose et al., 2014) by contextualizing Learning Analytics data “in ways that can drive organisational development” (Macfayden and Dawson, 2012). Workplace learning analytics should be brought together with classical performance management (PM) approaches that track effects and impact across different business perspectives and time scopes. Such an integrated approach, called “performance management analytics” (PMA) by Schläfke et al., (2012), carries the potential to contribute to organisational learning (Nunn, 2012). Chapter 4.4.4 describes in a systematic approach that links short and long-term indicators to professional identity transformation and bridges the gap between workplace learning analytics and performance management.

An example where we experimented with a **cluster analysis based on log data** and improved our understanding of its usefulness is given in Chapter 5.2.1.8. Here we aimed to create meaningful indicators based on the log data that help us to understand learners’ behaviour in the Reflective Community platform in ZRSZ and conduct a cluster analysis. The first clusters and the attempt to explicate them provided us with interesting impressions of the dynamics in this collaborative learning community and is thus a good proof-of-work for further research. However, there are two critical points we detected.

The first one refers to the data as such: posts that are created as a reply to another post might come only from the technical treatment of a post, but do not mean that they are thought as semantically being a reply. And vice versa, posts might have been semantically a reply but technically the reply function was not used and thus not tracked as “reply”. But replies are an important indicator used for several of the clusters.

The second one refers to the question what to learn from the data: we realized that it needed to generate action-able intelligence that gives moderators and facilitators a better understanding how to successfully steer the learning community towards rich collaboration and experience exchange.

Another example is the **sentiments analysis** that we conducted based on the data from MOOC₂ (Voigt, Kieslinger and Schäfer, 2017). We created proof-of-concept prototypes of a sentiments analysis from the more than 1000 comments shared in the DWP MOOC₂ and conducted exploratory interviews with: two tutors from the MOOC₂, one person working in the DWP learning & development department, one person who was responsible for the creation of the MOOC content and one more person responsible for social learning in CES. The purpose of the proof-of-concept prototypes was to demonstrate possible applications and visualization of the sentiments analysis, in order to specify future requirements, tell a story about the expected benefits and, generally, have an open dialogue about the conditions under which the sentiments analysis would be useful.

The results from the exploratory interviews show that sentiments as such are perceived as very useful information for tutors to know what is happening in the online course and react accordingly. However, when it comes to the process of defining the value of words in terms of positive and negative meaning all interviewees expressed certain reservations towards the automatic classification by sentiment dictionaries. All tutors agreed that a more detailed analysis of the context in which the words were used was perceived as being indispensable for facilitating the course, as none of the interviewed facilitators would solely rely on this analysis. Thus most importantly facilitators want to be able to see the words in context and see where and how they

have been used. While a common agreement amongst the facilitators seems to be the fact that they need tools for regulating emotions, we also learned that on an organizational level learning analytics or sentiments analysis in special is not of high priority. Thus, the costs and efforts to accordingly train a system and thus improve the validity of identified emotions in a learning intervention would exceed the benefits from its usage.

4.3.4 *Elaborate a systematic approach that links short and long-term indicators to professional identity*

As mentioned in the introduction of this chapter, expectations concerning the outcomes of the EmployID interventions have been high, although we have been operating within the limited and rather short time-frame of an EC funded research project. These expectations, mostly coming from PES management, comprise effects on different organisational levels. They reach from effects on individual employees, to their collaboration with peers up to positive effects on the work with clients. However, organisational changes are often taking longer time to settle. Thus the evaluation strategy requires a systematic structure and approach to capture and present the effects of the EmployID interventions on different levels that demonstrate first changes in the short-term and point to future long-term changes.

Our evaluation activities during the project were guided by the design and implementation of a comprehensive indicator framework that we developed during the project runtime and applied to different cases (Kopp & Kinkel, 2018).

The design process of the indicator framework stems from the **necessity to create a suitable space in order to measure and demonstrate the organisation-wide impact of learning interventions and to bridge the gap between (workplace, social) learning analytics and performance management.**

Non-profit organisations like PES are under increasing pressure to prove the effectiveness of their internal learning and development (L&D) interventions and their effects on the whole institution as well (Walker *et al.*, 2011; Greiling, 2005; Grubb, 2004; Scharle, 2013; Sheldon, 2003). Hence, appropriate evaluation schemes and activities are key to justify the usefulness of interventions and to guarantee for further investments into learning and development.

As PES are non-educational organisations, they do not per se concentrate on learning interventions and the analytical measurement of their effects, but on good service provision to their clients. Thus, the impact of internal learning interventions on internal business processes and client satisfaction is crucial.

Our indicator framework (presented in the next section) is a means to demonstrate organisation-wide impact of (social) learning interventions by bridging the gap between workplace learning analytics and performance management (see also chapter 4.4.3). The indicator framework strongly relies on the theoretical concept of identity transformation. In this sense, (workplace) learning is regarded as an important contributor to a continuous process of professional identity development. This conceptualisation fundamentally shapes the design of our framework in the following senses:

1. It incorporates all four domains of learning that are relevant to professional identity transformation processes (EmployID, 2016; Brown & Bimrose, 2018a).
2. It puts a specific focus on using long-term outcome indicators to track longer-lasting and rather subtle effects of professional identity transformation, in a sense of “learning as

becoming” (Brown and Bimrose, 2018) measured as distance travelled compared to an initial baseline value (EmployID, 2016).

3. The framework conditions in the internal process perspective give indications about the suitability of the “opportunity structures” (Brown and Bimrose, 2018) in which the learning takes place.
4. It differentiates explicitly individual and collaborative learning and development, since workplace learning often occurs through an individual’s interaction and collaboration with others (Marsick and Watkins, 2015) and thus has a strong social component (Ley *et al.*, 2016; Shum and Ferguson, 2012; Brown and Bimrose, 2015). Thereby, it strongly relates to Social Learning Analytics (SLA).

	Individual Learning & Development	Collaborative Learning & Development	Internal Processes (& employee satisfaction)	Customer satisfaction
Outputs	Number of participants at different learning activities/ interventions Content and design of the intervention	Design of the Intervention/ Tool (MOOC, COP, ...) for collaborative learning	Learning process/ framework conditions	Available knowledge and resources for customer service
Inter-mediate Outcomes	Individual learning Individual reflection	Collaborative reflection Facilitation / (Peer) Coaching	Improvement of work/ processes	Interaction with clients
Long-term Outcomes	Professional identity development Learning as becoming Cognitive development (<i>distance travelled</i>) Practical development (<i>distance travelled</i>) Emotional development (<i>distance travelled</i>)	Professional identity development Relational development (<i>distance travelled</i>)	Organisational impact	Customer satisfaction

Figure 5 - Indicator framework with key topics in cells (Kopp & Kinkel, 2018)

Qualitative interviews with PES practitioners from DWP, CES and ZRSZ proved the usefulness of the indicator framework for these organisations. PES staff valued the indicator framework as an appropriate medium to communicate effects and impact of the L&D interventions to the management in a condensed and clearly arranged way. PES practitioners involved in the evaluated interventions felt their experience to be reflected by the framework. Furthermore, they stressed the usefulness of the framework regarding sustainability, because it provides a template for the design and evaluation of other L&D interventions. Apart from showing results, it can also serve to identify circumstances and constraints that have to be taken under consideration to ensure that a certain intervention works well in the specific context (see also EmployID, 2017, ch. 8.2).

4.3.5 Influence of EmployID evaluation activities on evaluation strategies or activities within the PES

Another valuable effect of the EmployID evaluation activities is that they impacted internal evaluation activities of one involved PES. In DWP an interview with the Head of the DWP Capability & Learning department showed this wider reaching impact:

The interview revealed that the indicator framework was used as an impetus to further improve DWP’s approaches towards a more comprehensive and standardized L&D evaluation. In the future, DWP aims at shifting the focus to a better understanding of learners’ performance and to reach beyond mere learner satisfaction analysis after an intervention, which was the focus of former L&D evaluations. They explicitly want to know whether and to what extent the learning intervention enables practitioners to perform better, be more productive, more accurate and deliver a better service. Satisfaction of learners with the learned, which is a classical output parameter, is no longer sufficient, but has to be complemented with intermediate and long-term

outcome measures like impact on work processes. Since those outcomes can only be recognised several months after an intervention, the time horizon for evaluation activities has to be adapted as well. Additionally, the indicator framework provides support in making overall evaluation results more and easier visible to management and in ensuring consistency of evaluation activities across different interventions and different locations. Our qualitative evaluation showed that the indicator framework was introduced into on-going discussions about the further improvement of L&D activities and their comprehensive evaluation, contributed and influenced them and was very much in line with a starting focus change regarding DWP's L&D evaluation strategy.

Thereby, DWP tries to answer the increasing demand to demonstrate that customer services are delivered in the most effective and efficient way. This also applies to learning interventions that require large amounts of resources. Good rationales are necessary to justify why practitioners are taken away for some time from their day-to-day business, which are at core of DWP's service delivery.

4.3.6 Present data in a user-friendly, target-group oriented way

When it comes to presenting the outcomes from evaluation, requirements are again very diverse for the different audiences/target groups; e.g. those who work in research are used to read through very detailed evaluation reports while those who are in management positions want to receive a quick and clear overview of the main outcomes.

As stated in previous reports, the indicator framework helps to ensure that all relevant impact dimensions are covered but does not have to be used as a stand-alone instrument to communicate evaluation data. In contrary, it can reasonably be complemented with other instruments like detailed evaluation reports or even more condensed visualisations. While the indicator framework proofed to be very useful for the internal evaluation and presentation of results to people deeply involved, we needed an additional instrument to show our interventions and their success to a wider (external or internal) audience unfamiliar with the specific L&D evaluation activities.

Infographics as one of the well-known direct marketing tools widely used in non-profit and profit-oriented sectors have proved to be useful for this purpose. They offer the possibility to present data in a way that they are instantly accessible by readers, both in digital and print media. Having complex data translated into infographics helps readers who have limited time to read scientific papers or reports to capture the main results in a condensed form of visualized executive summaries (Ashman and Patterson, 2015). Findings in educational settings reveal that infographics are perceived positively even by people being unfamiliar with this presentation format (Ozdamli et al., 2016).

Therefore, we created two user-friendly evaluation sheets in typical infographic-style. Each sheet contains a two-page information of the most important parameters of the indicator framework. One sheet presents the peer coaching online course conducted at CES (and ZRSZ) and the other the social learning programme at DWP. The latter can be seen in Figure 5 and Figure 6. Both infographics distribute similar information that emphasize four main blocks: 1) General information about the intervention, 2) its outcome 3) its inter-mediate impact, and 4) its sustainable or long-term impact. Block two, three, and four fit to the time dimensions displayed in the indicator framework. They show important data about our L&D evaluation activities, several verbatim statements as a part of testimonial of employees' learning stories as well as key factors, which are crucial to the success of applying such or similar interventions in other areas or institutions. Thus, we follow a mixed method approach using quantitative data as well as statements from our qualitative analysis.

In the first block, we displayed the institution, the number of participants and facilitators, the objectives of the intervention, and the activities involved in the intervention. The latter involves the length of the workshop and the online course as well as the used mix of different resources such as videos, exercises or textual materials.

In the second block, we describe the outcomes that involve the numbers of comments exchanged among participants and their confidence rate to apply the knowledge in the daily work and to apply reflection activities with peers. The CES infographic also combines a glance of the course outcome (second block) of ZRSZ since they applied the same practices as CES. The confidence rates feature quite positive numbers of over 90% (DWP), over 85% (ZRSZ), and over 60 % (CES). The high numbers of exchanged comments between participants indicate positive interactions in both institutions. The additional box named "Key for Success" in both infographics conveys the importance of having dedicated time, managerial support (as in the verbatim statement, a line manager stated how she/he gives employees "room" to learn and grow in their role), and the importance of having a location and infrastructure to conduct the learning or peer coaching. These aspects have been identified as crucial to the success of L&D interventions.

In the third block, in order to depict the intermediate impact, we contrast self-assessments before and after the online course. We rolled out questionnaires twice, the first time prior to the online course and the second time three weeks after the participants finished their course. Both infographics imply significant increases in the frequency of collaborative reflection, individual reflection and adaption in the daily work. The course in DWP provided also significant upgrades of technical and coaching skills for over 80% to almost 100% of the participants.

In the fourth block, we present data that have been collected several months after the end of the intervention to see whether and to what extent positive impact sustains over time. The sustainable impact of the intervention illustrates the long-term impact on improving participants' abilities in active listening, powerful questioning, relational learning, active knowledge sharing among peers as well as the motivation to participate in a peer coaching group.



Figure 5: User-friendly evaluation sheet for online social learning programme at DWP (page 1)

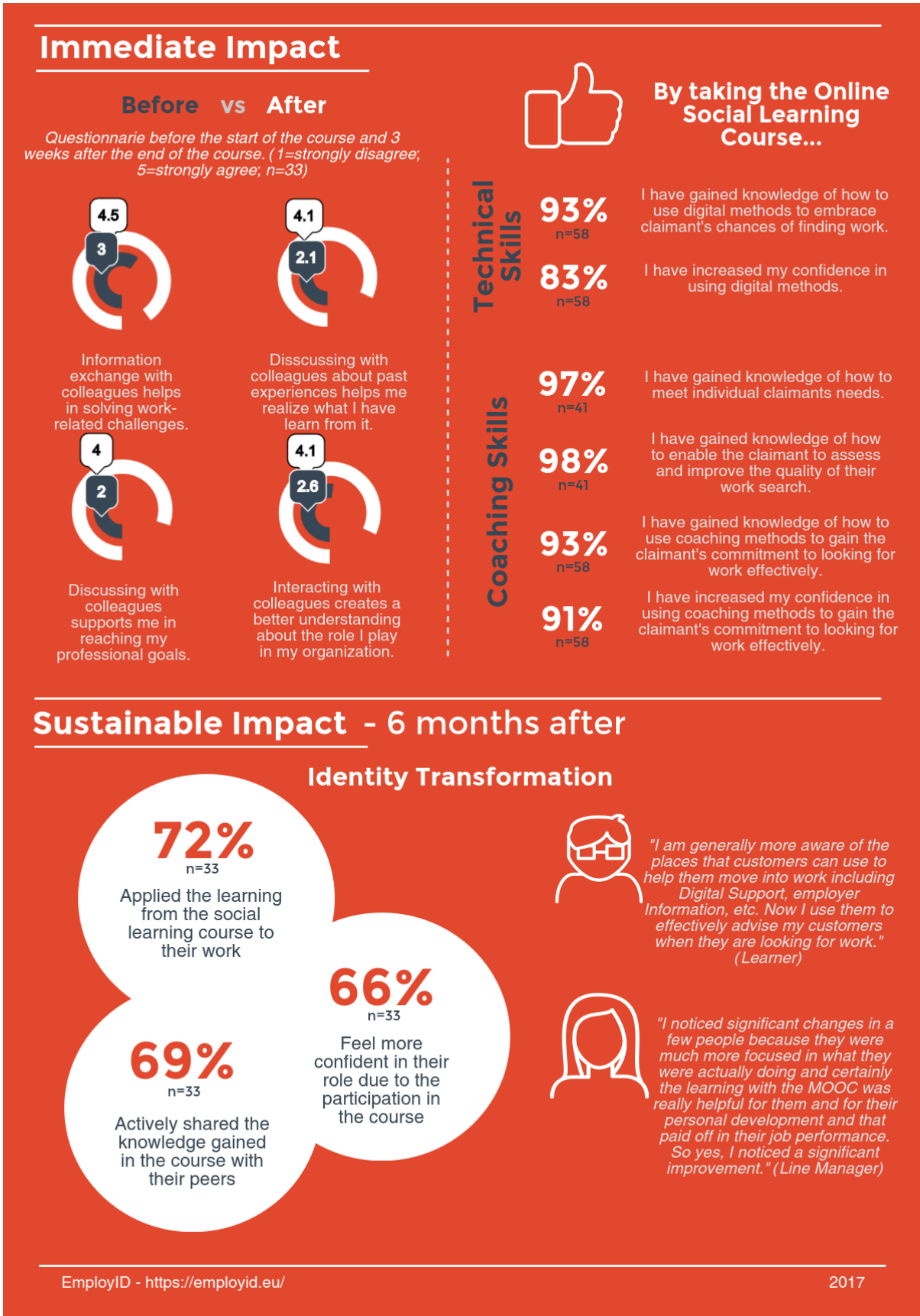


Figure 6: User-friendly evaluation sheet for online social learning programme at DWP (page 2)

Several verbatim statements are also depicted in this fourth block as a “proof” of ongoing reflection and professional identity transformation of participants from different professional background.

4.3.7 Evaluation instruments to be used after the end of the project

So far, this chapter introduced a set of evaluation and presentation instruments that we developed and applied during the project runtime. Nevertheless, what would we recommend to use even without a financed research project in the back that organises the collection and analysis of evaluation data?

The list of potential evaluation instruments is long and we would cluster them into three groups:

A) Instruments that showed very interesting results but require a lot of effort to apply them:

- Questionnaire on Identity Transformation (pre/post),
- Content coding of comments from learners with regard to facilitation, reflection, ID transformation

B) Instruments that are still too immature and need further research:

- Cluster analysis of reading, writing and commenting activities
- Sentiment analysis of comments from learners

C) Instruments that require extra effort but show interesting results:

- Feedback questionnaire on training & events
- Feedback questionnaire on interventions; questionnaire on impact of interventions (short-/long-term)
- Log data analysis of reading, writing and commenting activities.
- PES & intervention specific interviews

If PES aim to use some of the developed instruments to evaluate an EmployID intervention, but have limited resources, we would suggest applying the instruments from group C) – see Annex C. The respective questionnaires are provided in a special Annex of this document.

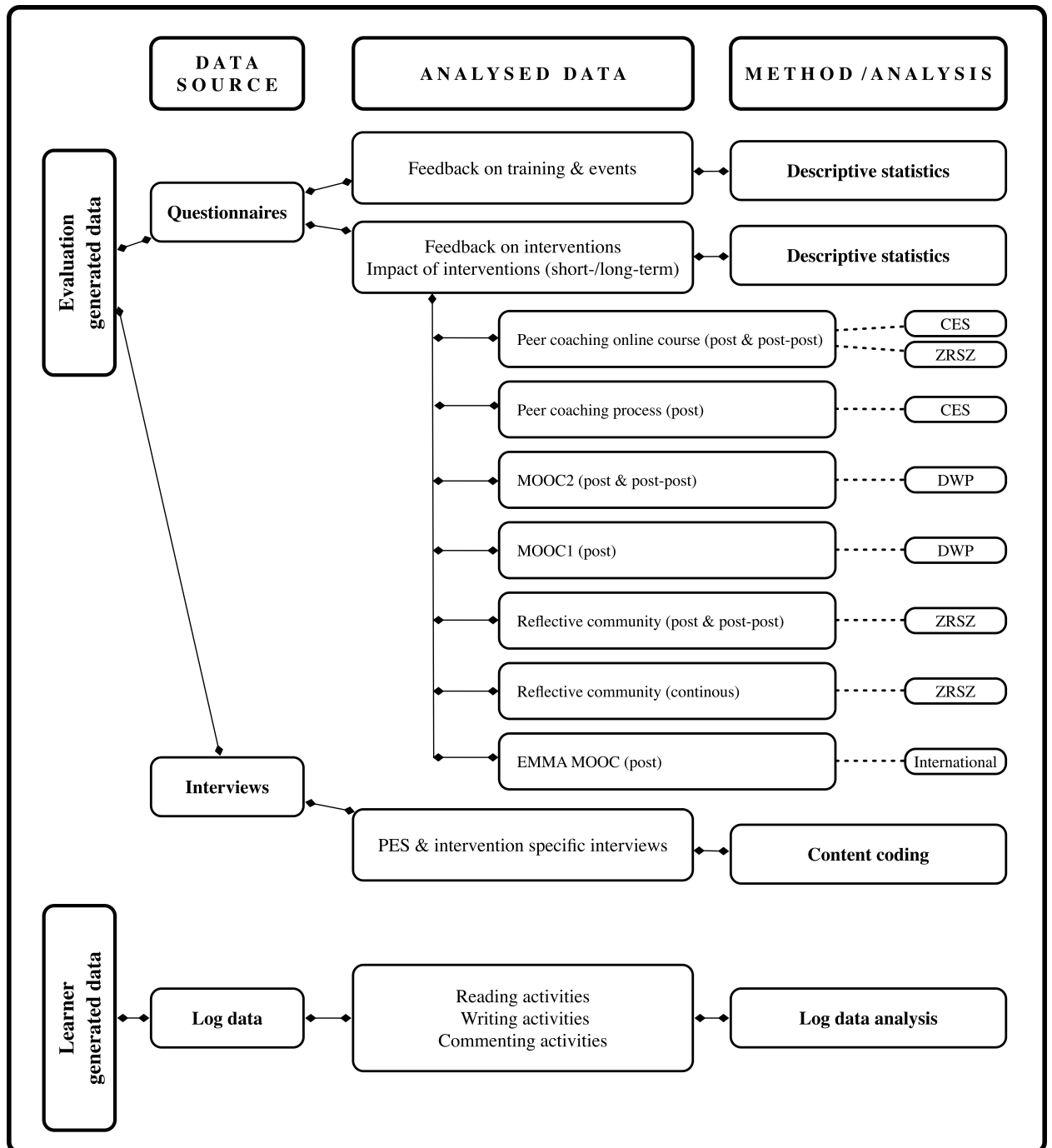


Figure 7: Selected evaluation instruments to be used at the end of the project

To structure, track and present collected data (also data that are already collected within in PES and might relate to a specific intervention), we recommend the usage of the Indicator Framework, as described in chapter 4.4.4. It provides a framework to systematically bring together and communicate the most important outcomes across different steps of service provision and across varying time scopes. Thereby, it also helps to identify aspects that should be covered by additional evaluation activities.

4.4 Management & key user engagement

4.4.1 Structural barriers to new forms of learning

One of the drivers behind the EmployID project was that traditional forms of course based training could not be scaled to deal with the needs of staff in Public Employment Services in a period of rapid change. Furthermore, other forms of learning, rooted in work practices were needed to effectively facilitate identity transformation. Of course, all forms of learning require time and effort and Learning and Development departments are required to produce costings for proposed training provision. However, the existing cost models are based on course provision including the cost of developing courses, implementing the courses and the costs in terms of time and expenses for participants. There is no easy way mapping of new forms of learning to these traditional cost models. In the case of the Reflective Community, it took some time and some adaptation of the original Community of practice idea to convince middle and senior management to support new innovative and creative forms of learning in Public Employment Services. Collaborative learning has not been part of regular training offers before the project, but now management started supporting reflective and collaborative learning by supporting supervision groups.

Training costs are of critical importance to PES in times of austerity. These organizations are under constant pressure to reduce costs and demonstrate value for money. One other factor to be considered in introducing technological innovations into PES are the ongoing costs. In DWP, this became an important issue with the LMI app. With DWP, the emphasis is on cost, return on investment and operational priorities. When making the business case to roll the tool out across the whole business, senior managers wanted reassurance that the resources and materials used to develop the tool would continue to exist when the project finished. It was not possible to provide this assurance for the longer term, which represents an inhibitor for the integration of technology. This proved to be the case with the LMI app. DWP management decided not to continue with the LMI app after project completion because the uptake in usage of the system was regarded as disappointing. From a pool of around 16,000 Work Coaches, less than half have used the system at all and those who have used it have only done so an average of 4 times each over an 11 month period. When exploring the reasons for its lack of use, the anecdotal feedback indicated that some staff liked it but others did not. This evidence has led DWP to decide not to take the LMI app forward when the funding closes at the end of March. In addition to competing priorities, changes to welfare reform and resources, including the development of new systems in DWP, the LMI app has not been pursued.

The issue is not limited to PES: it is also a barrier to new forms of professional development in schools, universities and other public administration organisations where experimentation and risk taking can be a challenge. There is a clear need for new cost models. One answer may be to use the concept of micro learning, although micro learning units would not automatically aggregate in line with the course costing model.

4.4.1.1 Example of peer coaching adoption

Training-based cost models might fit classical ways of providing training, but they have their barriers when it comes to specific events such as the training for peer coaching. The goal of participants practicing peer coaching requires resources usually not accounted for. This is mainly:

- time for exercising and peer coaching sessions which included costs of the participants that then are not available for their daily work
- the infrastructure, meaning a „place“ (meeting room, online-tool) where participants meet and where they can practice peer coaching; and

- a possibility to set appointments between participants.

However, exercising is usually not part of the cost model, which is essential for benefiting from the peer coaching approach. The transfer of the gained knowledge on the process is not possible which leads to a very generic challenge of training that the newly learned knowledge cannot be practiced in daily work and will be forgotten soon. Nevertheless, the opportunity of transfer is one of the essential aspects learning in trainings. If the gained knowledge is transferrable in their daily work, participants have a real learning outcome from it and can benefit from the training whereas, if they cannot use the gained knowledge they maybe just gained some inspiration, motivation and had good conversations with colleagues. This, of course, is also not to be underestimated, but then the focus on the training offers should be changed.

The cases that had peer coaching training were very different from each other. They benefitted from the peer coaching core skills we introduced, because they could transfer some of them directly into their work with clients or in private life.

However, as mentioned already sometimes the process of implementation takes more time and needs more facilitation. In CES and ZRSZ, for example, there is also the transfer facilitated to practice peer coaching.

4.4.2 Cohesion between different design activities

The online support for application partners was designed in a manner that was context specific. Significant project resource, in terms of time, was used in careful processes of end-user design, ensuring that managers and practitioners felt that they had had a meaningful input into the structure, content and overall relevance project of initiatives. In the case of DWP, for example, long processes of consultation took place to identify the existing training needs that justified the development of the two MOOCs. Both were piloted in ways that were deemed relevant to the organization and their implementation followed carefully managed and authorized processes. In that sense, each intervention was highly context specific.

There may, therefore, be an inherent philosophical contradiction in this key principle underpinning the design approach for the project and the requirement to demonstrate technologies that are transferrable across all PES contexts throughout the EU. Is it possible to develop, pilot and integrate technological solutions for an organization that contrasts in size, objectives and cultural values with other organizations in different countries with the same mission? One example that suggests that this may not be feasible relates to peer coaching. Two of the application partners embraced the opportunity to engage with the peer coaching offer from the project. DWP declined the opportunity, because they already had training support in this area available to their Work Coaches. Again, take up in Ireland and Estonia is not evident, although the peer coaching workshop delivered was received with great enthusiasm, receiving positive evaluations.

In terms of the reflective community platform we made sure from the beginning on to create a modular platform putting most of the features into separate independent plugins. This way it was easy to adapt the platform from the first case in ZRSZ, to the second scenario in CES or the third one in Bosnia-Herzegovina (BiH). For example, in the beginning in ZRSZ the intermediaries had the opinion that the reflective platform has to have a large feature set in order to offer something of value to counsellors (e.g. including document management, allowing voice-calls, etc.). Some of those features were implemented, and log analysis showed that these features were rarely used. In Croatia the intermediaries decided to start with a lower number of plugins.

4.4.3 Take-up

4.4.3.1 Departmental structures

The organizational structures and cultures of each organization are, undoubtedly, contributors to the lack of take up of some innovations. Procedures are well established, and in the case of public employment services, there are legislative parameters within which all activities operate. This results in punitive security methodologies that are largely non-negotiable. Overlaying these issues at an individual level is the organizational support available from DG Employment. The PES Network, managed and financed by DG Employment, provides welcome support and development for European PES. There are, however, consequent boundary issues that have to be navigated to ensure that all relevant parties are consulted. An example from the project is the careful and time consuming negotiating with DG Employment, one of their contractors, ICF, and PES organizations regarding substantial outputs from the project. The project team disseminated results from the project, but securing commitments to uptake and integration of outputs were required to proceed through several levels of discussion and negotiation. This seems to be a characteristic of public administrations, a core requirement of the original call for proposals.

4.4.3.2 Looking for something “novel” and an organizational champion

Searching for novelty may be one other important feature in the take up of innovation. In the case of DWP, it was certainly the case that the [then] head of their training and development unit recognized that traditional face-to-face delivery of essential training support for practitioners was no longer feasible in an era of financial austerity. A shift to online training, at a distance, was regarded as inevitable. The approach from the project came at ‘exactly the right moment’, ensuring buy-in and commitment to involvement as an application partner. It was still the case that a business case had to be made and senior managers had to be convinced, but the organization was ‘ripe’ for innovatory pilots and practices.

5 Cases

In the following section, we will describe the EmployID cases. We will start with the core cases in our three PES partner organisations, ZRSZ, CES and DWP and will then describe further interventions on a European or international level. For each case, we will shortly introduce the key challenges, as longer introductions of challenges have normally been in previous reports. Then we will describe our approach, evaluation activities of the last project year and the lessons learnt. At the end of this chapter an overview table tries to summarize the main impacts of EmployID in each of the cases.

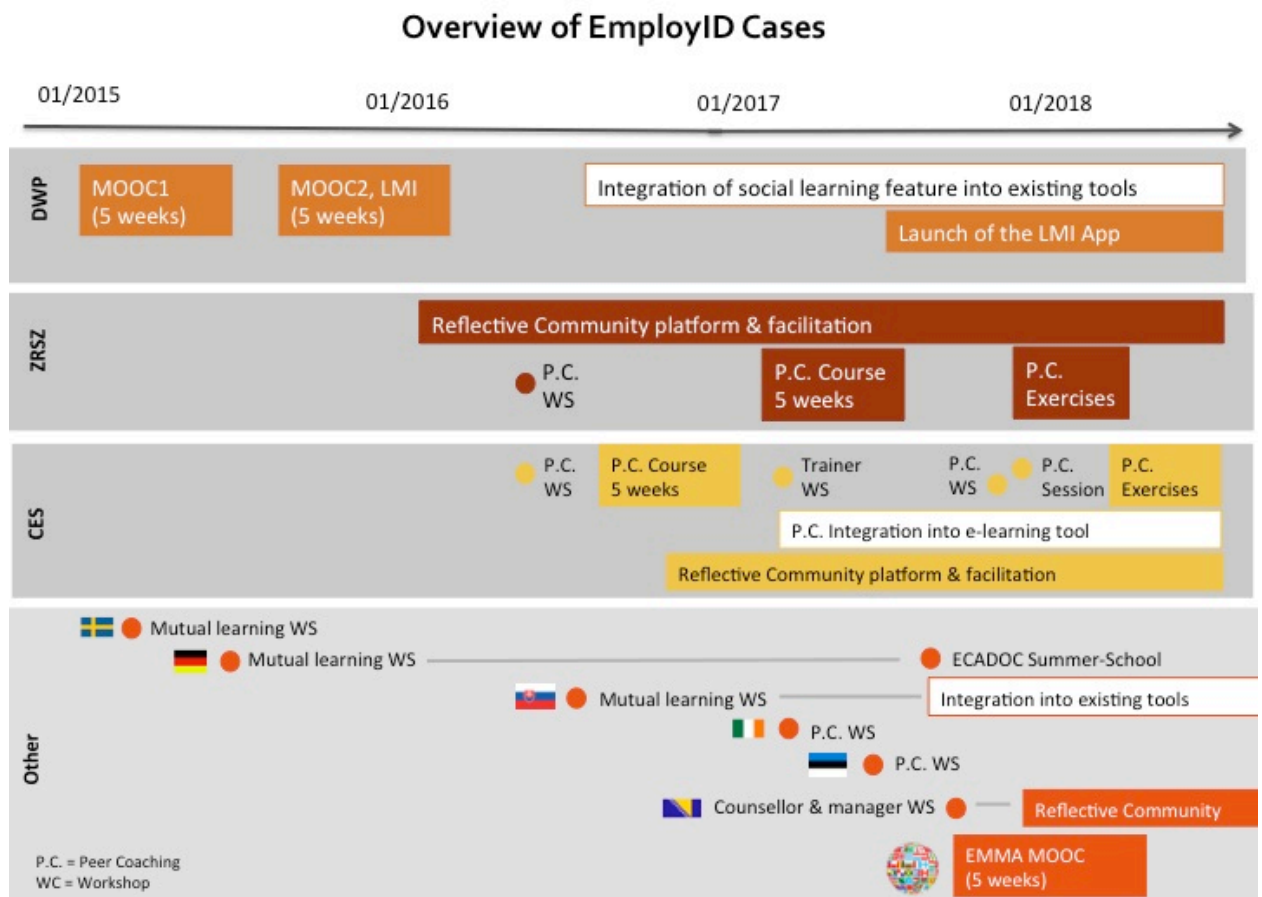


Figure 8: Overview of EmployID Cases

5.1 Introduction to cases

In the following table we want to highlight the main outcomes from the EmployID interventions on individuals and organisations in our cases. These highlights are taken from the detailed descriptions in the chapters below. The table shows the main objective of each case, the implemented intervention and the outcome.

DWP – Building resourceful learner capacity

2 social learning programmes on the “Changing World of Work”

Altogether around 145 learners participated in the EmployID social learning programmes

Learners increased their knowledge and confidence in

- using digital methods with clients
- using coaching techniques with clients

Learners experienced that exchange with colleagues helps to:

- solve work-related challenges
- learn from past experiences
- understand their role in the organisation.

Organisational impact

- increased use of digital tools in work with clients and colleagues
- significant shift towards culture of becoming self-managed learners

Launch of Coach Central (LMI tool)

The DWP Capability & Learning department

- integrated the social learning features into existing DWP learning tools
- launched the LMI tool to 70.000 counsellors

ZRSZ - Enhancing horizontal and vertical communication

Reflective Community
+ Labour Market
Information plugin

400 users are registered on the reflective community platform

- 100 users log in per week
- More than half of the users join on-going conversations by actively writing their comments
- Most relevant is expert content, interviews and discussions around legislation change and handling of difficult situations.

Users state that the usage of the reflective community:

- stimulates discussions with colleagues
- helps them to understand a situation or problem better
- helps to connect smaller offices to discussions in the organization

Peer coaching online
course & exercises

34 learners completed the course, more than 300 read the exercises

Learners of the online course

- increased their knowledge and confidence in using coaching techniques
- intended to use the new knowledge with clients
- report about concrete examples how the knowledge helped them in difficult situations

Organisational impact

- improved access to information (e.g. legislation changes) and sharing of experiences between colleagues
- improved work with difficult clients by usage of new techniques/methods
- raised awareness amongst management for counsellors' support needs and launch of supervision offers

CES – Strengthening professional networks and peer support

Peer coaching WS and online course

78 learners completed the online course, peer coaching workshops had all together 84 participants

Learners of the online course

- increased knowledge and confidence in using coaching techniques
- applied active listening and powerful questioning techniques in their work
- improved work with clients due to the new skills

Trainers who were involved in peer coaching process report that peer coaching supports

- communication with colleagues
- work with difficult clients
- improved stress reactions and
- increased work-life-balance

Reflective Community

160 users are registered on the reflective community platform
10-20 users log in per week

- Helped to connect CISOK counsellors across the country
- Learners report about positive experiences with the community; miss time and confidence to contribute regularly in written form

Identity Transformation workshop

37 learners participated in the workshop (including senior management)

- Learners perceived the WS as highly useful, especially for understanding their career development.

Organisational impact of EmployID:

- established team of trainers to teach and promote peer coaching to counsellors
- integrated peer coaching to CES e-learning platform and to counsellor training programmes
- improved work with clients due to coaching skills
- supported communication between peers
- awareness for the required identity transformation support and organisation of a follow up workshop on ID transformation in April 2018

International MOOC – supporting career practitioners in their identity transformation

<p>Online Social learning programme on the “Changing world of work”</p>	<p>402 career practitioners from approx. 20 countries registered to the course, 86 completed it</p> <p>More than 1000 comments were shared between tutors and peers and perceived as highly fruitful for the learners</p> <p>Introduction into the principles of identity transformation, peer coaching, reflection and the work with digital tools are key topics in learners’ developments.</p> <p>Learners are confident and motivated to apply the knowledge of the course</p> <ul style="list-style-type: none"> • for their own career development • for supporting the learning of others
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BiH – Facilitate experience exchange throughout the country

<p>Reflective Community Platform</p>	<p>121 users are registered to the platform, representatives from all regions are part of the community</p> <p>A moderator was defined for each region to promote usage of the platform</p> <p>Usage only since December 2017, so no insights on impact yet.</p>
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Ireland, Estonia– support counsellors with peer coaching skills in their challenging work

<p>Peer Coaching Workshop</p>	<p>14 counsellors in Ireland and 32 career practitioners in Estonia participated in the peer coaching workshop</p> <p>Learners provided very positive feedback on the workshop, liked the interactive parts, the fact to learn new methods/formats and highlighted the good work of presenters.</p>
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Germany, Slovakia, Sweden – share ideas and learn how to support identity transformation across Europe

<p>Mutual learning workshops</p>	<p>Exchange of ideas and experiences how to support Identity Transformation in PES</p> <p>Dissemination of project results.</p> <p>Participation at the ECADOC summer school for young career practitioners in Germany</p> <p>Integration of the EmployID approach into existing tools and processes in Slovakia</p>
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5.2 ZRSZ: Enhancing Horizontal & Vertical Communication

In the first year of EmployID, the main focus of our work was to identify the needs and challenges in ZRSZ, which we could address with our project. The results were summed up in one overarching challenge to enhance vertical and horizontal communication of the ZRSZ employees (namely communication between displaced colleagues).

In 2015 a joint (the EmployID project with the end users) search and decision on the solution was made to develop a contextualised tool, the reflective community of practice, which was implemented in 2016. After a four-month trial and evaluation in 2016, the decision was taken to continue with the Reflective Community and up to the beginning of 2018, when writing this report, 400 employees of ZRSZ are registered to the platform. Through the tackled challenges we have learnt valuable lessons on how to effectively incorporate such a tool into a high caseload environment and will describe our learnings in this chapter.

Furthermore, in 2016 an interest of ZRSZ in peer coaching and its effect on horizontal & vertical communication resulted in the launch of the Peer coaching On-line Course. It was transferred from the EmployID Academy to the reflective community platform to focus all our activities in one place; the same was done for the Labour Market Information (LMI), which was launched in 2018 to the 400 registered users of the reflective community platform.

5.2.1 Reflective Community Platform

5.2.1.1 Introduction to the Reflective Community Platform

As we described the research and design process with which we arrived at the current stage already in previous deliverables, this section serves as a concise summary of the process so far including references to relevant section in previous deliverables containing more details.

In the beginning of the project, multiple workshops with counsellors and managers were held at ZRSZ in order to learn more about the domain, and possible areas of improvement. Upon analysing the workshop results, it became apparent that both managers and counsellors often expressed a need for better possibilities for horizontal and vertical communication in order to discuss issues and learn from each other. Based on the results the decision has been made to implement a community of practice approach in order to enable improved means for communication. The community of practice platform was enriched by different means to support and facilitate learning in order to help counsellors with professional identity transformation. The process of the workshops, the analysis and the findings have been described in deliverable D2.1 section 4.2 and the first plan for the community of practice platform in deliverable D4.1 section 6.5.

After working closely with counsellors in a participatory design approach in order to build a platform tailored to their demands (see also EmployID deliverables D4.1 section 6.5 and D[2-9].2 section 5), the reflective community platform has been launched in February 2016 in a workshop.

The current features of the reflective community platform include the following (excerpt taken from deliverable D[2-9].3:

- 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 leader boards of users who wrote the most helpful posts and 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 to track how users use the platform. This data can be used to improve the platform further.
- A questionnaire plugin is used to users to conduct self-evaluations and to conduct periodic evaluations of the reflective community platform.
- Different modes for groups to have public groups (everybody can see the group, and freely join the group), private groups (people can see the group, but need to be accepted into the group) and hidden groups (only group members can see the group, and users need to be invited into the group) help to discuss more sensitive topics, e.g. in which counsellors do not want their managers present.
- A labour market information (LMI) plugin has been developed to allow counsellors to look up relevant labour market information during counselling session or in order to learn more about specific areas. The process and the plugin are described in section 5.2.1.3.
- As ZRSZ was also interested into peer coaching, we opted to integrate the peer coaching online training course into the reflective community platform in order for counsellors to have only one platform to go to in order to use EmployID offerings. The peer coaching efforts are described in 5.2.2.

As noted above the reflection process often requires support and various research has been done in order to show how reflection can be supported within tools (Baumer, 2015; Fleck & Fitzpatrick, 2010). To combine the concepts of reflection and communities of practice, and 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 5.2.1.6).
- 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.

After conducting several interviews during 2016, we started on a redesign of the user interface of the reflective community platform, which was launched in autumn 2017. The main requests of users during the interviews were having a less cluttered and more to-the-point landing page. We described the interview process and their results in detail in deliverable D[2-9].3 section 4.2 and described first ideas of the redesign in deliverable D[2-9].3 section 3.1.2.4.

Example dialogues of counsellors in the reflective community platform are shown in deliverable D[2-9].3 section 4.1.1.3.

5.2.1.2 Redesign of the Reflective Community Platform

In the conducted interviews, a few issues with the design of the platform were identified. Things that were identified are that the design was too cluttered with too many elements on the landing page, and that it needs to be more visible when something new has been posted in one of the groups.

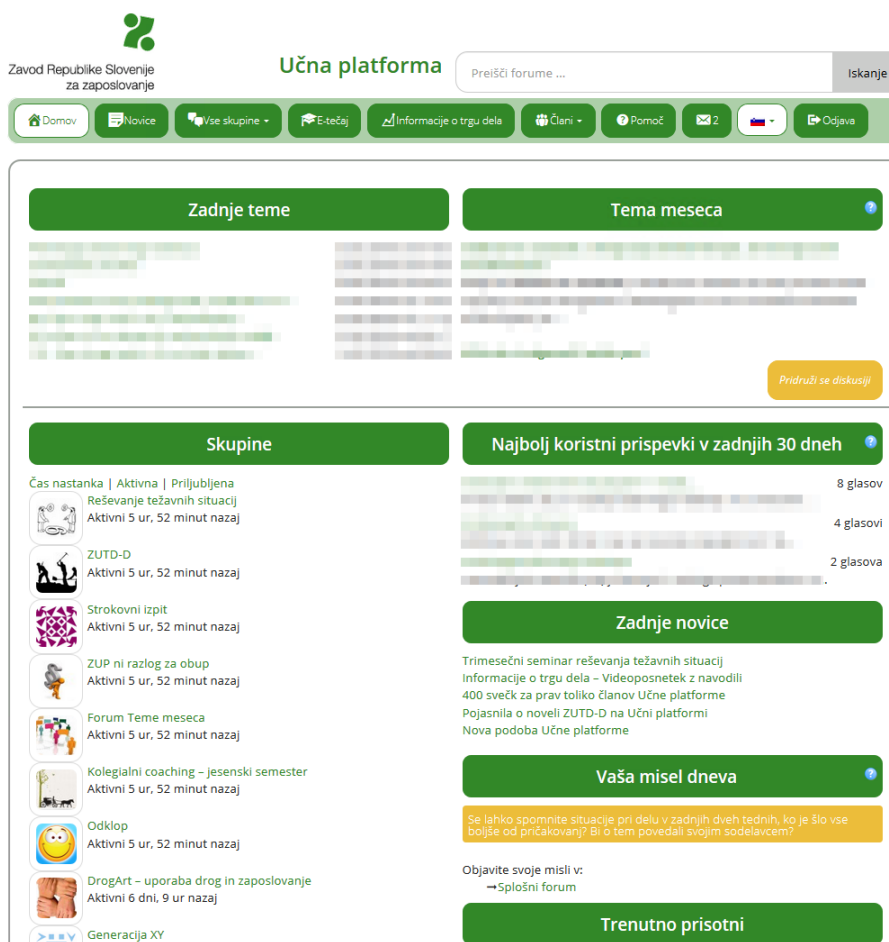


Figure 9: Current design of the landing page on the reflective community platform in ZRSZ

Reflecting upon that feedback the landing page was redesigned to enhance the usability. The design philosophy behind the choices was to enable the users to quickly navigate their way around the landing page, find valuable information concerning recent posts, topic of the month etc. in the shortest way possible and ensure that the users were more drawn to interact on the platform. Furthermore, we wanted to base the colour choices on the official PES colours to comply with their corporate identity and increase the recognisability. By using the yellow for the “join discussion” button, it is more visibly different from the other interactive elements and draws the users’ eye in but still complies with the overall colour scheme. In addition, we wanted to enhance the visibility of when a post has been created, so the date is included on the landing page.

A few minor changes came with the redesign of the Landing Page that carries over to other parts of the platform. The sidebar on the right was removed and information as well as items that can be interacted with were moved either to the top of the page (search) or included in the menu bar. To ensure that the landing page was less cluttered, the items shown on it (including the sidebar) were reduced from eleven items to six. The other elements were either removed completely or, as previously mentioned, moved or integrated.

5.2.1.3 *Labour Market Information Plugin*

The LMI tool was designed in a way that it is easily integrated into the existing platform and enables the discussion of the labour market information. The users can, after having searched for information and looked at those, either discuss the graphs in a forum they are part of or share their insights. In addition, they are also provided with the opportunity to download the graphs or use the reflective community platform to provide links to the results of different queries of the LMI database. Through this, they can share the data in another matter or with someone else. For the design of the discussion page it was ensured that the look and feel is identical to the rest of the platform so as to not confuse the users.

The development of the LMI tool involved a number of tasks:

- The identification and downloading of relevant data
- The cleaning of the data
- The development of a data map and a database
- The linking of the data to occupations
- The development of a WordPress plugin to query and visualize the data
- The development of an Extract, Transform and Load system to automate the updating of the data

The design and development were undertaken through an iterative process involving the PES partners and the development partners.

A video was produced to support users in understanding the functionality and use of the system. The English language draft of the storyboard for the video provides an outline of what is available through the LMI tool and can be found in Annex J.

5.2.1.4 *Current State of the Community*

In this section the activity in the community throughout 2017, the fourth year in the project, will be described and analysed.

All data shown is as of January 2018. Currently there are 409 users registered on the reflective community platform, and two additional employees help moderating. Now the majority of counsellors and 40% of all employees are registered on the reflective community platform. Following, we present different figures showing how the reflective community platform developed over time.

Log Data

The activity in the reflective community is fluctuating over the course of each year with natural declines during the summer months and Christmas indicating that the majority of counsellors are on vacation.

Figure 10 shows the number of unique users logged in each month. On this graph, we can clearly identify increases in activity coinciding with various facilitation actions. As described above the community launched in February 2016. Shortly afterwards the moderators at ZRSZ engaged in addressing individual users and asking them to contribute to the discussions in order to start activity in the community. Activity declined in the summer months. Following that, an external expert on drug-abuse related cases was hired for a two-hour question and answer session on the reflective community, which generated a lot of interest. This session was hosted in December 2016. Shortly afterwards the peer coaching course was announced. The course started in January

and lasted for 6 weeks. Again, over summer, activity declined. Late summer peer coaching exercises were hosted in the discussion area in order to deepen the knowledge of the peer coaching course. At the end of 2017, one moderator started doing interviews with different experts and posted those in the discussion areas. These interviews generated a huge amount of interest in terms of reading activity. During January and early February 2018 log files showed over 100 people logging in each week (unique users), which represents approximately 25% of the user base.

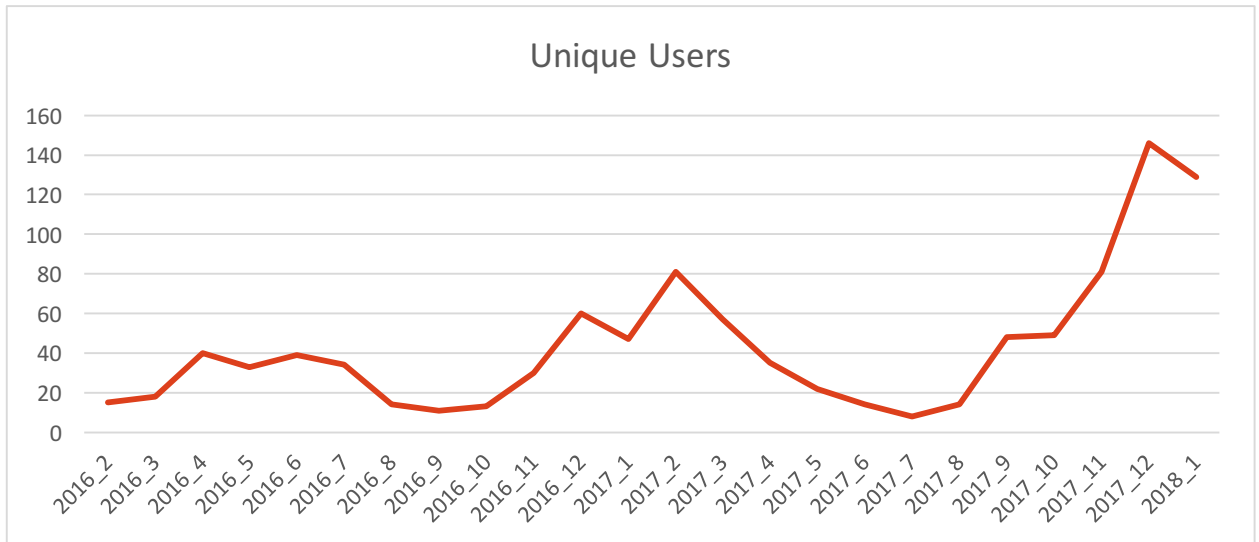


Figure 10: Number of unique users logging in per month in ZRSZ

In contrast to the figure above, Figure 11 shows the accumulated reading events per month. This graphs also shows very low activity during the summer months when most counsellors are on vacation. We again see a big increase in activity during the event regarding drug-abuse related cases having an external expert, and the big increase during the peer coaching course. Near the end of 2017 we had peer coaching exercises on the reflective community platform, and several interviews e.g. with psychologists were posted.

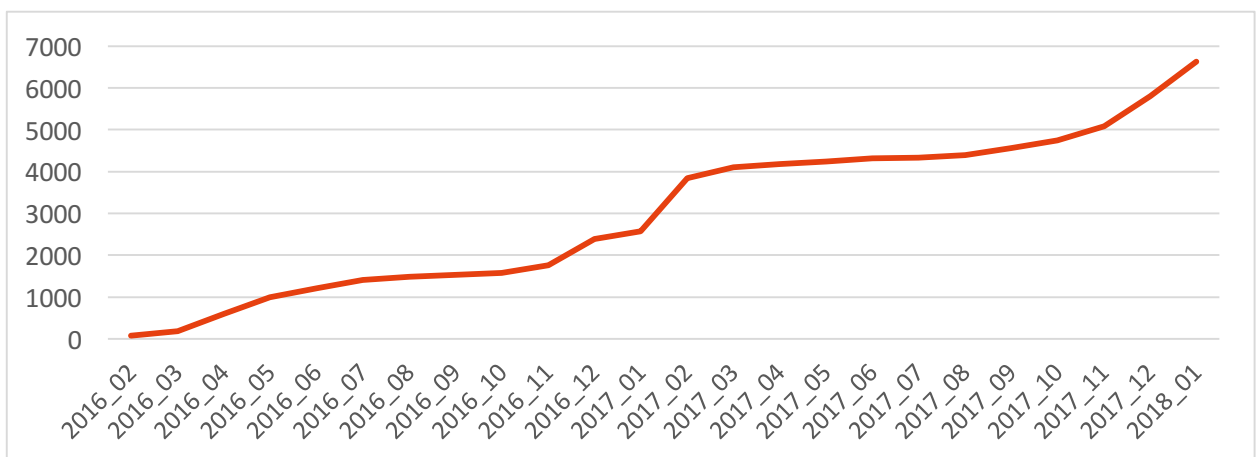


Figure 11: Cumulated number of read events per month on the reflective community platform in ZRSZ

The graph below (see Figure 12) shows that currently all 12 regions in Slovenia are represented in the community. This again shows a widespread interest in the community.

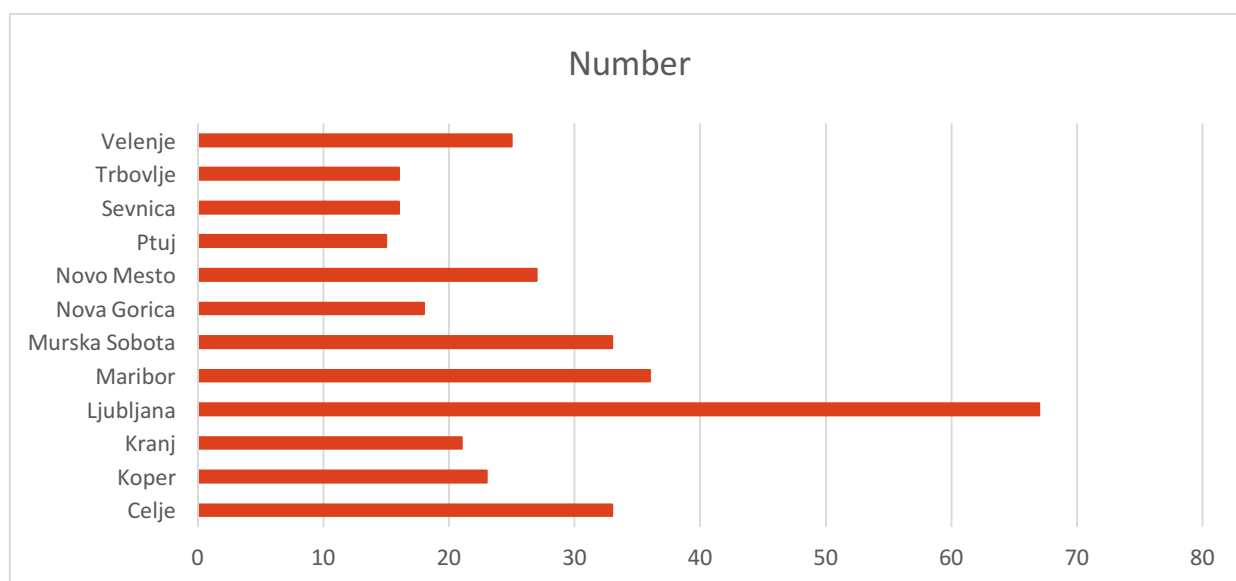


Figure 12: Number of counsellors registered per region (in absolute numbers) as of January 2018 in ZRSZ

Figure 13 shows an overview of the membership count of different groups over time. It can be seen in the graph, that the majority of groups has around 20 to 50 members, while some groups have a very large number of members.

Currently people need to join public groups on the reflective community platform in order to read the content and to write own contributions. This way, not every member is part of specialty groups like the group for long-term unemployment or the group for youth-unemployment. Thus, members need to actively perform in the group they join. Based on this, we can gauge the interest in different group topics.

Some groups are intended for all members, like the group for off-topic discussions or the group containing the topic of the month are intended for everybody and thus all users are automatically being joined into that group upon registration. In October 2017, a new group (ZUTD-D) was founded to discuss how a new law could be integrated into daily practice. As this law affects the work of all counsellors, the decision was made to join all members into this particular group.

Thus, we can clearly see that “regular” groups (without all members being automatically joined) normally attract around 20-50 users, while the other groups have a larger membership. Currently a design is being drafted to assess whether to join all users into all public groups in order to lower the entry barrier, being required to manually join, before users can join discussions.

As all members are being automatically joined into two groups, one can also see the development of the member count over time. In the recent months, one moderator actively collaborates with the human resources department to invite new employees of ZRSZ who are likely to benefit the most from having an easy possibility to exchange experience and knowledge.

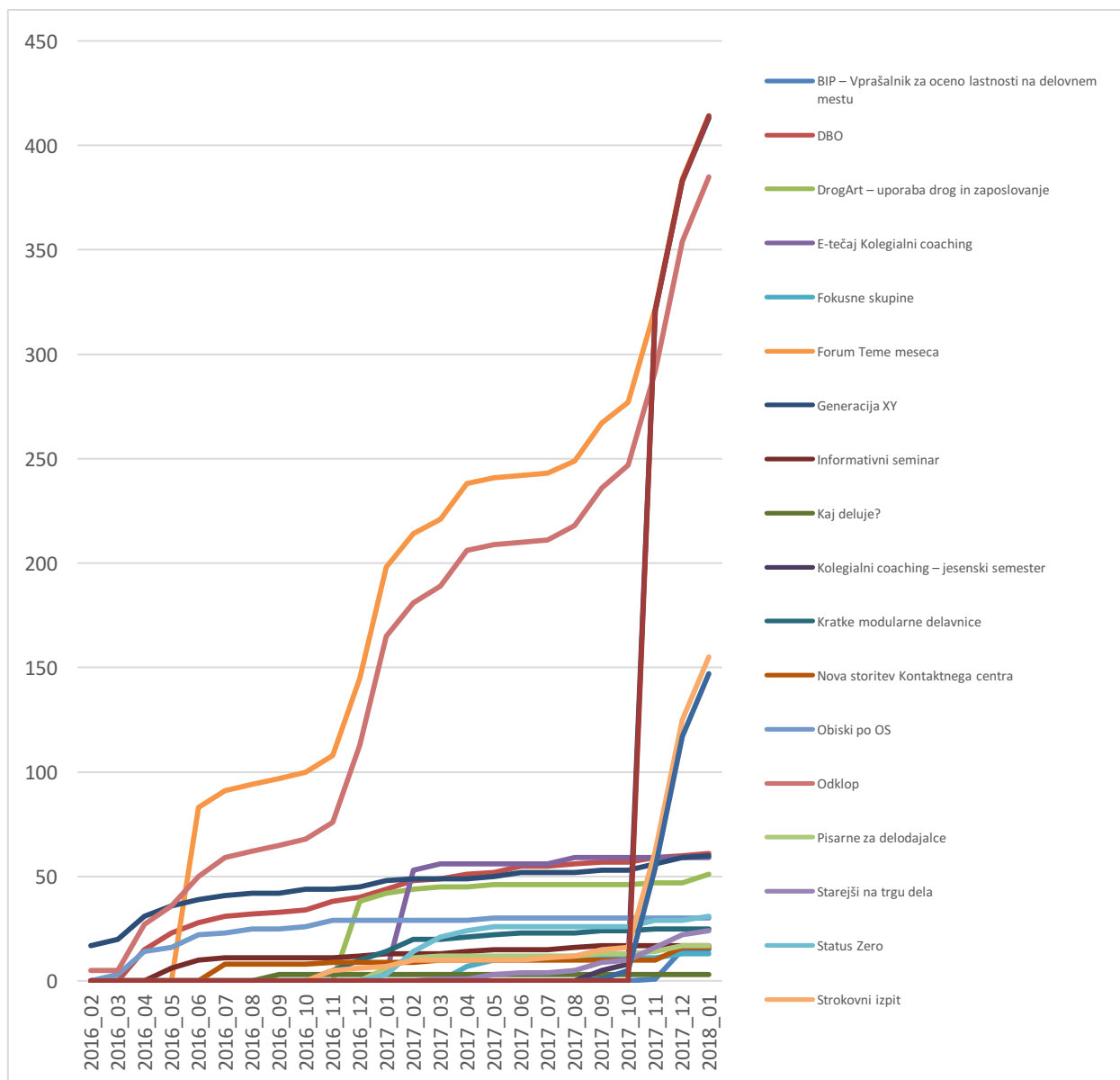


Figure 13: Cumulated number of members per group per month in ZRSZ

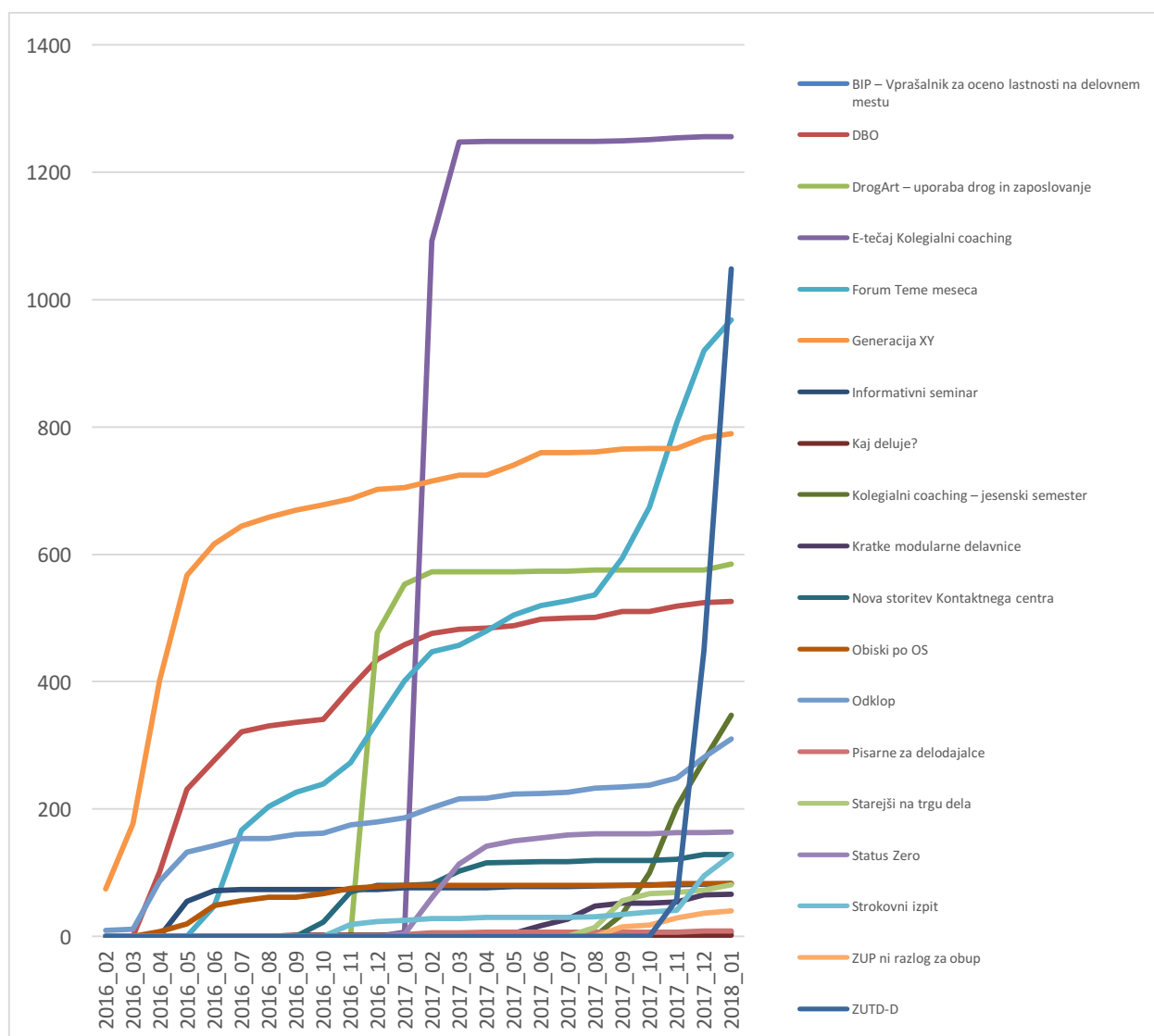


Figure 14: Cumulated number of read events per month per group in ZRSZ

Figure 14 shows the number of read events in each group incrementally over time. Here we can differentiate between groups, which have almost a one-time effect in which they generate a lot of interest, and other groups who generate reading activity constantly over time.

Amongst the groups who have a huge one-time interest the group for the peer coaching course (*Kolegialni coaching*) generated the most reading activity. This is also because the peer coaching course contained several tasks asking learners to contribute in the discussion area. As the main part of the peer coaching course was being done in January and early February, there was little further increase afterwards. Additionally, the group concerning the question and answer session with an expert on drug-related cases (*DrogArt – uporaba drog in zaposlovanje*) was mostly active on the day of the session with little activity beyond that. As both groups were tailored to short events, it seems natural that the majority of activity revolves around the day or time of that activity.

There are also several groups showing continuous reading activity, such as the group hosting the topic of the month, or the off-topic group, or Generacija XY, or the group for long-term unemployment (*DBO*).

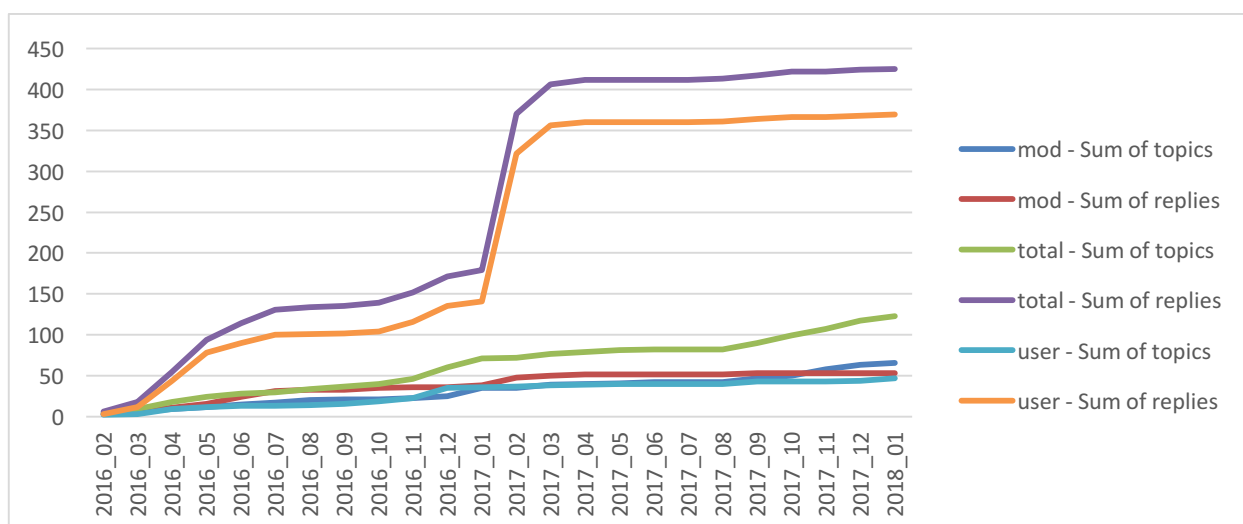


Figure 15: Cumulated number of topics and replies on the reflective community platform in ZRSZ.

The graph shows how much posts were written by moderators (“mod”) and regular users. Additionally, the total of both groups is shown.

In the beginning the activity in the reflective community was quite moderator centric, with moderators being responsible for the majority of topics. Figure 15 shows that at first the moderators were writing more topics than users, while throughout the majority of 2017 the numbers were on par. Towards the end of 2017, moderators again increased their activity, showing that the community is still moderator centric and still relying on new content created by moderators. In terms of replies, we can see that throughout the almost two years of usage users created more replies than moderators. The amount of replies per thread are higher than reported in other studies (Jones & Churchill, 2009; Kimmerle, Bientzle, & Cress, 2014). We can still see a community revolving around moderators bringing in new content, which is then heavily commented by users. The counsellors did not yet form a self-sustaining community.

The sharp increase of replies, in Figure 15, at the beginning of 2017 is caused by the peer coaching course, requiring users to write about certain concepts as part of the tasks.

5.2.1.5 Deeper analysis of learner types

In order to get a deeper understanding of the dynamics within the community, we did an analysis of different learner types, based on usage data that could be taken directly from the platform. This analysis can complement self-assessments that are by nature subjective, with objective data about user behaviour.

In present literature, several approaches to model user-behaviour in online communities exist. In our context, we focus on extending our understanding of learning and facilitation taking place in our online communities. This comprises questions like:

- How much users rather initiate topics than reply to others?
- How broad is the involvement of users across different threads and topics?
- Are there small groups of people that appear together and exclude others?
- Is the communication rather one-way or reciprocal?
- Which roles do moderators and facilitation play in stimulating discussions?

Having this focus in mind, we identified a paper by Angeletou et al. (2011) as most promising regarding the used parameters and clustering approach. They used seven parameters in order to cluster participants of online-communities into eight different clusters. We did not include the parameter “Bi-directional neighbours’ ratio” due to a very low amount of bi-directional communication taking place on the platform. On the other hand, we felt that we would need some additional parameters to get a complete picture of relevant aspects of users’ behaviour. Therefore, we added five further parameters, resulting in a set of 11 parameters with which we did our analysis.

The following table provides an overview of all used indicators to capture different aspects of users’ contributions in online communities. Sometimes we needed to further concretize the definitions by Angeletou et al. (2011) because they were not precise enough to be implemented in a formula. The last column shows the formulas that were implemented in MySQL-scripts to calculate values for every participant and every parameter.

	Parameter	Reference	Original definition in paper (verbatim)	Used Formula
1	In-degree Ratio	Angeletou et al. 2011	The proportion of users U that reply to user user_i, thus indicating the concentration of users that reply to user_i.	other users that replied (directly and/or indirectly) on this users' initial comments / total no. of other active users All following replies are considered as replies.
2	Posts Replied Ratio	Angeletou et al. 2011	Proportion of posts by user user_i that yield a reply, used to gauge the popularity of the user’s content based on replies.	no. of this users' posts that yield min. one reply / total number of this user’s posts
3	Thread Initiation Ratio	Angeletou et al. 2011	Proportion of threads that have been started by user_i. This feature captures the propensity of a user to instigate discussions and generate fresh content for the community.	no. of initial comments of this user / no. of initial comments in total
4	Bi-directional Threads Ratio	Angeletou et al. 2011	Proportion of threads where user user_i replies to a user and receives a reply, thus forming a reciprocal communication.	no. of threads in which this user (direct and/or indirect) replies to another user and then receives another (direct and/or indirect) reply from this other user / no. of threads in total All following replies are considered as replies.

5	Average Posts per Thread	Angeletou et al. 2011	The average number of posts made in every thread that user user _i has participated in. Allows the level of discussion that the user participates in to be gauged.	average posts in all threads this user participated in
6	Standard Deviation of Posts per Thread	Angeletou et al. 2011	The standard deviation of the number of posts in every thread that user user _i has participated in. This gauges the distribution of the discussion lengths, for example, one would expect that a user who often discusses at length with other users would have a high Average Posts per Thread and a low Standard Deviation of Posts per Thread, while someone who varies their participation will have a higher Standard Deviation of Posts per Thread.	standard deviation posts in all threads this user participated in
7	Proportion of replies	EmployID	The proportion of a user's replies compared to the total number of his posts, including replies as well as initiating posts.	total no. of user's replies / total no. of user's posts
8	Initiated thread activity ratio	EmployID	Proportion of summed activity (measured as number of replies) in all threads that a particular user initiated compared to total activity in whole course. If user did not initiate any thread, value is set to missing.	no. of replies in threads a user has initiated / total no. of replies on entire platform
9	Contact ratio	EmployID	Proportion of distinct other users that participated in the same threads as a certain user compared to total number of active users in whole course. This parameter is similar to in-degree ratio but considers all posts in particular threads instead of merely replies.	no. of distinct other users that participated in the same threads as a user / total no. of other active users
10	Active threads ratio	EmployID	Proportion of threads with more than two distinct users involved in which a particular user participates compared to total number of threads in whole course.	no. of threads with more than 2 involved users that user participated in / total no. of threads
11	Broadness of involvement ratio	EmployID	Proportion of threads a user was involved in compared to total number of threads in whole course. This parameter reflects how broad a user involves in different discussions and topics on a certain platform.	no. of threads user was involved in / total no. of threads

Table 1: Overview and description of used parameters for analysis

Technical summary of the cluster analysis:

In a first step, we exported the MySQL database from the WordPress platform on which the reflective community platform is running and anonymized all user names. Secondly, we implemented appropriate queries to calculate the parameters according to the formulas in Table 1. Thirdly, we applied k-means clustering procedure using Euclidian distance as distance metric and elbow method as a means to determine the appropriate number of clusters to the resulting data. The principle of the elbow method is to run k-means clustering on the dataset for a range of values of k, and for each value of k calculate the sum of squared errors (SSE). Our goal is to choose a small value of k that still has a low SSE, and the elbow usually represents where we start to have diminishing returns by increasing k.

Missing values in data are replaced by mean value for each parameter. Analogue to the procedure in Angeletou et al. (2011), we discretized values for each parameter in low, medium and high values. To derive these three bins per parameter, we first checked whether the distribution of values was either symmetric or asymmetric. We use the following rule of thumb as suggested by Bulmer (1979):

- If skewness is less than -1 or greater than +1, then the distribution is highly skewed.
- If skewness is between -1 and $-\frac{1}{2}$ or between $+\frac{1}{2}$ and +1, then the distribution is moderately skewed.
- If skewness is between $-\frac{1}{2}$ and $+\frac{1}{2}$, then the distribution is approximately symmetric.

In case of a symmetric distribution, we calculate the two cut-offs for the three categories (Low, Medium, High) in the following way:

- cut-off 1 = Average(parameter) - 0.25 * standard deviation
- cut-off 2 = Average (parameter) + 0.25* standard deviation

In case of an asymmetric distribution, we calculate the two 2 cut-offs for the three categories (Low, Medium, High) in the following way:

- cut-off 1 = Average (parameter) - 0.25 * Interquartile Range (IQR=Q3-Q1)
- cut-off 2 = Average (parameter) + 0.25 * Interquartile Range (IQR=Q3-Q1)

In the next step, for each cluster, we define the category level for each parameter in the following way:

- if (centroid cluster parameter \leq cut-off 1) then "Low" category
- if (centroid cluster parameter $>$ cut-off 1) and (centroid cluster parameter \leq cut-off 2) then "Medium" category
- if (centroid cluster parameter $>$ cut-off 2) then "High" category

After applying the clustering procedure, we end up with a list of clusters and its specific characteristics and the number of participants that belong to this cluster. Then, we match the user roles defined by Angeletou et al. (2011) to our clusters. As our sample size is much smaller than the ones used by Angeletou et al. (2011) and as we used our extended parameter set, the characteristics of our cluster do not perfectly match with Angeletou et al.'s results.

Using a data set exported in July 2017 with 2 tutors and 72 participants that had written at least one post on the platform revealed the following clusters and members:

	Participants	Tutors	1	2	3	4	5	6	7	8	9	10	11
1 Ignored Initiator	0%	100%	High	Low	High	High	Low	High	Low	High	High	High	High
2 Joining Conversationalist	57%	0%	High	Med	Low	High	High	High	High	Low	High	High	Med
3 Ignored	11%	0%	Low	Low	High	Low	Low	Low	Low	Low	Low	Low	Low
4 Popular Taciturn	32%	0%	Low	High	Low	Low	Low	Low	High	Low	Low	Low	Low

Figure 16: Size and characteristic of resulting clusters

As Figure 16 shows, some resulting clusters are combinations of original clusters by Angeletou et al. (2011). For instance, both tutors were assigned to a cluster called “ignored initiator”, that is a combination of “popular initiator” and “ignored”. This indicates that they tried hard to initiate discussions but were ignored by other participants in a sense that they did not receive many answers. This demonstrates that facilitation activities do not per se lead to an active community. Some framework conditions are absolutely crucial to the success of a community. For instance, a lack of time for collaborative learning and too high caseloads of counsellors cannot be compensated even by the very active work of some facilitators.

There is no cluster for “popular initiators” which shows that participants did seldom initiate new conversations. However, more than half of them frequently joined on-going conversations. A quite low proportion of 11% belongs to the cluster “ignored”. The contributions of these participants did not attract much attention by others. As the fourth cluster shows, almost a third of all participants were taciturn in general, but if they posted some contribution, they were rather popular and got some attention.

“Contact ratio” and “proportion of replies” were identified as the most revealing parameters to classify automatically the clusters. This illustrates that the number of direct discussion contacts with other peers and the share of replies a participant gets are important indicators to analyse the communication and learning activities of participants and the (healthy) development of a community or L&D intervention over time. As these parameters were not included in the parameter set by Angeletou et al. (2011), they could be an important addition for further analysis approaches by other researchers.

Altogether, the clusters underpin and further explicate the overall impression of the dynamics in learning and facilitation communities. They also stress the importance of appropriate framework conditions. The yet conducted analysis can be considered as a successful proof-of-work for further research and an addition to the existing research on this topic. However, for such learning analytics approach, it is crucial to generate so-called actionable intelligence that is, the results of the analysis should indicate certain actions or help to make right decisions to further improve the L&D activities and communities. In this sense, it could be reasonable to calculate the parameters at different time points during the course and have a look at changes in cluster sizes. This could indicate the health of the respective community or intervention and provide hints for moderators and facilitators to intervene when some crucial parameters become worse, to lower the risk that the community collapses. For instance, in the case of the reflective community platform in ZRSZ, it was detected that most of the topics initiated by the two tutors have been vastly ignored. Consequently, tutors did not so much try to establish new topics anymore, but stimulate ongoing discussions on “trend” topics or stimulate participants to open “own” new topics by their own when they saw an actual need or interest.

In general, we envision this clustering approach based on “real user data” as a meaningful addition to questionnaire-based self-assessments that are by nature subjective. On the other hand, the clustering approach is limited in terms of validity because posts that have been created using a reply function do not have to be reply from a semantical point of view, but only because of

the technical treatment of the reply. Consequently, we consider a mix of self-assessments and analytics of log data as most helpful and meaningful.

5.2.1.6 Results from evaluation and impact assessment

To learn about the effects of the reflective community on their members, we applied a set of evaluation instruments (see Figure 17).

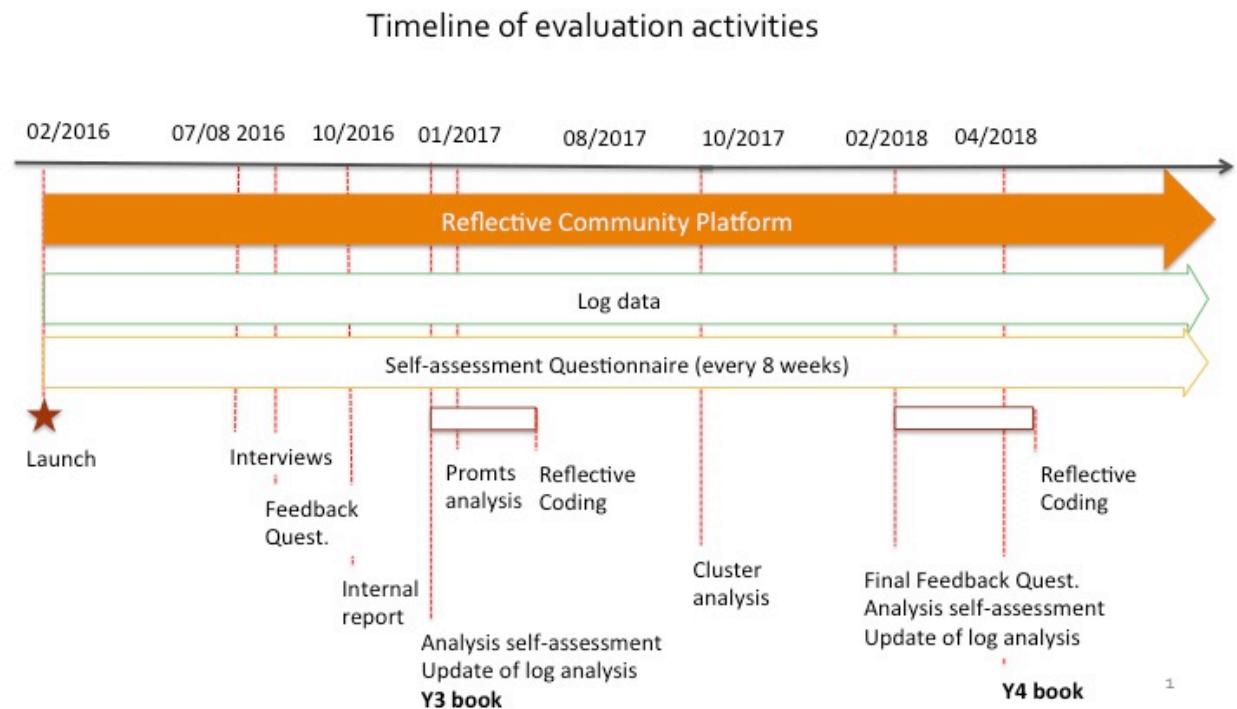


Figure 17: Timeline of evaluation activities for the reflective community platform (ZRSZ)

Log data

Log 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 behaviour over time. All data used for evaluation was anonymized. The log data served as basis for the cluster analysis experiment described below.

Continuous self-assessment questionnaires on Identity Transformation factors

To track the distance travelled of reflective community members we offered a self-assessment questionnaire to users. The questionnaire contained items that allowed users to track how frequently they get involved in activities that are important success factors for professional identity development and cover aspects of collaborative, reflective learning (see Y2 and Y3 book). In addition to the frequency we also investigated the perceived importance of these activities, as sometimes attitudes changes prior to effective behaviour. The possibility to fill in that questionnaire every 6 weeks on platform and a visualisation that showed changes over time, aimed to stimulate self-reflection of individuals on their personal, collaborative learning activities.

The self-assessment questionnaire was filled in by **54 users**: 37 of them completed it once, 12 of them twice, 4 of them three times and one more often.

Overall we had a number of 17 unique users who completed the questionnaire at least two times. This was the first group of learners we took for analysis to find out in how far we detect significant changes between the questionnaire that was filled in first and the one filled in second. For the comparison of data, we used Oneway descriptive statistics.

In this analysis, we did not find any significant changes in the frequency of activities, but we found **two significant improvements** in the perceived importance of activities. These were:

- 'I help colleagues by asking questions that support finding a solution' (mean1: 3.71, mean2: 4.18, from 1=„not important at all“, 5= „very important“)
- 'I support colleagues by addressing their feelings regarding work-related challenges' (mean1: 3.76, mean2:4.29, , from 1=„not important at all“, 5= „very important“)

The second stand of analysis investigated the results with regard to the time, when the questionnaire was filled in. We created three groups of learners:

- The first group filled in the questionnaire within the first six weeks after registration (24 questionnaires, mean 1)
- The second group filled it in between 6 weeks and 5 months after registration (33 questionnaires, mean 2)
- The third group filled it in after 5 months after registration (13 questionnaires, mean 3)

The idea was to find out in how far results might be different according to the lengths of platform usage. Outcomes were:

- We observed a **significant difference in frequency** of activities for the item:

I actively listen to colleagues and clients. (mean1: 4.71, mean 2:4.36, mean 3:4.77, from 1= not at all, 5= very often) The means first decreased and then improved.

- We observed a **significant difference in the perceived importance** of activities for the item:

I support my colleagues by addressing their feelings regarding work-related challenge. (mean1: 3.67, mean 2:4, mean 3:4.46, from 1= not important at all, 5= very important)

- We observed a **significant difference in experiences** concerning collaborative learning for the following item:

Discussing with colleagues about my past work experiences helps me to realize what I have learnt from it (mean1: 4.13, mean2: 4.06, mean3: 4.62; from 1=fully disagree to 5= fully agree)

As numbers are very low the results have to be interpreted carefully. Nevertheless, we can see certain changes in learners that point to a higher perceived importance of emotional awareness, active listening and powerful questioning. Interesting is also the fact that learners showed a higher agreement to the fact that collaborative reflections help them to realize what they learned from the past.

Final feedback questionnaire

The final feedback questionnaire was sent out on the 29th of February 2018 to the 400 registered users of the reflective community platform. The main aim was to get an understanding about the impact of the platform on learners' professional activities – both for the researchers but also the management of ZRZS.

125 users accessed the link to the online questionnaire, 85 completed it. Amongst the respondents we had 72% counsellors, 13% managers and 16% employees from the central office – thus the sample shows a good representation of actual users of the platform. Also a different length of platform usage was well represented by the respondents (see Figure 18).

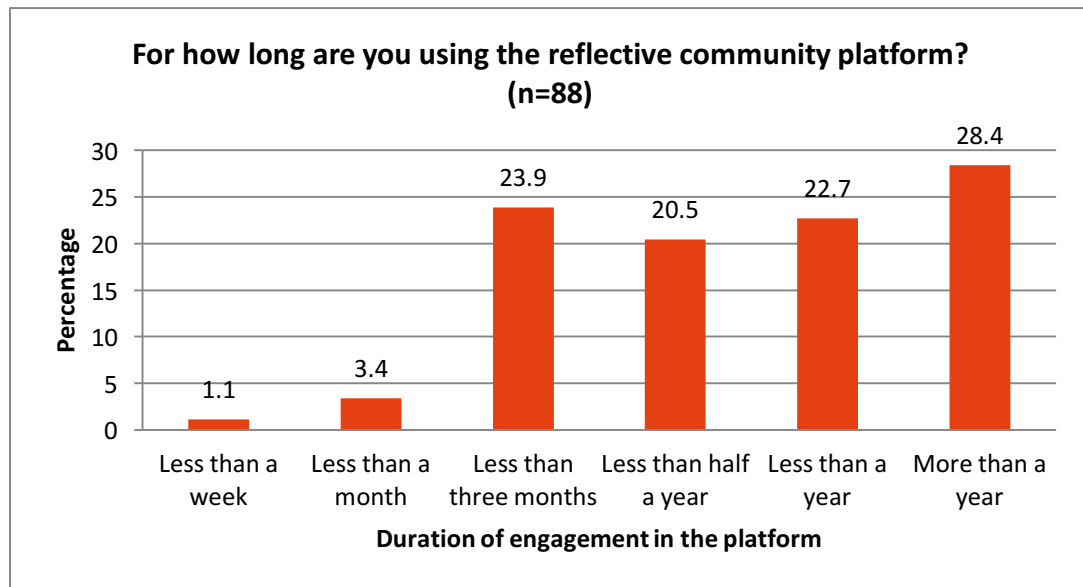


Figure 18: Users' duration of platform usage

With regards to how often the respondents accessed the platform in the last three months, 41.1% or n=37 of the participants pointed out that they accessed the platform once a month (see Figure 19). About half of the participants 52.2% or n=47 indicated that they accessed the platform more often than once a month i.e. either every two weeks, once a week or more than once a week. Only 6.7% or n=6 indicated that they hadn't accessed the platform at all in the last three months. This highlights that users use the reflective community platform in a regular manner but not in their day-to-day work.

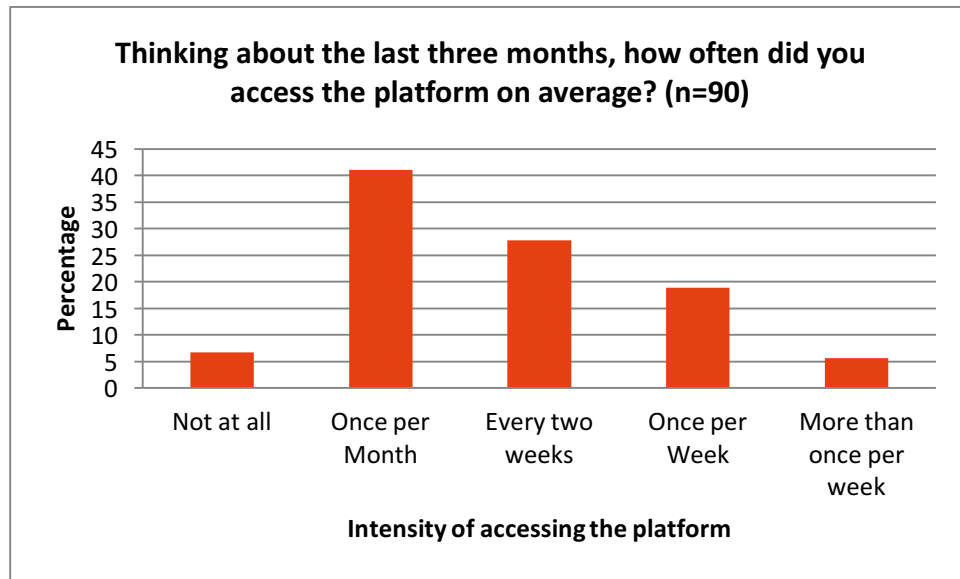


Figure 19: Users' access to the community platform

In order to identify the respondents' incentives of using the community platform, they were asked to indicate what inspired them to visit the community platform and read on new topics from the following choices; whereby the possibility of entering other sources of inspiration was also possible:

1. My colleagues mentioned new content (topics, news, etc.).
2. I visited the platform out of my own motivation.
3. I received a reminder from the moderator.
4. I am motivated to go there after trainings and local office staff meetings.
5. My manager inspired me to use it.
6. I've read a news about new content on the intranet.

As can be clearly seen from the graph below, the main incentives were one's own self as well as reminders from the moderator. The respondents' managers as a source of inspiration to participate in the community platform had the lowest number of mentions. The news on the intranet and advices from colleagues play a role in promoting the platform as well. These results underline that the community is relying on moderators and that these moderators have an impact in supporting users' activity.

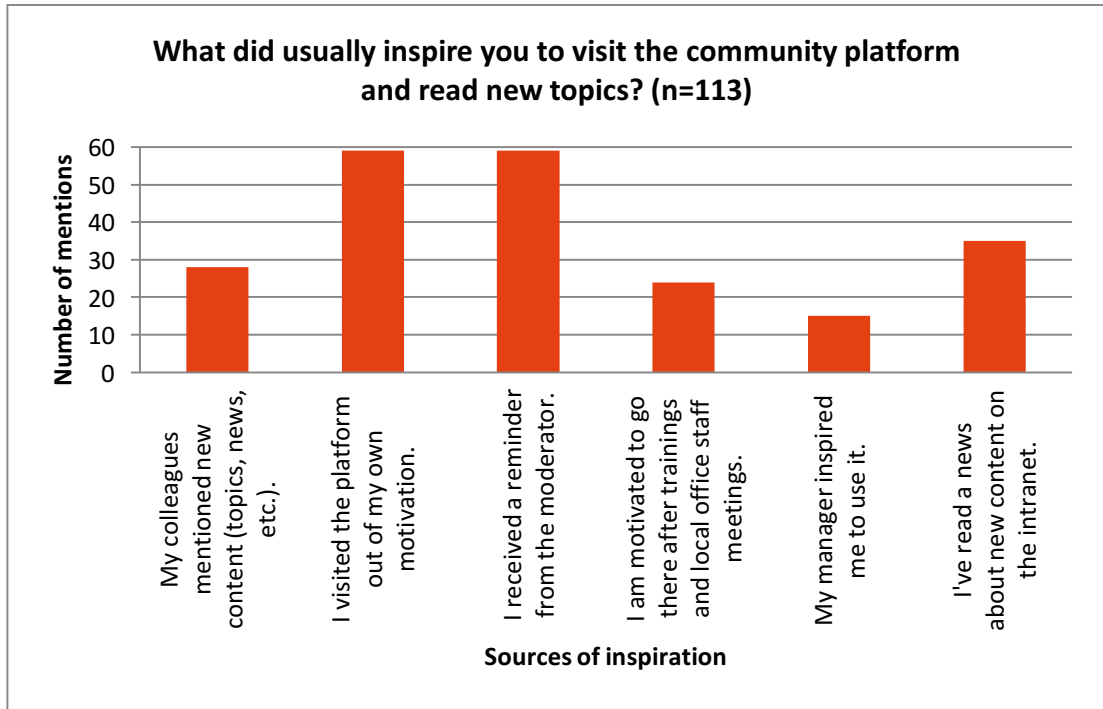


Figure 20: Source of inspiration to access the reflective community

Looking at just the respondents who were inspired by only a single factor to participate in the reflective community platform, it is evident that the motivation from within played the most important role followed by the reminders from the moderator and news from the intranet. Interestingly none of the respondents were inspired to engage in the platform by the trainings and local staff meetings alone.

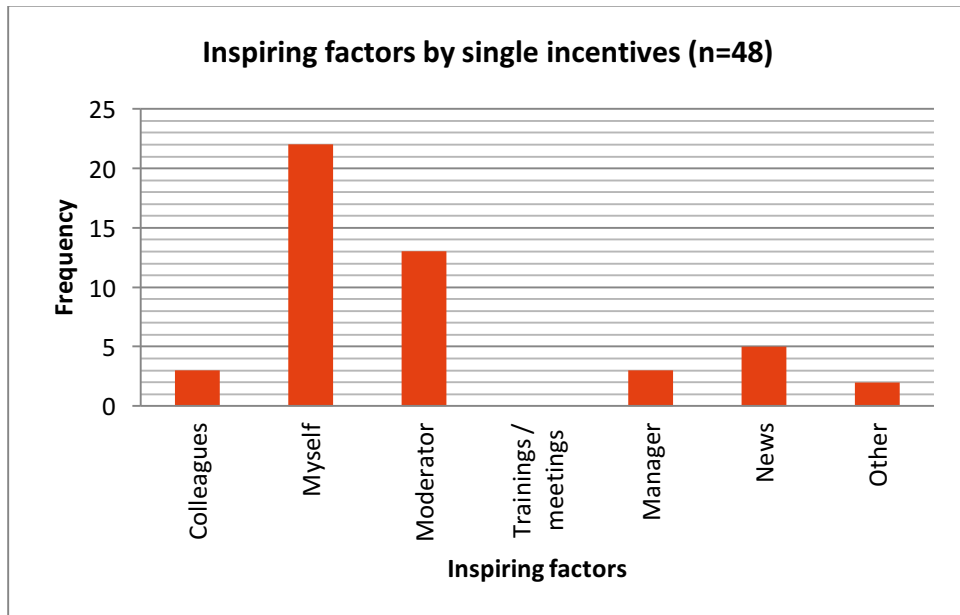


Figure 21: Inspiring factors by single incentives

The participants were requested to rank the following activities that take place on the platform according to their level of importance to them individually:

1. Reading experiences of other members of the platforms in posts
2. Sharing my experiences on the platform (writing posts)
3. Discussing with others about experiences (answering in forums)
4. Reading special content (e.g. interviews with experts)

In a succeeding question, respondents could enter other activities that they consider relevant and indicate their rank in comparison to the four activities listed above.

42.4% (n=53) of the participants ranked reading special content first. The activity in second place was reading the experiences of others (36.8% or n=46), followed by discussing with others (38.4% or n=48) and finally sharing own experiences (54.4% or n=68). This also fits existing community literature stating that the majority of community members are passive and reading contributions of others and only the minority is actively sharing contributions (e.g. (Borzillo, Aznar, & Schmitt, 2011)). In our results sharing own contributions is a low priority for most users and reading others content is a higher priority for the majority of users.

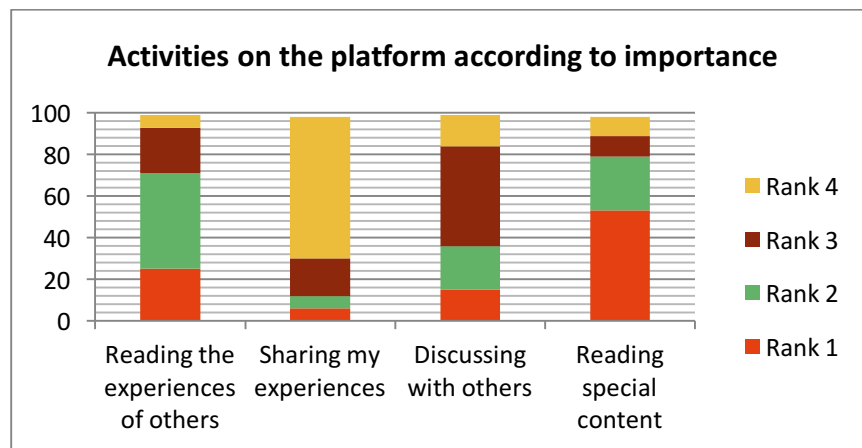


Figure 22: Activities on the platform according to importance

The respondents were also asked whether their participation in the reflective community platform encouraged exchange of experiences with their colleagues. 74.3% (n=81) of the respondents agreed to some extent with the statement, 8.8% of them strongly agreed. Only 11 respondents (8.8%) of the participant disagreed with the statement; one disagreed strongly.

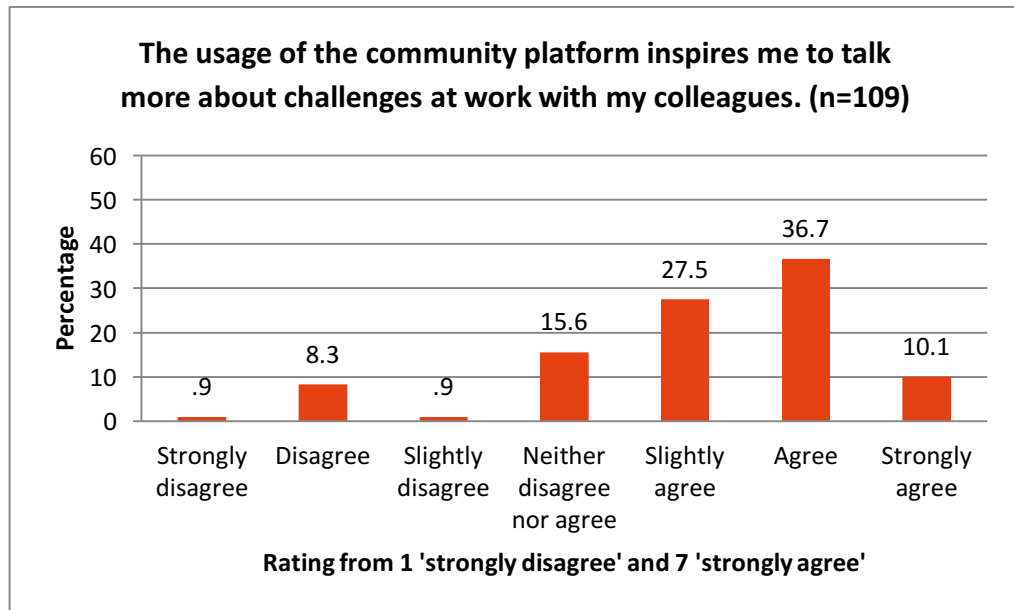


Figure 23: Platform usage inspires to talk about challenges

Looking at those 9 users who disagreed with the statement, we see that these are mainly counsellors, who access the platform once per month and are registered to the platform with different duration (ranging from less than three months to more than two years). Five of them indicated to have at least one of the two following aspects: better understanding a problem or situation or changing the behaviour. In their open statements, some of them mentioned that they did not use the platform often enough yet, some refer to the missing time to do so.

To gauge the impact of the respondents' participation in the platform regarding their day-to-day experiences at work, they were invited to rate the following statement: 'By using the community platform I gained a better understanding of some situations and problems at work'. 87.5% (n=84) of the participants indicated a level of agreement to the statement and only n=5 or 5.2% of the respondents indicated some disagreement to the statement, however none of the respondents disagreed strongly with it.

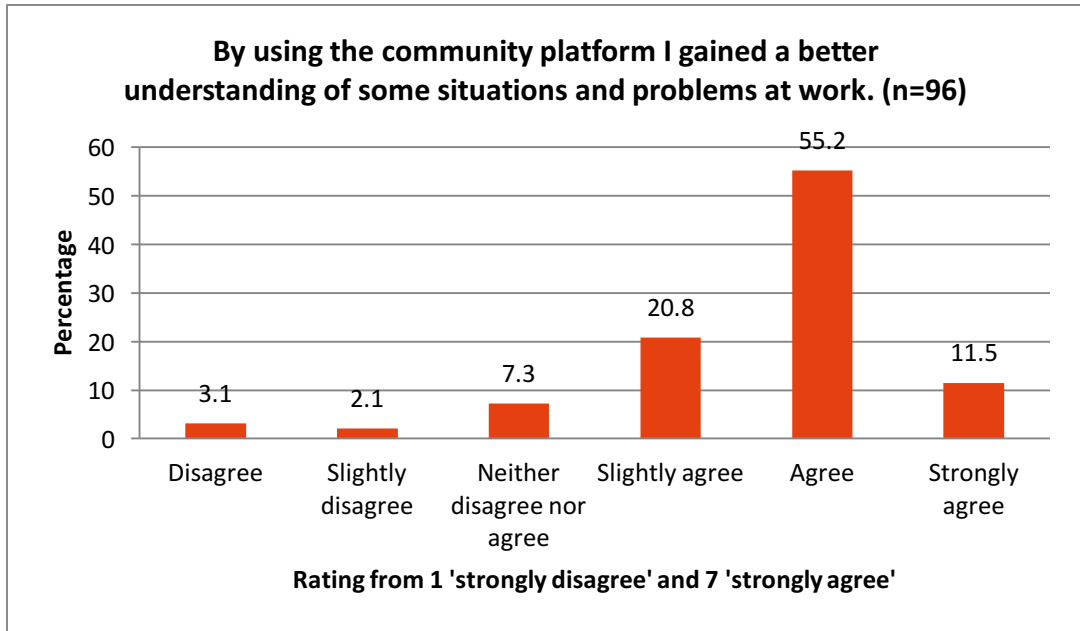


Figure 24: Platform usage helps getting a better understanding of situations/problems

Assuming that engaging in the platform could lead to tangible changes in the participants’ daily work, the respondents of the survey were required rate the following statement: ‘After using the community platform, I made a decision to change something in my work.’ 79.2% or n=76 agreed with the statement to some extent, 8.3% or n=8 of the respondents indicated a level of disagreement. None of the respondents disagreed strongly with the statement. This shows that the reflective community platform has a perceived impact for the survey participants.

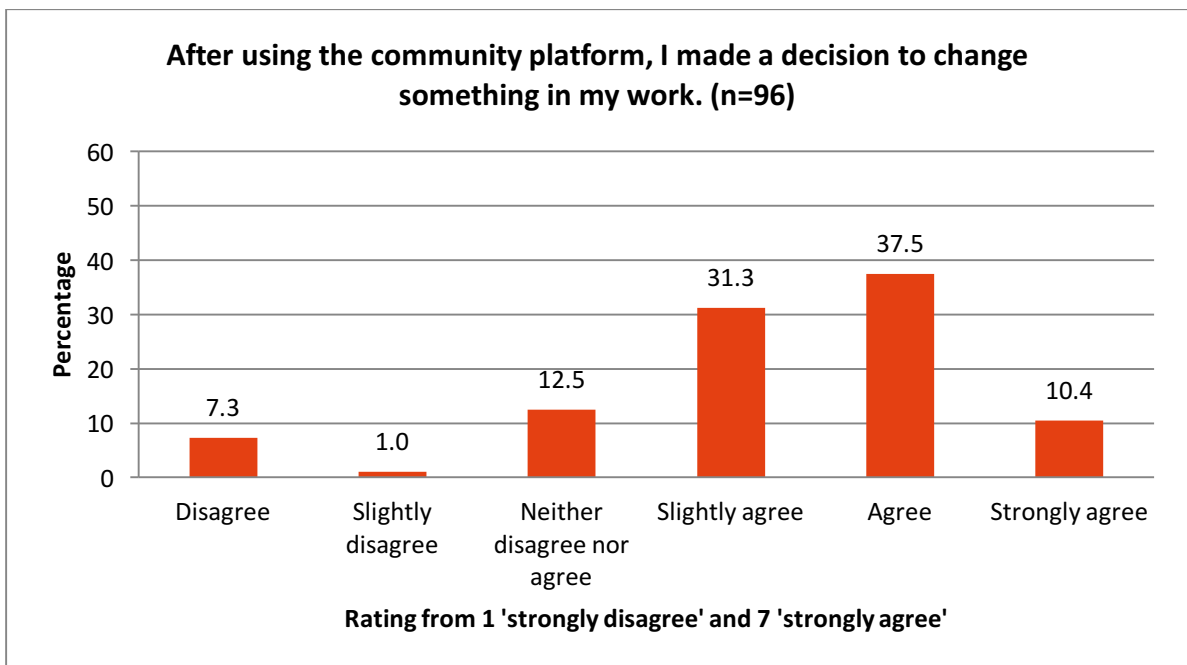


Figure 25: Platform usage inspires changing work practices

To understand the value of specific content offers on the platform the respondents were asked to enter at most three topics that they found most interesting on the community platform.

The topic “New laws (ZUTD)” followed by “Handling of difficult situations” received the most mentions. The least popular topics were “Long-term unemployment” and “Generation XY” respectively.

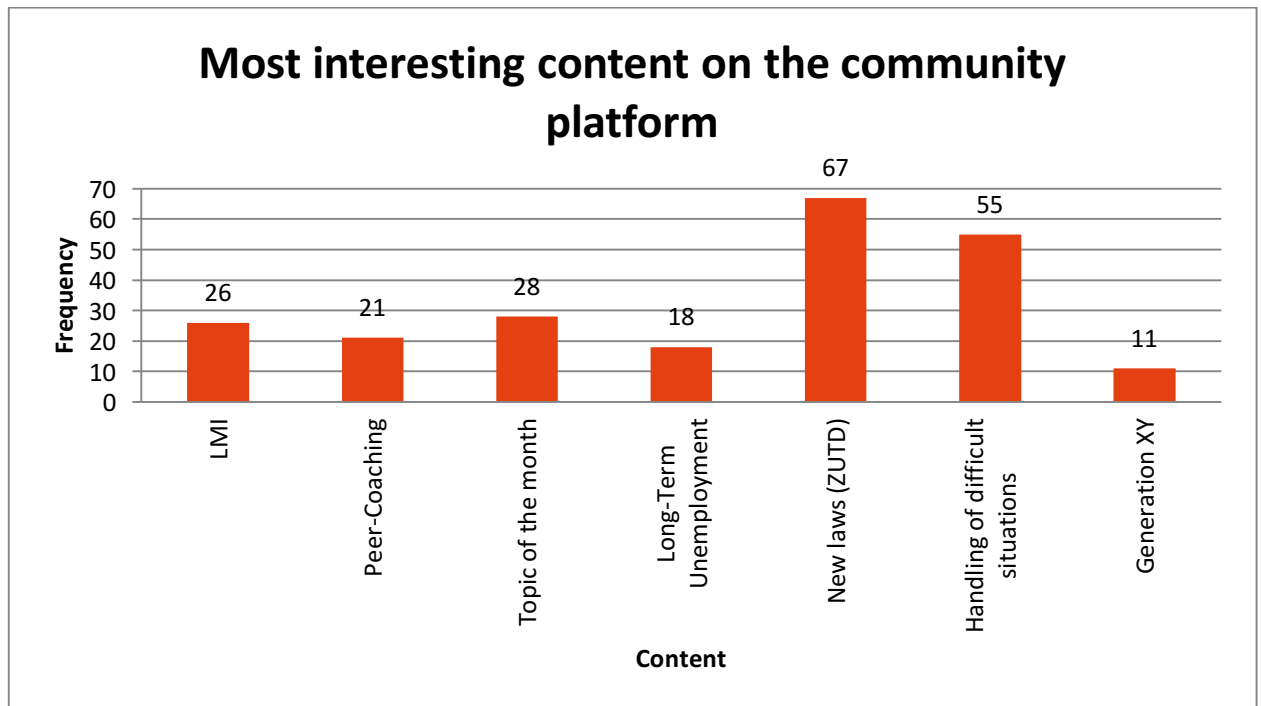


Figure 26: Most interesting content on the community platform

The community members were asked to share concrete examples where they learned something on the community platform, which helped them in their daily work. 51 of the 85 respondents provided answers to this question. According to these examples, the most often applied information of the learning platform relates to the **ZUTD legislation change** which was mentioned by 23 respondents. Some referred to it rather general as „ZUTD information“, many others mentioned the „answers to question“ on the ZUTD changes „I obtained answers on the new ZUTD law from January 2018“ or „exchange of information, especially on zutd-d“.

Next to the ZUTD nearly as many respondents mentioned the support in „**difficult situations**“, or „**with difficult clients**“. They add for instance „understanding of difficult clients“, or „information from the post on dealing with difficult clients“, or „examples of handling of difficult situations“.

But there were also more concrete insights in how far respondents used the information from the learning platform for their work with difficult clients/in difficult situations:

„The last time, I was reading on how to handle difficult situations we face at daily work with clients, I used one of the mentioned techniques or questions.“

„An example of a discussion with a client that was very angry and hostile towards the PES - I conducted the discussion better than I would otherwise“,

„There is always a difficult unemployed person at workshops who needs special approach, it is good to know different communication techniques for dealing with stressful situation to calm him down.“

When it comes to difficult clients/difficult situations **coaching** was mentioned several times. Two of these comments referred to the interview posted in the community platform, which was done with psychologist Jan Kovačič:

Discussions of Jan Kovačič are very helpful for understanding clients and shaping discussion towards understanding the client”

There was also a reference to the content from the peer coaching online course:

„Video on the use of powerful questions in coaching“

Amongst the answers we also find specific references made to the **exchange with colleagues**:

„Coaching and mixed opinions of other colleagues on the work with unemployed were of great help to me and the confirmation of the work so far“

„implementation of new services and possible group communication with colleagues usefulness of the published content also motivates me at my work“

„satisfaction/relief that other colleagues face similar dilemmas, difficulties during their work with clients and also do not know what to do in certain moment“

More general statements refer to *„information at one place“*, *„new information“*, *„refreshment of information“* or *„opinions or answers of a professional“*

Missing content on the platform

Finally, community members were asked which content they missed on the platform. There were manifold ideas about future content related to legislation changes, work with unemployed, future labour market trends, health at work and internal relations. But members also used this question to share their appreciation for what is already there (answers are original statements, grouped according to topics):

- *“Currently I do not miss anything, I can easily find what I am interested in and use it in practice”*
- *“It is great. Thank you for all help in our work.”*
- *“I am satisfied with what is published, because it is very useful for my work”*
- *“Content is good, but it is a pity that it is not accessible from home when you have more peace, at work you often can not manage to look at everything.”*

And respondents used the occasion to say that they do not have enough time to benefit from the content.

- *“I don't miss anything, there is lots of content, only the employees have too little time to look at everything.”*
- *“The main point is that we do not have enough time in general to even visit the platform. Let alone to go into details of the content and create it.”*
- *“Given the everyday workload, only little time is dedicated to reading on the learning platform - regretfully, but this is the real picture.”*

Content Analysis

During 2017, we conducted a content analysis on users' contributions on the reflective community platform in order to assess to what extent users engaged in collaborative reflection.

As the basis, we used a content coding scheme created at the end of the MIRROR project, which was refined in a subsequent study (Prilla, Nolte, Blunk, Liedtke, & Renner, 2015). The content coding scheme is based on elements of reflection, e.g. sharing experiences (Schön, 1983), giving

advice and solutions (Hatton & Smith, 1995) or asking questions (Zhu, 1996). Additionally the content coding scheme also captures learning with specific codes for single loop and double loop learning (Argyris & Schön, 1978) and reflective learning itself (Boud, 1985; de Groot, Endedijk, Jaarsma, Simons, & van Beukelen, 2013; Fleck & Fitzpatrick, 2010; Moon, 1999).

As counsellors created the content in the Slovene language, and in order to avoid a loss of information in translation to be able to still capture the nuances of the languages, we worked together with two student researchers. They were trained in the application of the content coding scheme, before working on the real conversation data. Before the data was analysed, we used Krippendorffs alpha (Hayes & Krippendorff, 2007) to ensure that both coders achieved a sufficient agreement during their content coding efforts.

From the frequency of the codes, we can see that indeed counsellors did exchange experiences in the majority of the discussions, and we could observe that users learned from the discussions as they mentioned learning explicitly.

In this section, we provided brief results, as we are currently in the process of finalizing the analysis for a paper for the ECSCW 2018 conference.

Study regarding Prompts

The reflective community platform contains a prompting plugin (see also deliverable D[2-9].2 sections 2.2.3, 2.2.7.1 and 5.1.1.2) which aims at facilitating (collaborative) reflection by showing textual prompts to users when they engage in the forum discussions. The results of this study have also been presented at the ECTEL 2017 conference (Blunk & Prilla, 2017a).

We published a concept underlying this approach at the ECTEL 2015 conference (Blunk & Prilla, 2015), which presents a goal oriented concept relating different prompts to different elements of reflections, e.g. asking users for experience reports (Schön, 1983), or asking users to provide reasoned suggestions (Hatton & Smith, 1995) in order to learn from each other.

During the course of the community usage in ZRSZ, we conducted a study on an implementation of the described concept. For the study users were randomly assigned prompts or not and then we compared whether the posting behaviour changes. We controlled for prompts, which users could not see because they were displayed on sections of the website the users currently did not have on their screen. However, we could not measure whether users actually read the prompts, which were shown to them. Additionally, we removed discussion threads, which, for example, were designed for the peer coaching online course, as users were asked to post in there in the context of exercises.

Results show that users seem to write more posts per read-event, when prompts are visible for them. However, the difference between writing a contribution when seeing prompts versus without seeing a prompt was quite small. We attribute this very small difference also to the prompts having a very unobtrusive design meaning that they did not self themselves apart from the layout of the reflective community platform enough. These results indicate that prompting users for reflection in online communities can increase the amount of contributions.

Additionally, users could ask questions to other users which were shown both in the post and a prompt to others (see also section 5.2.1.1 and deliverable D[2-9].2 section 5.1.1.3). We found in our study, that users were writing more often a contribution, when a prompt selected by other users was visible for them. We attribute this mainly to the prompt being visible twice (in the post text itself as well as in the prompt) and to the tone of the text. We call these *user-generated prompts*, and we are currently in the process of setting up a study to investigate possible effects of user-generated prompts further.

Interviews

In 2016 we conducted several interviews with different users of the reflective community platform (for more information refer to deliverable D[2-9].3 section 4.2). Interview partners were both counsellors who were active in using the reflective community platform as well as counsellors who did not like the platform. We selected both types of users on purpose to obtain a broader range of opinions. Following are examples from the interviews.

Results of the interviews underline our analysis so far, that there is an interest in the discussions and in sharing issues and discussing them. The community helps creating a bridge between different offices, different regions but also to discuss differences in practices and approaches.

“I really like the idea that I can get in touch with people in Ljubljana and other regional offices. So, this is the way to go forward. It is just people have to get used to it.”

*“There are my problems, their problems, my experience, their experience and that was quite illuminating from this side **because I got ideas how to deal with the problem from a different perspective.** Like different people, different point of views”*

*“Because Slovenia is so small, that if you have a problem you can pick up the phone and call your friend or another counselor and ask “how do you do this?”, but on platform there are all counselors who are registered, **and you can put some problem on and all counselors can give you an answer.**”*

Users mentioned that in order for the community to be successful or even interesting to them a larger group of counsellors should be part of the community. This helps users to get a broader range of opinions to solve issues or discuss new ideas. This also helps users to get more information how certain cases are approached in different parts of the country respectively in the organization.

*“Yes, so this is interesting, usually on these educational events, I met like 30 people and these are people who use the platform. The people, older people who have lots of experience would be useful if they join and share their experience with younger people. (...) So, I think it is good that it exists **but more people should be using it**”*

During introduction workshops, it is often mentioned that not much time is required to get valuable information from being active in the community.

“This platform you can use it whenever you have 10 or 15 minutes time. You can use it whenever you have time and you can connect with so many people that are online”

Counsellors recognized that not only written contributions are relevant in communities, but also the time spent reading. This confirms existing research (Lave & Wenger, 1991).

*“**Mostly I like to read** because we all do the same things, and it's quite nice to hear what other people do and then I can go “Okay, I'm on the right track” or “Okay, that was not quite good for me, or the client, so I will try to change it.””*

5.2.1.7 Lessons learnt concerning the reflective community platform

(See section 3.3.1 on to what extent the reflective community platform became a place at ZRSZ)

From the data described above we can see that the reflective community changed its basic direction within the two years since its launch. Originally it was intended as a tool that enhances vertical and horizontal communication in ZRSZ in the form of a Community of Practice. During one year moderators tried to stimulate an active writing and commenting behaviour of community members; new groups established, first discussions sparked but never sustained. Missing time was mentioned as one key barrier and related to that the fact that writing experiences down, so that they are “correct” and openly shareable, was perceived as an activity

which requires special effort and time. Also a high number of community members was requested to keep this activity alive. However, with the recent activity of around 100 unique users logging in each week, being 25% of the total user base, in our view the community has enough interest at the moment, that it seems to be possible to reach a state of being self-sustaining. However still, this activity is mostly generated with interviews posted by a moderator.

During 2017, we analysed the interventions of trying to move the community towards the status of being self-sustained.

With the introduction of the peer coaching online course and the invitation of an expert in work with drug-addicted unemployed to answer questions on the platform a change was initiated in the taken approach. The platform turned into a place that provides relevant content for counsellors' day-to-day business and invites to reflect on this initial content. While initial topics were not related to the core business, they helped to create trust in the community and establish the platform as a valuable learning tool also amongst managers. With the integration of information on the legislation change and ZUTD the first time a business aspect was communicated to the - at this time nearly - 400 users of the platform.

The turn towards an event-based community encompassed a decrease in moderation activity targeted at motivating individual counsellors to become active in the reflective community. The moderators focused more on planning specific events (e.g. interviews posted) to generate interest. This decision was also reached as two moderators do not scale well for over 400 users. So far, the data suggests that the activity in the last few months was sufficiently interesting for counsellors as the activity increased. Also the positive feedback from the questionnaires shows the platform's value to counsellors. It became a place with relevant information that is used in practice, stimulates exchange on challenges with colleagues, a better understanding of certain situations and problems as well as a change in behaviour.

This turn does not mean that counsellors do not appreciate the experiences of their counsellors any more – the feedback to the questionnaires shows that this is well perceived and an important part of the platform. Only that it does not stand first by its own any more but is rather stimulated by the expert content provided to the platform.

In this aspect, activities like hiring an external expert to advise on questions concerning drug-abuse cases are planned to be kept, as we observed a lot of interest. From the latest survey we know that users log-in to the platform once per month or every two weeks – an event every two weeks seems to be a good strategy in this regard.

Back in 2016 when we conducted interviews with counsellors using and not using the reflective community platform (see D[2-9].3 section 4.2), we often received the feedback that the activity on the reflective community platform is not high enough for them personally in order to be interested to participate or engage in frequent reading. Now in beginning of 2018, we can report that the majority of counsellors are registered on the platform, and we can see that a higher portion of users is logging in each week than before.

We also often received the feedback that counsellors are hesitant to post questions regarding their work as others might perceive this that they do not know how to do their job. This holds especially true for *older* topics, like how specific laws are being incorporated. Thus, in future, we plan to focus on *new* topics to support and facilitate discussions. These *new* topics encompass e.g. new laws (group ZUTD) as well as topics around competency-based counselling (see also section 5.2.1.8). The positive feedback from questionnaire respondents on such specific topics like ZUTD or working with difficult client strengthens this approach.

Looking into factors that draw the users' attention to the platform we can see that the inner motivation to do so is the most important motivator and thus confirms again the value of the platform. But also moderators are doing a well-perceived job via e-mail invitations and intranet

news, discussions between colleagues supported the interest in the platform, while managers are less important motivators. As the platform is based on bottom-up and voluntarily participation, too much pressure from the management could also have negative effects.

Reflecting the role of the moderator we detected some skills that are required for this role: we realized that an open mind set and flexibility, as well as the will to continuously change perspectives and question the value propositions of the platform is important to keep it a lively, adaptable instrument that supports counsellors in their changing professional identities (see the shift taken towards more expert content). In our case the journalistic skill to conduct interviews with experts and summarize them in the form of short articles was key as well. And then in requires a facilitator with high skills in actively listening, who is in continuous and close relations to the counsellors and understands their information and learning needs.

Finally, we can conclude comparably to the cases in CES and DWP that the incorporation of new learning practices takes time and many small steps that require continuously collecting feedback of the stakeholders involved and adapting strategies to continuously evolving and changing needs.

An extensive analysis on possible factors affecting the adoption of the reflective community of practice was conducted for both Slovenia and Croatia and was published on the Communities and Technologies 2017 conference (Blunk & Prilla, 2017b). This topic is stated in more detailed in section 3.3.1 and chapter 4.

Evaluation Matrix of the Reflective Community Platform in 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. The reason for this reduction is the following: the number of involved users in this type of intervention is continually growing, while some of them started to use the Reflective Community in February 2016, others joined just shortly before publishing this report in April 2018. When we look at the usage behaviour and analyse the perceived impact of the platform, for some users the impact of the community might have a “long-term” effect while for others it is still an “intermediary” outcome. Both categories are summarized as “outcomes” and show interesting insights in how far the community starts to influence the daily working practice of counsellors and managers.

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



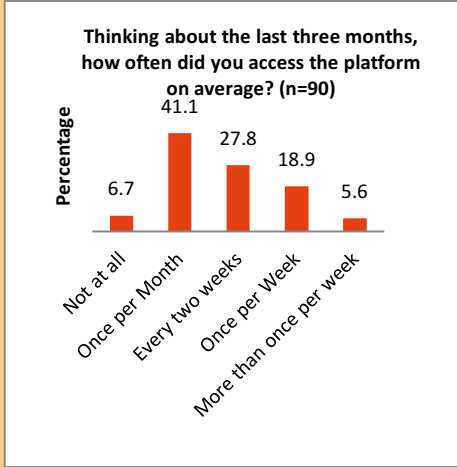
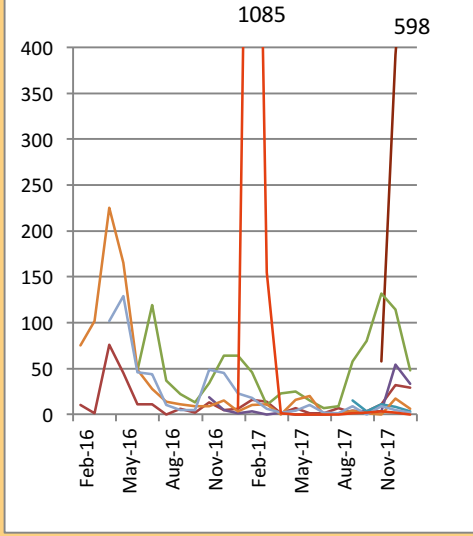
Reflective community platform statistics (From: 04.02.2016 (workshop date) to 31.01.2018 (analysis for deliverable of year 4))










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.



Feedback questionnaire distributed in February 2018: 85 completed questionnaires

	Individual Learning & Development	Collaborative Learning & Development	Internal Processes	Customer satisfaction							
Outputs	<p>Participation indicators:</p> <p>No. of users: 429</p> <p>No. of moderators: 2</p> <p>No. of offices represented: 66</p> <p>Biggest employee groups: Counsellors for Employment & Youth Unemployment</p> <p>Time of usage: Peaks on Thursday (no clients)</p>  <p>Thinking about the last three months, how often did you access the platform on average? (n=90)</p>	<p>Users collaborate in the 8 biggest open learning groups on the following topics:</p> <p>Read-events / per month</p> <ul style="list-style-type: none"> Legislation change (414 members) Off topic (385 members) Topic of the month (384 members) Professional exam (155 members) ZUP (no reason for despair) (147 members) Generation XY (60 members) Long-term unemployed (61 members) 	<p>Reflective Community as approach to reach organisational objectives:</p> <p>The strategy paper, which was created for the platform launch, links the platform with organisational objectives and provides guidelines to participants: It describes the purpose of the Learning Platform in ZRSZ, describes foreseen processes, management expectations, objectives to be reached and guidelines on how to behave.</p> <p>Challenges in the organisational environment to overcome:</p> <p>Users feel to be judged (by other users) when posting contributions on the platform. In consequence, they spent a lot of time to create well-formulated contributions, which is usually not the common in this kind of platforms.</p> <p>Users state that they lack time to use the platform next to work obligations (others find the time, which may lead to the assumption that this is rather a matter of perceived value)</p> <p>Users suggested to use the platform for information exchange on internal topics like:</p> <ul style="list-style-type: none"> - internal relations - health at work 	<p>Reflective Community as support of customer needs:</p> <p>Most learning groups, including the most active ones, are dedicated to the topic of “working with specific client groups” (e.g. Generation XY, Drug use and employment, long term unemployment); horizontal communication across spatial distances to improve client satisfaction has been established.</p> <p>Users suggested to further extend the content on the platform relating to work with unemployed, e.g:</p> <ul style="list-style-type: none"> • psychology related content • practices from other countries • experiences & guidelines 							
	<p>Participation varies like in other communities</p> <table border="1"> <thead> <tr> <th>User category</th> <th>No. of users</th> </tr> </thead> <tbody> <tr> <td>Active users (read and wrote at least one post)</td> <td>77 (26 of these only in the peer coaching context)</td> </tr> <tr> <td>Passive users (no write)</td> <td>302</td> </tr> <tr> <td>Inactive users (no read, no write)</td> <td>50</td> </tr> </tbody> </table>	User category	No. of users	Active users (read and wrote at least one post)	77 (26 of these only in the peer coaching context)	Passive users (no write)	302	Inactive users (no read, no write)	50		
User category	No. of users										
Active users (read and wrote at least one post)	77 (26 of these only in the peer coaching context)										
Passive users (no write)	302										
Inactive users (no read, no write)	50										

Outputs	<p style="text-align: right;">▮▮▮</p> <p>Average activities per week (without moderators and peer coaching course):</p> <ul style="list-style-type: none"> - 13,34 users log in and read at least 1 post (highest: 81, lowest: 0) - 2,07 posts written (highest: 28, lowest: 0) 	<p style="text-align: right;">▮▮▮</p> <p>Moderators have a large share in writing topics, users a large share in giving replies:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><i>Topics written</i></th> <th style="text-align: center;"><i>Replies written</i></th> </tr> </thead> <tbody> <tr> <td><i>Users</i></td> <td style="text-align: center;">41%</td> <td style="text-align: center;">78%</td> </tr> <tr> <td><i>Moderators</i></td> <td style="text-align: center;">59%</td> <td style="text-align: center;">22%</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: center;">110</td> <td style="text-align: center;">193</td> </tr> </tbody> </table>		<i>Topics written</i>	<i>Replies written</i>	<i>Users</i>	41%	78%	<i>Moderators</i>	59%	22%	TOTAL	110	193					
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	<p>Most important activities</p> <p>■ Voted in this rank by:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th>Rank</th> <th>Activity</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Rank: Reading special content</td> <td style="text-align: center;">42%</td> </tr> <tr> <td>2</td> <td>Rank: Reading others' experiences</td> <td style="text-align: center;">37%</td> </tr> <tr> <td>3</td> <td>Rank: Discussing with others</td> <td style="text-align: center;">38%</td> </tr> <tr> <td>4</td> <td>Rank: Sharing own experiences</td> <td style="text-align: center;">54%</td> </tr> </tbody> </table>	Rank	Activity	Percentage	1	Rank: Reading special content	42%	2	Rank: Reading others' experiences	37%	3	Rank: Discussing with others	38%	4	Rank: Sharing own experiences	54%	<p>Reply behaviour:</p> <ul style="list-style-type: none"> - A written topic received on average 2.75 replies (4,59 in answered threads) - 42 topics received at least one reply - 16 users (without moderators) created a topic, which did not get any reply 		
Rank	Activity	Percentage																	
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2	Rank: Reading others' experiences	37%																	
3	Rank: Discussing with others	38%																	
4	Rank: Sharing own experiences	54%																	
	<p>Counsellors enjoy the platform as:</p> <ul style="list-style-type: none"> - one place to find relevant information for their work - a voluntary tool they could engage with, without being forced to write something <p>The platform needs an extra registration process, which is perceived as extra effort</p>																		

Outcomes	Individual use of content (June 2016):  <table border="1"> <tr> <td>N=22</td> <td>agree</td> <td>N/N</td> <td>disagree</td> </tr> <tr> <td>The learning platform activities are useful to my day to day working practices.</td> <td>59%</td> <td>27%</td> <td>14%</td> </tr> </table>	N=22	agree	N/N	disagree	The learning platform activities are useful to my day to day working practices.	59%	27%	14%	Collaboration (June 2016): <table border="1"> <tr> <td>N=22</td> <td>agree</td> <td>N/N</td> <td>disagree</td> </tr> <tr> <td>It supported me and my colleagues in exchanging practices across offices.</td> <td>50%</td> <td>45%</td> <td>5%</td> </tr> </table>	N=22	agree	N/N	disagree	It supported me and my colleagues in exchanging practices across offices.	50%	45%	5%	Support of processes (June 2016):  <p>Platform is used to discuss work practices not defined by organisational 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.”</p>	Support of clients (June 2016):  <p>Discussing how to best serve clients Most of the topics discussed were centred on clients and motivational aspects, cost claiming for clients, working with clients and language barriers.</p>			
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Reasons to use the platform: getting information, exchanging experiences and personal improvement																							
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Individual benefits of platform usage are: <ul style="list-style-type: none"> information on novelties of particular working areas answers to professional questions examples of good practice insight into others’ understanding of novelties, their dilemmas and answers 	Concrete examples from users how the platform helped in their daily work: <i>“[It generated] satisfaction/relief that other colleagues face similar dilemmas, difficulties during their work with clients and also do not know what to do in certain moment“</i> <i>„Coaching and mixed opinions of other colleagues on the work with unemployed were of great help to me and the confirmation of the work so far“</i>	It became a place to find specific answers concerning internal processes: <i>“I was looking for information whether a person already within a period of notice and on sick leave has to register as an unemployed“</i>																					

5.2.1.8 Plans for sustainability

At the time of writing the deliverable, the project is actively working on obtaining a commitment from ZRSZ management to continue supporting the reflective community of practice. For this purpose, a meeting was conducted with management at the beginning of February 2018 and people responsible for the IT at ZRSZ in which the status of the community as presented here were present. This encompassed current usage statistics, as well as feedback from peer coaching activities and results from the interviews conducted earlier.

Because of the meeting currently two things are being done: On the one hand, a short questionnaire is being prepared to question users about their perceived benefit of the reflective community, and to assess how they used the community. The aim of this questionnaire is getting more insight both on how counsellors perceive the community, but also to get counsellors' ideas regarding future content. On the other hand, a strategy document is currently being prepared in which a roadmap of activities for 2018 are planned and mapped onto a timeline. This document then serves as a timetable for the time after EmployID concludes.

Currently the plan for future activity revolves on three pillars as shown in **Figure 27**. The basis of our sustainability approach is having clear management support and keeping moderators as an important source for new content. In order to enable counsellors to exchange experiences and to learn from each other, we plan to continue working with different groups. Currently both bigger public groups as well as smaller private/hidden groups (see section 5.2.1.1) are being used. We plan to continue this, and distribute our activities accordingly: e.g., current important topics, which are relevant for the majority of users, are being focused on in public groups, having a large share of all members. More specific topics which are concerning a small(er) number counsellors are being aimed at in smaller groups tailored e.g. to events like the external expert on drug-abuse related cases. Smaller groups who want to discuss specific things and often preferring to discuss privately are encouraged to form private or hidden groups.

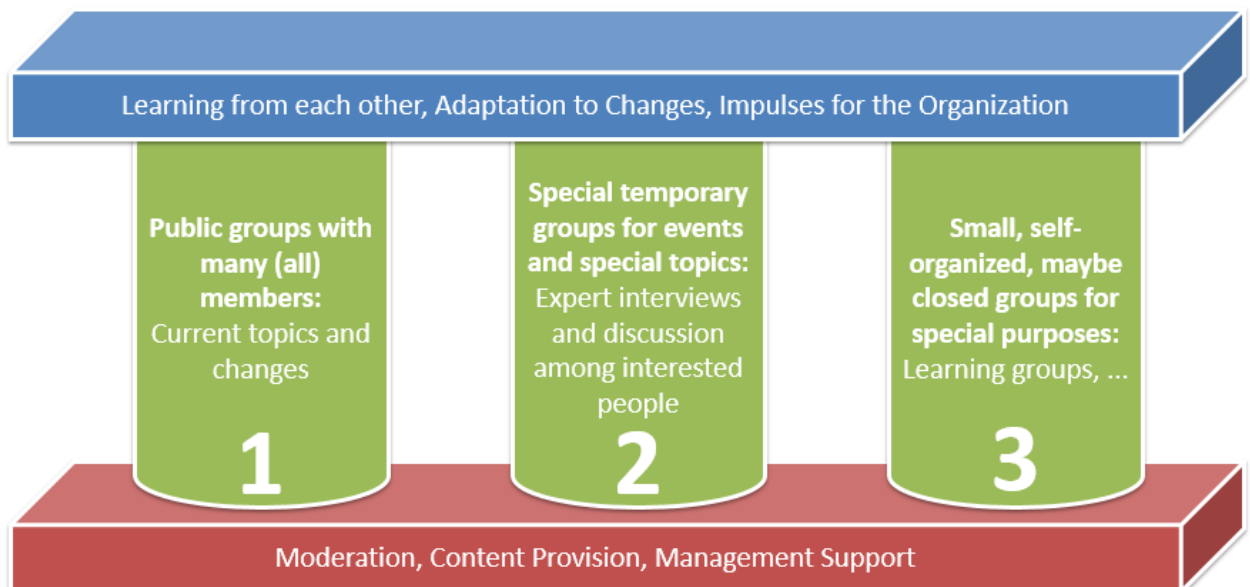


Figure 27: Sustainability approach for the reflective community platform in ZRSZ

For this year, we plan different activities, which can be hosted on the reflective community platform: As we observed huge interest in the peer coaching course, we are currently preparing for a second instalment of the course. This is then aimed again at users who are not knowledgeable about the peer coaching process or users who want to refresh their knowledge

about the topic. Additionally, the topic of Competence-Based counselling has a high priority in the organization in this year. As not all counsellors are familiar with this concept, this is also a very good example in which counsellors can form discussions.

The reflective community platform is perceived as an effective means for the smooth implementation of changes. ZRSZ plans to change the system of matching between job seekers and vacancies to competence-based matching. In order to assess the competences of job seekers and to support employers when posting a vacancy, a lot of new knowledge is required. We see the possibility to introduce competence assessment as regular bite size learning units and opportunity to exchange ideas and discuss. Additional to competence assessment the bite size learning units about dealing with difficult situations and communication strategies in dispute situations are being introduced to support daily work of counsellors and empower them. We trust the digital nature of the platform itself to affect the acceptance of further digitalization processes in ZRSZ.

5.2.2 Peer Coaching in ZRSZ

5.2.2.1 What were the challenges/goal

As already explained in the previous deliverable the peer coaching activities were identified as useful for the newly working youth counsellors in ZRSZ in order to learn about a possible coaching model for them to facilitate each other, but also to exercise basic communication skills for counselling.

5.2.2.2 Approach & process

Peer Coaching activities in ZRSZ started very early with a multiplier workshop for peer coaching in May 2015. The group of experienced trainers, coaches and supervisors learned about the EmployID peer coaching model with its process and skills. The idea was to have those participants as multipliers for future trainings on peer coaching and as supporting experts of facilitating peer coaching processes. Due some internal changes at ZRSZ the implementation of peer coaching was stopped at the point when those trained trainers were no longer part of the training project they were during the time of the multiplier workshop.

A further training in May 2016 was created for participants without any experience in peer coaching and few experiences in coaching skills. This training included more detailed information on the peer coaching method with its process and what is important to know about the concept. In addition, there were more exercises on the necessary skills. This was the same kick-off workshop held in CES and ZRSZ. As we expected the peer coaching method would be useful for them in order to discuss issues with difficult clients or their new role as youth counsellors the participants rather focussed on the peer coaching core skills we provided and used the peer coaching term only for discussion on the specific skills we identified as being basic to the method. The discussions on the skills did not end after the kick-off meeting, but were also part of the three-week online course that followed the kick-off a couple of months later.

The online course took place from 30th January to 6th March 2017. It was not directly following the workshop since the decision was taken to try to sustain the peer coaching online course for ZRSZ at the same time as introducing it and thus implement it into the reflective community platform with full-translation in Slovene language. The other reason for directly implementing into the reflective community platform then the sustainability aspect was the wish by ZRSZ to not have too many separate tools to log-in to and to have it all in a secure place within their intranet.

The feedback to the online course was very positive and participants required for even more training in the peer coaching core skills on the reflective community platform. Therefore, a list with exercises from several online resources was created for PES internal use. The facilitators of

the reflective community could freely decide on which exercise to post on the platform and if necessary adapt it to their specific context. The adaption was mainly on how to post the exercises for an online learning purpose and in order to fit best the target group. The list contained material already used in the online course, but also new exercises that can be used in training face-to-face but also online focussed mainly on emotional awareness, powerful questioning and active listening.

Seven peer coaching exercises have been posted in the reflective community platform. They were published every 15 days between 11th September and 15th December 2017. These exercises resulted in 197 forum reads and 376 topic reads (see Figure 28).

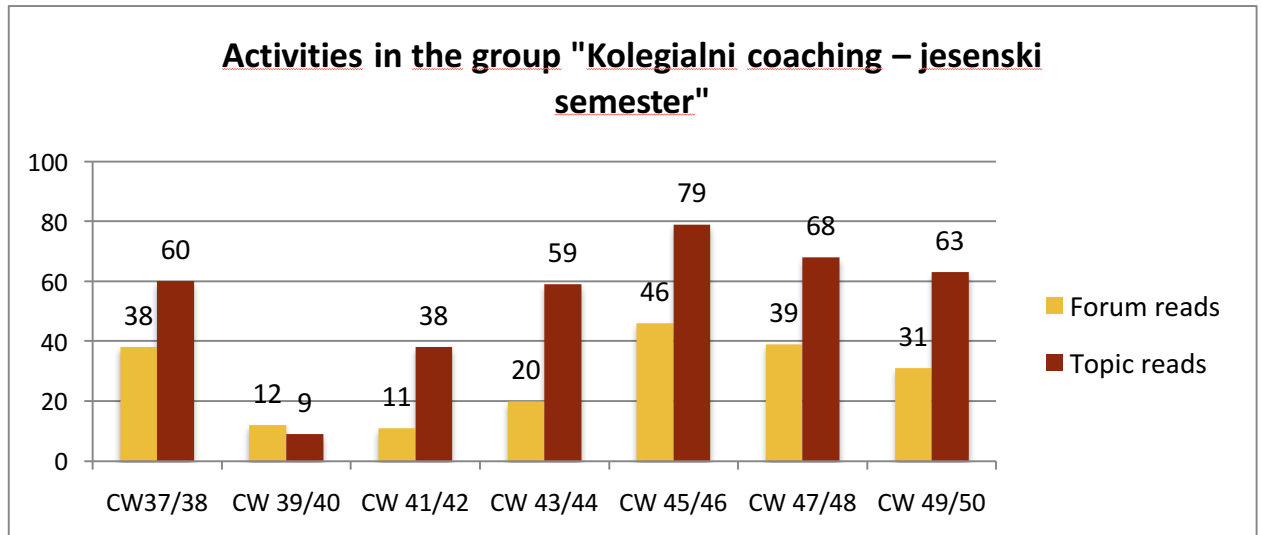


Figure 28: Seven peer coaching exercises on the Reflective Community in ZRZS

In December 2017 we checked for the clicks on the exercises on the so-called “useful” button, but there were not many. The exercises were the following:

- The first exercise was on emotional awareness adapted from the International MOOC when dealing with difficult people. The users were asked to reflect on characteristics they find annoying or have difficulties with in other people and were asked to name behaviours in order to deal with this. (38 forum reads, 60 topic reads)
- The second exercise was on powerful questions, given some examples to rate and discuss. (12 forum reads, 9 topic reads)
- The third exercise was an attention test focusing on the attention when watching, which is also necessary for active listening. (11 forum reads, 38 topic reads)
- The fourth exercise was again on active listening with specific sentences the users were asked to interpret and see if there are different interpretations. (20 forum reads, 59 topic reads)
- The fifth exercise was on intrapersonal awareness we added to emotional awareness where we asked the users to record their emotions in a specific time interval. (46 forum reads, 79 topic reads)
- The sixth exercise was again on powerful questions asking participants to reflect their favourite powerful question. (39 forum reads, 68 topic reads)
- The seventh exercise is again on emotional awareness asking them to focus on their emotions every time they move from their workstation. (31 forum reads, 63 topic reads)

5.2.2.3 Results (status) & evaluation

Since 2015 the peer coaching process and core skills were trained to ZRSZ counsellors via kick-off meeting, online course and continuous exercises – the evaluation of these interventions showed the following.

The workshop evaluation of the Peer coaching kick-off day 2016 showed very positive feedback from the perspective of the participants. They liked e.g. the explanation on “the way [how] facilitation works”, the examples of the trainers and exercises. But they also made clear that they “need more practice and time to come comfort”. They were highly motivated for more (“Wants to do it again”, “Keep on the good work”).

The evaluation of the three-week online course confirmed what we learned during the kick-off meeting – that the transferred knowledge was perceived as highly useful for counsellors. Especially the core skills that we offered as part of the training were perceived as highly relevant. From the 14 learners who answered the post-training questionnaire, interestingly all of them wanted to use the new skills with their clients and only three refer to their collaboration with peers. Active listening and powerful questioning were, as in CES, the most important and desired skills for counsellors. The main barrier to further apply the skills with colleague was time: the time that it needs to get involved in a peer coaching process.



*“I will use the knowledge during **daily counselling**. I will listen the client a lot, asking questions and not offering a solution, but wait until she finds it herself. I will direct the client towards positive thinking.”*
(Learner of the peer coaching online course, feedback from the post questionnaire)

Based on the learner’s feedback the additional exercises in core skills were prepared and implemented in the reflective community every 15 days. Although we can see that these exercises were regularly accessed by a relevant number of users (see Figure 28: Seven peer coaching exercises on the Reflective Community in ZRSZ) the provision of these exercises was stopped and replaced with the inputs about communication strategies in difficult situations, such as dealing with angry or disappointed clients. The needs for this topic emerged in different contacts with PES practitioners.

The moderators at ZRSZ changed the topic of exercises to tackling the difficult situation within the counselling process. ZRSZ got the opportunity to cooperate with an external expert who delivered short inputs and offered to coach the employees about their cases where difficult situations (in terms of communication with angry/sad/furious/ashamed... clients) appeared. The development of exercise learning from peer coaching to expert inputs and coaching proved to be well accepted.

5.2.2.4 Lessons learnt concerning the peer coaching

The peer coaching core skills are highly relevant and needed for work with clients. That was also one of the reasons why the training was offered to the group of youth counsellors who were not yet as experienced in counselling as other PES practitioners. The challenge lies in the implementation of the whole approach and not only in the transfer of coaching skills.

The peer coaching process requires the contextual setting (time, place, training, and support from management). This is very relevant in order to support the implementation of peer coaching practice in the organisation and as the focus in ZRSZ was on the reflective community, peer coaching activities had less attention, compared to CES for instance (in the next chapter we will also explain additional activities that were needed to make this run).

However, peer coaching activities had an impact on the learning culture of the organisation. Moderators observed that line managers became more sensitive to the needs of counsellors and expressed the need to offer supervision, meaning that they found time and resources to support the work of counsellors with the opportunity to reflect upon cases in group-settings.

We also learned that the time between kick-off, peer coaching online course, additional exercises etc. should be shorter as they have been, to keep the interest of learners high. As the interventions were developed “in-time” according to the needs of ZRSZ, breaks between interventions have been too big – but this is certainly a challenge of a research project, where we cannot use offers “out of the box”.

5.3 CES: Strengthening Professional Networks and Peer Support

Croatian Employment Service, similar to other European PES, face different organizational challenges due to high number of expectations coming from a highly complex context. In dealing with these challenges, the main resource of CES comes from the highly skilled CES employees, who are compared to other European PES, among the most educated ones. Further up scaling of skills and knowledge is nevertheless key for CES employees. Using only traditional methods of human resource development such as face-to-face training, workshops and other similar ways takes many resources (time, human, financial) from the organization and is not enough to tackle all the needs coming from employees. To address these challenges, CES management continually works on strengthening the internal e-learning system that starts to be widely used by CES employees. But in addition, the strategic orientation toward new technologies and experiences gained within the Employ ID project, opens up the path toward researching and experimenting with new methods for collegial support. Thus, the reflective community platform and the 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. In CES the EmployID activities focused mainly on implementing the peer coaching approach via several interventions, starting in 2016. Next to that the reflective community platform was implemented in 2016 and has at the beginning of 2018, when writing this deliverable, 157 users.

5.3.1 *Reflective Community Platform*

5.3.1.1 *Introduction*

As we described the research and design process with which we arrived at the current stage already in previous deliverables, this section serves as a concise summary of the process so far including references to the relevant section in previous deliverables containing more details.

CES joined the EmployID at a later stage and thus the work on this case began at a later stage. In February 2015, three workshops were held at CES to learn more about their context and to learn more about areas of possible improvements. The workshops were conducted with both counsellors and managers. The workshop results showed that both counsellors and managers expressed the wish for an improved means for internal communication within and across offices.

The EmployID project also recommended to make use of the reflective community platform. A detailed summary of the workshops can be found in deliverable D[2-9].2 section 5.3 and Appendix B in the same deliverable.

As we were working already in parallel with ZRSZ to create a reflective community platform, we used our knowledge gained from that case to adapt the community further for the case at CES. Thus, we recommended to start the reflective community platform in Croatia with a similar feature set as the reflective community platform in Slovenia.

The feature set of the reflective community of practice has been described in section 5.2.1.1.

5.3.1.2 Current State of the Community

In this section, we report on the current state of the reflective community at CES. At the time of writing, the community has 157 members. In this section, we also report on both log data as well as interview data.

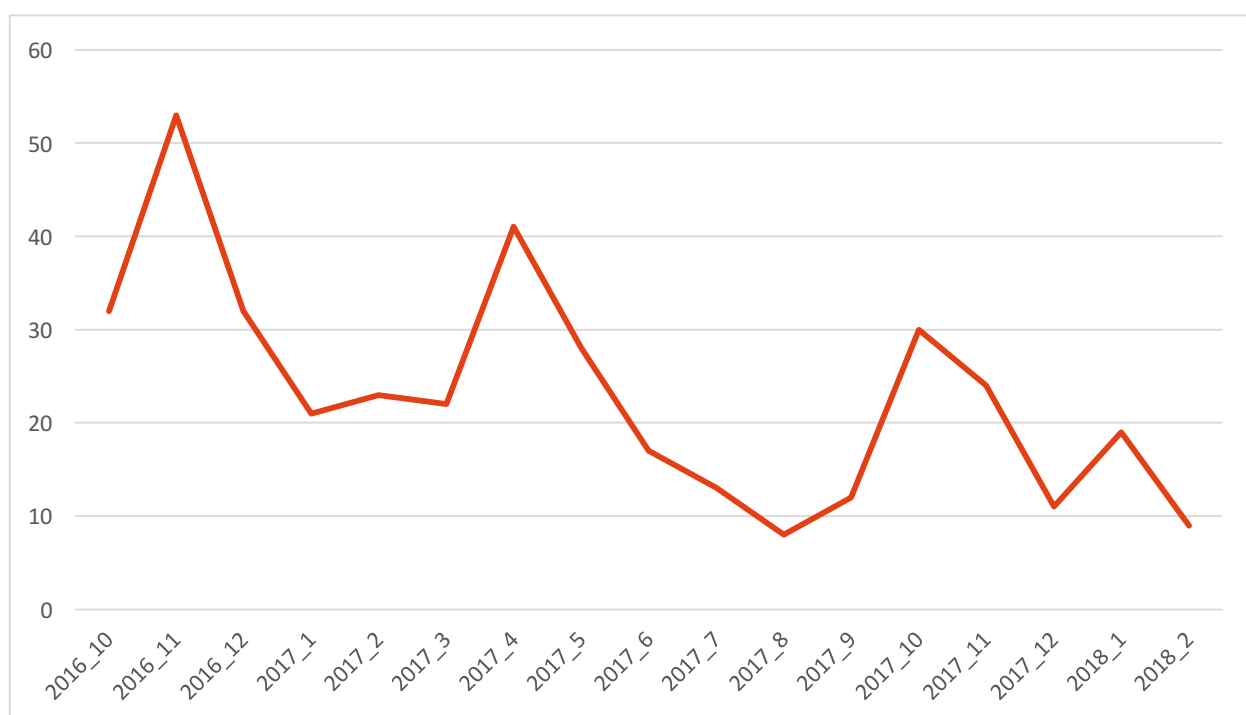


Figure 29 Number of unique users logging in per month in CES

Log Data

Currently the reflective community platform has approximately 10 – 20 unique users each week. As can be seen in Figure 30 there is a trend of decline over the course of 2017. The reflective community platform was in October 2016 in a workshop with over 20 users. Shortly afterwards colleagues at CES engaged in various activities to promote the platform and to encourage users to register and take part in the discussions. For this, our colleagues at CES invited different groups of counsellors, e.g. CISOK counsellors who are distributed over several offices throughout the country, to the platform. These activities explain the sharp increase near the end of 2016. Over the Christmas and New Year vacation period this activity declined.

In April 2017, further efforts were made to activate counsellors and to encourage them to contribute in the discussions. In April 2017, an e-mail invitation was sent to all of the CES employees to join the reflective community platform. It was sent from the highest management – the Office of Head of CES. The EmployID team at CES wrote the text of that e-mail message,

explaining the purpose of the reflective community platform, current content, link to the platform, whom to contact in case of questions and attaching a document explaining the registration process. At that point of time, the organization was working on new Active Labour Market Policies (ALMP) and we encouraged users to discuss the application on these new ALMP. Additionally, new topics for the CISOK counsellors were proposed and created generating interest.

A second peak of usage was in October and November 2017. In this period, multiple activities happened. On the one hand, another invitation email was sent out to users who participated in the peer coaching online course. On the other hand, a reminder was sent to others who had not previously participated. During that time, central office organized and implemented (as well as financed) external trainings for career guidance practitioners in order to increase their professional skills – this was perceived very well from the point of view of users. Additionally, there was a presentation of the EmployID project at the annual conference of Croatian psychologists where a member of the EmployID team presented the reflective community platform. Some of the counsellors from CES participated at the presentation as well.

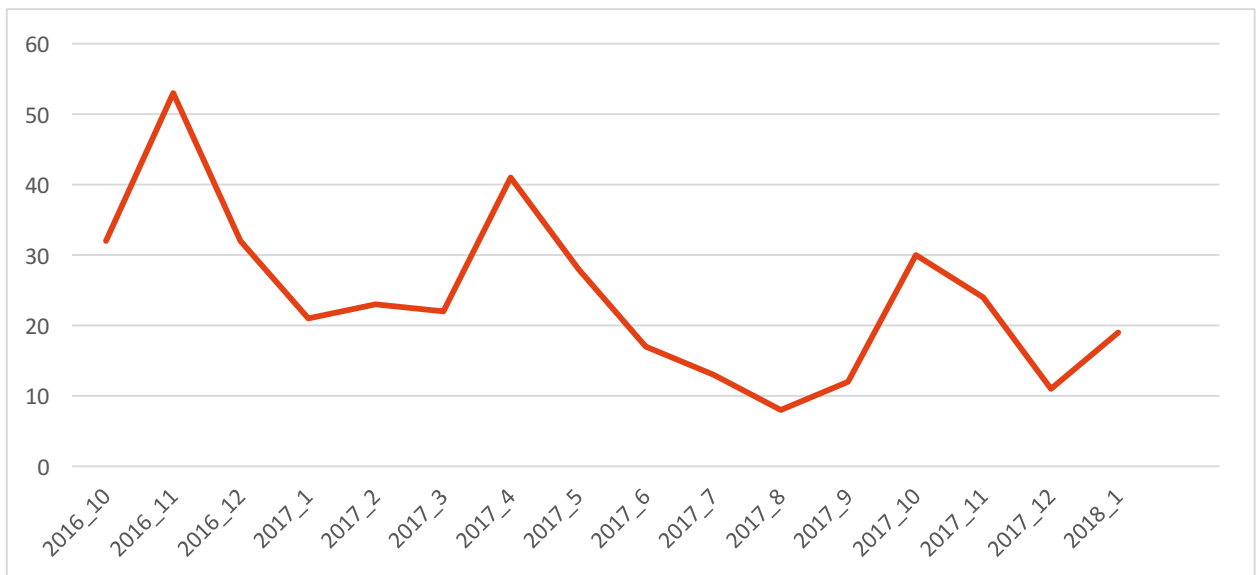


Figure 30: Number of unique users logging in per month in CES

This increase in advertising the reflective community platform (external event, internal emails, peer coaching course) also had an impact on the reading activity in the forum as depicted in Figure 31.

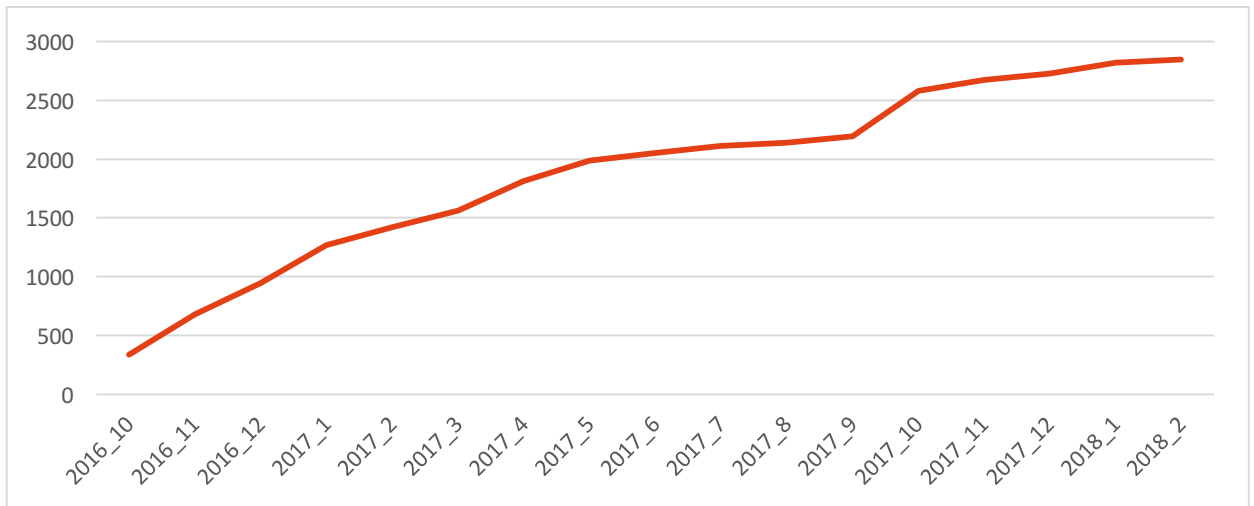


Figure 31: Cumulated number of read events per month on the reflective community platform in CES

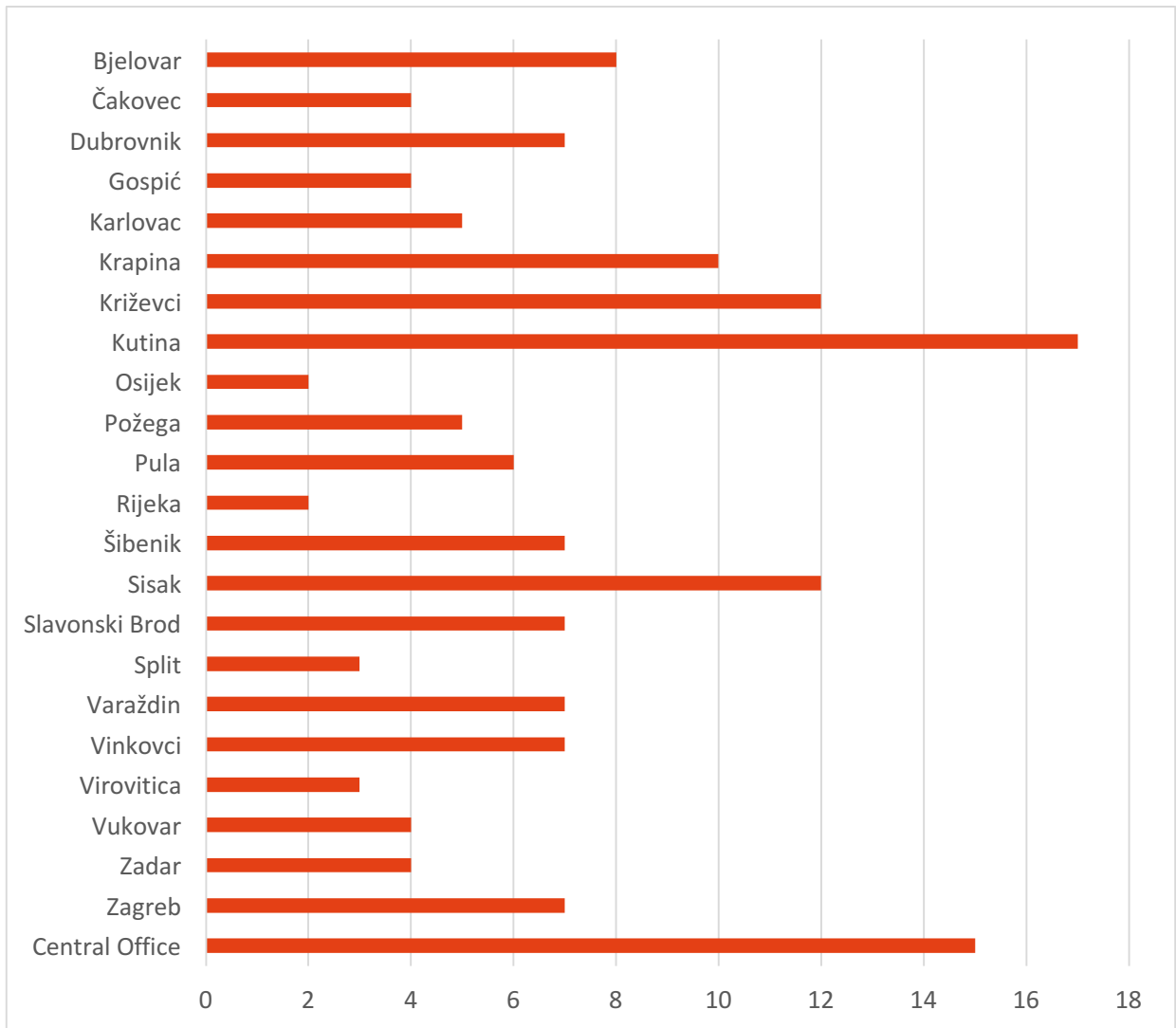


Figure 32: Number of counsellors registered per region (in absolute numbers) as of January 2018 in CES

Based on Figure 32 we can see that a wide range of regions are represented in the reflective community platform. As we do not have an overview of the number of counsellors in each region, the graph only shows absolute numbers. It still shows that the reflective community platform helps to connect different parts of the country.

In comparison to ZRSZ, there are fewer groups present on the reflective community platform in CES. There is a common group in which everybody is registered, which is intended for general topics (“Grupa za sve”). As new members are automatically registered into this group, it also shows the member count of the reflective community platform over time. We can see here again the efforts of activating users and inviting entire groups of counsellors as the number of members increased strongly in the first two months. Afterwards the increase of members slowed down. In March and April of 2017, there was another larger increase of 30 new members, joining due to the efforts on activating users with the topics around ALMP.

The other groups on the platform are quite small with around and below 20 members. This might indicate that groups are very focused on special topics, which are only interesting for a few members. When comparing this data to ZRSZ it is also important to note, that the overall member count at CES is lower. Nonetheless, data shows that the majority of counsellors are part of only very few groups and that the majority of discussion groups has a low member count. This implies that the majority of members might not actively follow discussions.

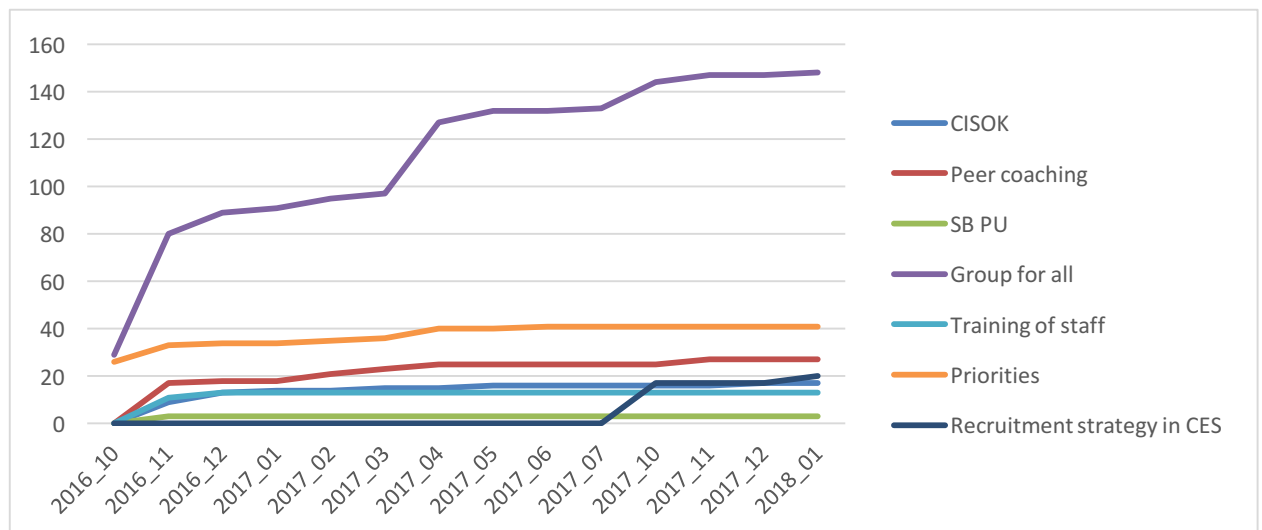


Figure 33: Cumulated number of members per group per month in CES

Figure 34 shows the cumulated amount of reading events in each group. From this chart, we can see that some groups are quite active: the group with all members (“Grupa za sve”) and the group for CISOK counsellors. This group of counsellors is distributed throughout the country and has created a private group to discuss their work. This group is also quite active in terms of discussions and reading. Other groups only had very activity when the group was created and then the activity subsided.

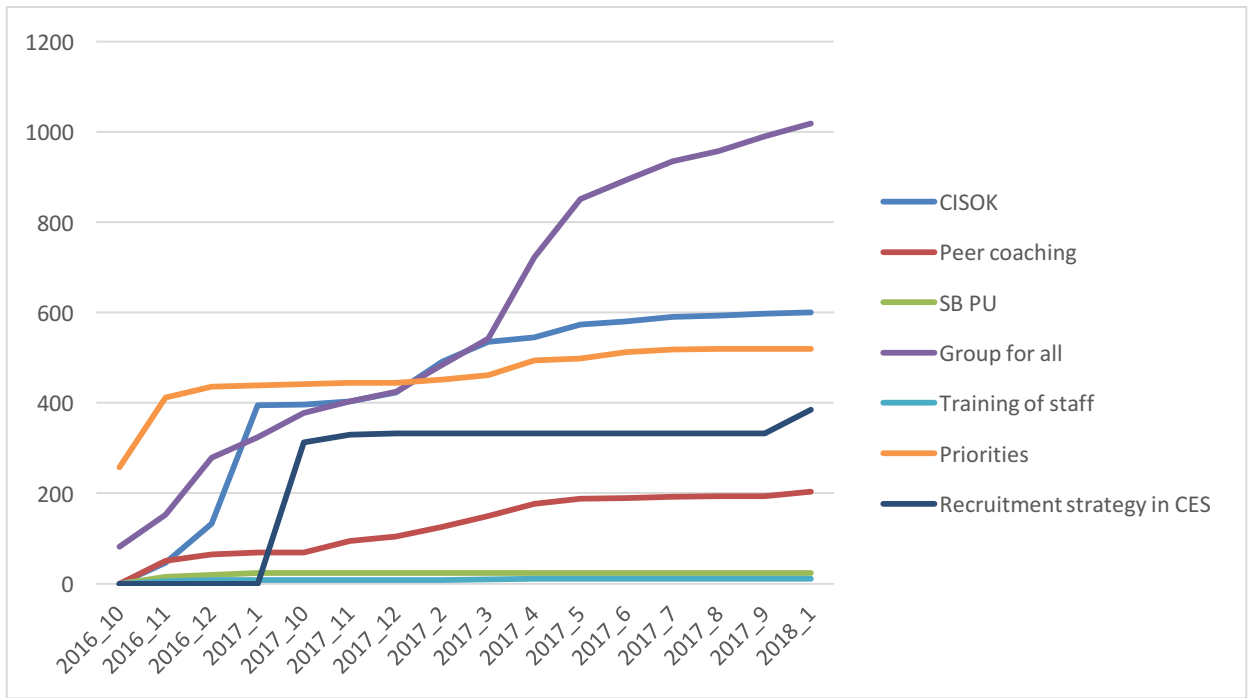


Figure 34: Cumulated number of read events per month per group in CES

Based on Figure 35, we can see that the community has only little activity over time. However, the graph also shows that the majority of topics are written by users and not supplied by moderators. Thus we can see that users might have the feeling that they are able to share their thoughts and feelings. In terms of replies, this difference is even stronger as users are writing more replies than moderators. Overall, we can note that this community is less moderator-centric than ZRSZ.

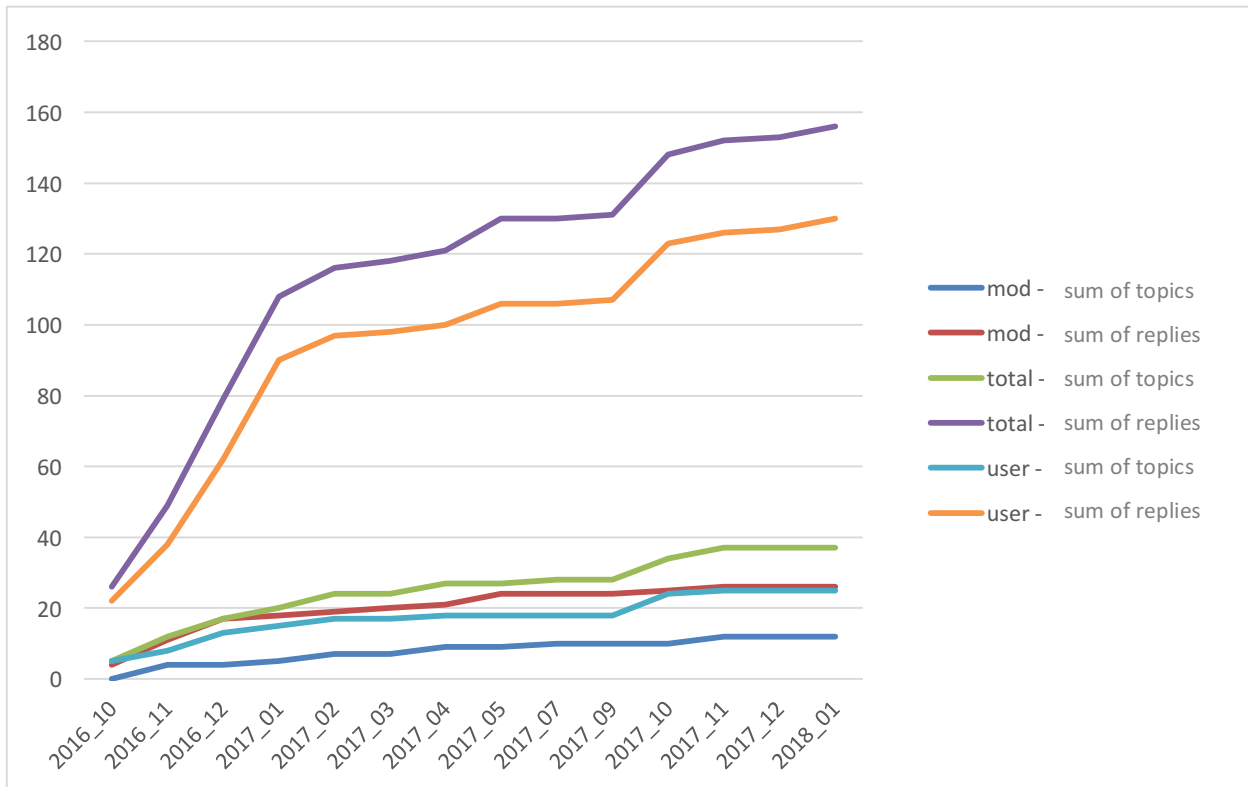


Figure 35: Cumulated number of topics and replies on the reflective community platform in CES.

The graph shows how many posts were written by moderators (“mod”) and regular users. Additionally, the total of both groups is shown.

5.3.1.3 *Results from evaluation and impact assessment*

Interview Data

(A comprehensive interview report is located in Appendix B)

Beginning of 2017 we conducted interviews with users and non-users of the reflective community platform at CES.

Users who liked the reflective community platform enjoy it because it allows experience exchange on a level like workshops except the exchange is conducted online rather than face-to-face. It also helps them find information easier than in the knowledge management system created by CES. Here users also appreciate getting answers from real counsellors rather than from employees at the central office, who are sometimes not involved into daily counselling.

Almost all users stated that they are currently facing a lot of time pressure preventing them from accessing the reflective community platform more often. One user resorted to coming to work earlier in order to have more time to read through the reflective community platform. Another user keeps a list of topics she wants to discuss in times when she has more time.

People who rarely use the platform mainly use it for reading activities. This activity is still desired from an organizational perspective as those users who are engaging in reading are still learning from the discussions their colleagues are having (E. Wenger et al., 2002; Etienne Wenger, 1999).

A few participants state that other communication methods like phone, email, talking directly in the office are quicker to use and quicker to obtain an answer than the reflective community platform. Thus, for urgent matters, they refer to those communication methods rather than using the platform.

Topics which were interesting / memorable for the interview participants contained the following themes: being threatened in the job, social benefits receivers’ unwillingness to work, various challenges in daily work and stories of success. Users reported also that they learned something from the discussions, especially revolving around the following topics: time management, possible data sources for data analytics, as well as taking photos in workshops. This shows that a wide range of different topics are being discussed.

Content Analysis

We are currently in the process of setting up a similar content analysis like the one conducted for the case at ZRSZ (see 5.2.1.6). At the time of this report two native speakers are being trained on the content coding scheme for collaborative content by Prilla et al. (Prilla et al., 2015).

5.3.1.4 *Lessons learnt concerning the reflective community platform*

In this section, we derive the lessons learnt from the perspective of the EmployID project setting up the intervention, as well as reporting on the perspective of moderators from CES.

Moderator Perspective

Suggesting different types of groups: moderation and motivation activities from the whole CES EmployID team included offering people information about different ways of forming a group: small or large groups, hidden, private or public groups. Often, after forming small groups, people realised that some other tools are more efficient for discussions (e-mails, online meetings etc.), some hidden or private groups do not get new members and that is why some groups on the CES

cease to exist. Benefit is still there – people gave it a shot and explored reflective community platform.

Reactions to the e-mail invitations: keeping tracks of peoples' interest in reflective community platform through statistic reports there is always a bigger number of log-ins after some e-mail of invitation, information or reminder sent to a larger group of employees. This method has proven to be efficient if not used too often.

Content (text) about an interesting subject: there are many issues CES employees want to talk about and they express their interest on the subject(s) on workshops, meetings or in anonymous questionnaires. Led by the idea to fulfil the expressed need to deal with those specific topics, moderators and the EmployID team set highlighted those issues in the Topic of the month feature. In addition, new CES procedures and new Active Labour Market Policies were put into effect and people were given a chance to comment or ask about new CES working practices on reflective community platform. Both intentions led to a smaller amount of discussion than expected, as just a few comments were posted. In the face-to-face or telephone conversations about why the reflective community platform is not being used more, the following replies were received:

- regarding ALMP: they need answers very quickly so it's easier to make a call, or they need to have their question documented in an e-mail correspondence;
- regarding other topics that were offered: people did not want to write about something they are not sure how to do (there's difference in speaking about a problem or put it into writing), they don't have time or they don't want others to think they have free time on the job to read and write on the platform. Currently the engaging on work related discussions in the reflective community platform is still not perceived as "real work".

EmployID Perspective

(See section 3.3.2 on to what extent the reflective community platform became a place at CES)

From the data reported above, we can see that the community has very low activity and did not yet reach a status of being fully self-sustained. At the moment, there are only roughly 3-10 people logging in each week without much writing activity.

Interventions of moderators did not help to let a self-sustained community emerge, and similarly to ZRSZ the decision was made to move to a form of an event-based community, which is being used in the context of specific events. Moderators got the feedback, like in ZRSZ, that asking counsellors directly led to the feedback that contributing feels like a favour to the moderator.

An extensive analysis on possible factors affecting the adoption of the reflective community of practice was conducted for both Slovenia and Croatia and was published on the Communities and Technologies 2017 conference (Blunk & Prilla, 2017b). This topic is more detailed stated in section 3.3.2 and chapter An extensive analysis on possible factors affecting the adoption of the reflective community of practice was conducted for both Slovenia and Croatia and was published on the Communities and Technologies 2017 conference (Blunk & Prilla, 2017b). This topic is more detailed as stated in section 3.3.2 and chapter 4.

5.3.1.5 Plans for sustainability

At the time of writing, a presentation for management is being prepared based on the interview and log data analysis reported here in the deliverable. The presentation is important to get feedback of the management and to create decision on future of the Community of the platform in CES. It is important to note that the management changed during the implementation of project activities and all plans and activities we initially had with the platform should be adjusted according to new directions and needs of the management.

5.3.2 Peer Coaching in CES

5.3.2.1 What were the challenges/goal

The objective in CES was to implement peer coaching into their work practice. There were no specifications from our side on the specific PES practitioners target group (e.g. job/guidance counsellors, management (middle, higher), trainers, HR specialists), on how often they need to do peer coaching sessions (e.g. once in a month, every half a year, every week etc.), and on the way they do peer coaching (e.g. face-to-face, online (with or without our tool)). We were open to the outcome since we expected to adapt things during the process to fit best the CES needs and wishes. During our work, the focus went more from PES practitioners to those who are responsible for training in CES in order to have a group of people who are able to sustain the training after the project ends.

5.3.2.2 Approach & process

Our offer at CES included the online course at the kick-off workshop, the online-course on the EmployID Academy, the train-the-trainer workshop, the mutual learning event (only moderation), additional exercises for usage on face-to-face training or on the reflective community platform and a final peer coaching facilitator workshop. We will give now a short overview on the approach and process.

From the beginning of the process of implementation of the peer coaching activities in CES, different types of trainings and workshops have been organized. The first type of the activities were directed to the practitioners and managers - such as workshops - to introduce basic principles of peer coaching, and the online course where participants could explore more deeply this topic and get chance to use and practice the peer coaching skills.

After the online course was finished on the EmployID Academy the course content was transferred to CES internal learning management system (LMS) as a self-learning course. The modifications that were necessary in order to transfer the content from one system to another were carried out by CES themselves. In their platform, new chapters open up when the old ones that are currently available are completed. Although it is for self-learning, there is a forum for discussions and interaction. The course is a sustainable resource now within CES LMS.

The other strands of the activities implemented in CES were directed to most experienced trainers who create and deliver trainings to the CES employees. Main aim of these interventions was to strengthen trainers' skills and competences in peer coaching process/method so they can develop and implement the method further in CES (e.g. train-the-trainer workshop in beginning of 2017). Due to positive results of the intervention so far, it is worth mentioning that CES trainers are very motivated and engaged to sustain the method in CES and to explore other branches of business processes where peer coaching could be implemented.

The train-the-trainer workshop focused on additional knowledge and skills of EmployID peer coaching. Another goal was to discuss and brainstorm on possible ways how to implement peer coaching process into business processes (such as mediation, career guidance etc.) and into everyday work of CES practitioners. It was a two-day' workshop with focus also on skills to provide peer coaching training within the organization without the EmployID project. These skills include being able to:

- “introduce the EmployID peer coaching process and its core skills,
- perform EmployID peer coaching in the three different roles,

- use didactical skills to organise and carry out training on EmployID peer coaching,
- focus on basic conflict resolution skills, and ethical practice,
- review and assess the impact of the training from differing perspectives.” (from the flyer with the agenda of the event)

In order to further develop and sustain the peer coaching method and skills for Croatian Employment Service, in September 2017, a mutual learning event on peer coaching was organized in the Croatian Employment Service premises in Zagreb for the three PES involved in the project (DWP, ZRSZ, CES).

The aim of the meeting was to exchange knowledge and experiences in applying the peer coaching method and ways through which the basic skills and methods can be implemented into existing employee training system. Additionally, the meeting enabled the participants to exchange other activities and initiatives in the system of continuous professional development of staff in each organization. One of the results of the meeting was also setting up priorities for the further work on the implementation of the peer coaching method in CES, as well as the list of actions for carrying out those priorities. Identified priorities for the further work on the implementation of the peer coaching method in CES:

- to implement the peer coaching method in the existing CES training program;
- to identify areas that could be supported by the peer coaching method;
- to identify resources in the organization (time and human resources).

After the mutual learning event an additional one two-day workshop was organized for CES employees only, attended by experienced trainers and representatives of the Training Department additionally trained in the peer coaching method. The aim of the workshop was to revise and improve the existing CES five-day training course and to enhance it with additional exercises and topics related to the peer coaching method and process.

In more details, the existing curriculum for *“Improving the professional approach towards clients”* training was enhanced and improved with peer coaching skills, on one side, and peer coaching process on the other. This training is set as a five-day course (a follow-up to the three basic training courses) with the purpose to upgrade skills and knowledge CES practitioners use in everyday work with unemployed persons and employers. Peer coaching was implemented in curriculum on two levels: (1) as a set of useful skills for communication with colleagues as well as working with clients and (2) also as a helpful process and method in dealing with job related problems. In addition to the existing curriculum were exercises in topics related to active listening, asking questions and dealing with annoying personalities. Training is enhanced with new topics: powerful questions and emotional awareness were introduced, and participants are now given the opportunity to learn about peer coaching and practice the process.

One important aspect of sustainability in CES is the online course on peer coaching that has been implemented into the CES e-learning platform (a virtual place for CES online and combined education programmes) for further use.

Moreover, in December 2017, a group of 11 CES practitioners participated in five-day re-designed training course. Response during training course, fulfilment of the goals set for the training and answers in the validation questionnaire showed high satisfaction with the training content and their big interest in peer coaching.

Due to positive personal experience of trainers in using the peer coaching method and feedback of the practitioners when receiving information and knowledge on peer coaching, the method was

used in *The annual meeting of trainers* as a problem solving method for resolving and identifying challenges that CES trainers deal in their work.

CES used two of the provided exercises on the reflective community platform with the focus on powerful questioning. They used the internal sheet with exercises as an inspiration and modified the exercises to fit their training offers. Five of the offered exercises were transferred to their training curriculum in this way. They have already a very large range on exercises on active listening so they focused more on the emotional awareness and the process itself.

In April 2018, there will be last EmployID two-day workshop on peer coaching & identity transformation. For the peer coaching workshop day, some of the participants from the train-the-trainer workshop will receive feedback on their role as peer coaching facilitator in the peer coaching process and learn how they give each other feedback. Furthermore, they get time to exercise peer coaching sessions with trainers and can raise their questions directly to the experts. This activity should sustain peer coaching in CES through the experienced and exercised trainers.

5.3.2.3 *Results from evaluation and impact*

As can be seen from *the above description the peer coaching skills and process have been integrated into the existing CES learning and reflection processes in manifold ways. An overview of activities and related evaluation is shown in the following figure:*

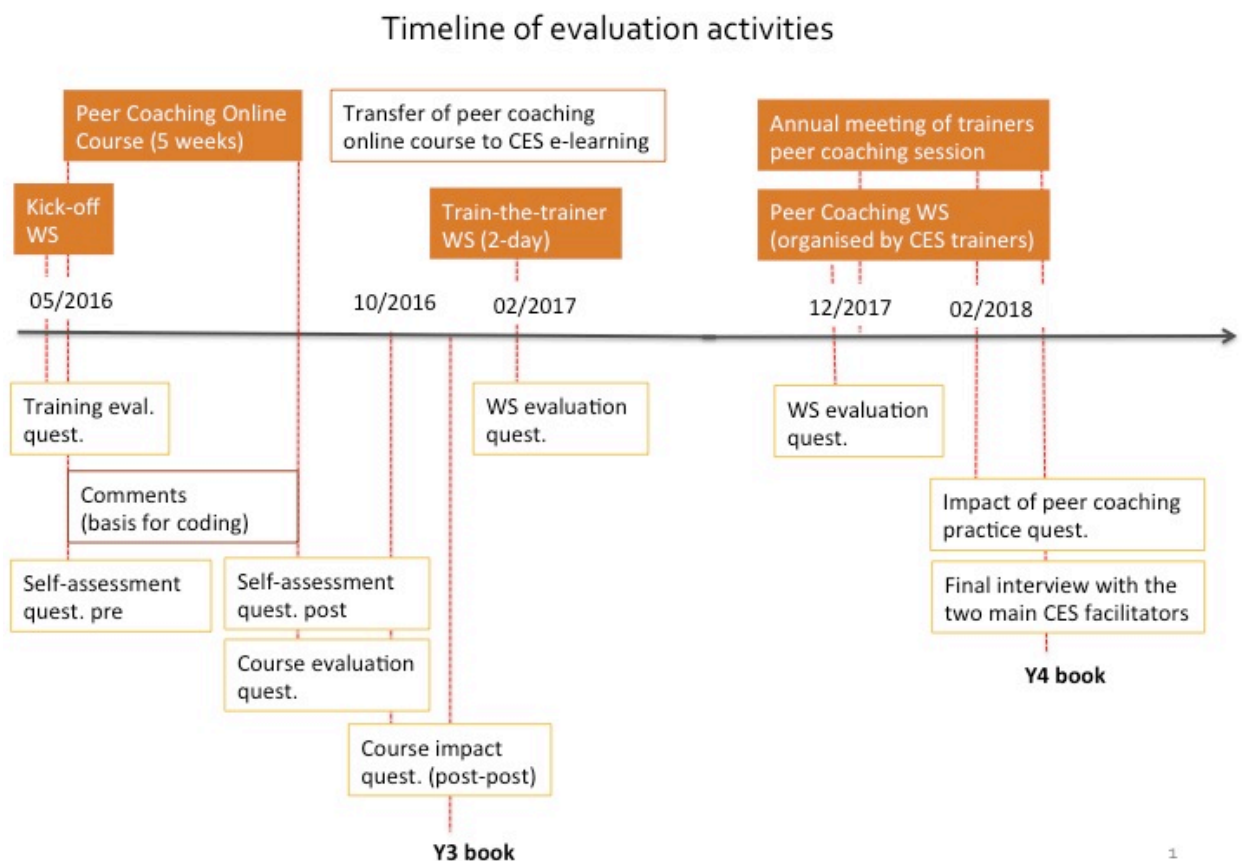


Figure 36: Timeline of evaluation activities for peer coaching in CES

The output, interim and first long-term results of the kick-off meeting and online course were presented in the EmployID Y3 Book. To make the main lessons learned from these initial outcomes “user-friendly” we created the “user-friendly evaluation infographs”, which were distributed to all participants of the online course.

Peer Coaching Skills

via Online Social Learning



Who?



Croatian Employment Service (CES)

Participants?

83 PES Practitioners

Facilitators?

2 Moderators (kick-off)
3 Technical Support (online course)



How?

One-day kick-off workshop
Three-weeks of online course

Why?

- 1 Support the development of **peer coaching** skills as a means of problem-solving at the workplace amongst Public Employment Services' (PES) practitioners.
- 2 Enrich the support of Public Employment Services' (PES) clients by increasing practitioners' skills in powerful questioning, active listening, emotional awareness and growing mindset.

Resources?



- Multimedia mix of videos, images and textual material
- Discussion forum for learners
- Quizzes and exercises

This type [of coaching] refers to a specific form of coaching carried out among colleagues.

Outcomes



1000 Comments exchanged among 83 practitioners

At the end of the course practitioners in CES stated:

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%

n=68

And... even more positive reactions in Public Employment Service of Slovenia (ZRSZ):

We carried out the peer coaching course and the reactions there were even more **positive**.

I feel confident to apply the knowledge in my daily work.

100%



0%



0%



I feel confident to participate in a peer coaching group.

85%

15%

0%

n=14



Immediate Impact

Before vs After

Questionnaire before the start of the course and 3 weeks after the end of the course.
(1=not at all; 5=almost daily; n=63)

Significant increase in frequency of collaborative reflection.



I directly ask my colleagues for feedback to my work.

I discuss with my colleagues possible solutions to work-related challenges.

"Solutions to problems are sometimes very simple, all we need is help from colleagues to become aware."

Significant increase in frequency of individual reflection and adaptation.



I actively seek opportunities to improve my work practice.

I learn from thinking about past activities.

I adopt changes to work practices when the need arises.

"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."

Sustainable Impact - 4 months after

68%
n=53

I could already apply "active listening" in my daily work.



"Recently I had a client who is basically interested in everything, but in the end always finds 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."

40%
n=53

I feel motivated to participate in a peer coaching group.



"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."

38%
n=53

I could already apply "powerful questioning" in my daily work.

Key for Success



1. Dedicated time for peer coaching
2. Managerial Support
3. A location and infrastructure to conduct peer coaching

The recent evaluation activities focus on the new interventions. We conducted a training evaluation of the two workshops, which were offered in 2017 and we prepared another questionnaire that focused on the impact of the peer coaching practice.

Train-the-trainer workshop evaluation

The mentioned train-the-trainer workshop in March 2017 was evaluated with our workshop evaluation sheet.

All 13 participants filled the evaluation sheets. From the 13 participants, 7 were PES practitioners, 3 were coaches, 12 were trainers and 2 were HR specialists (one participant took several roles).

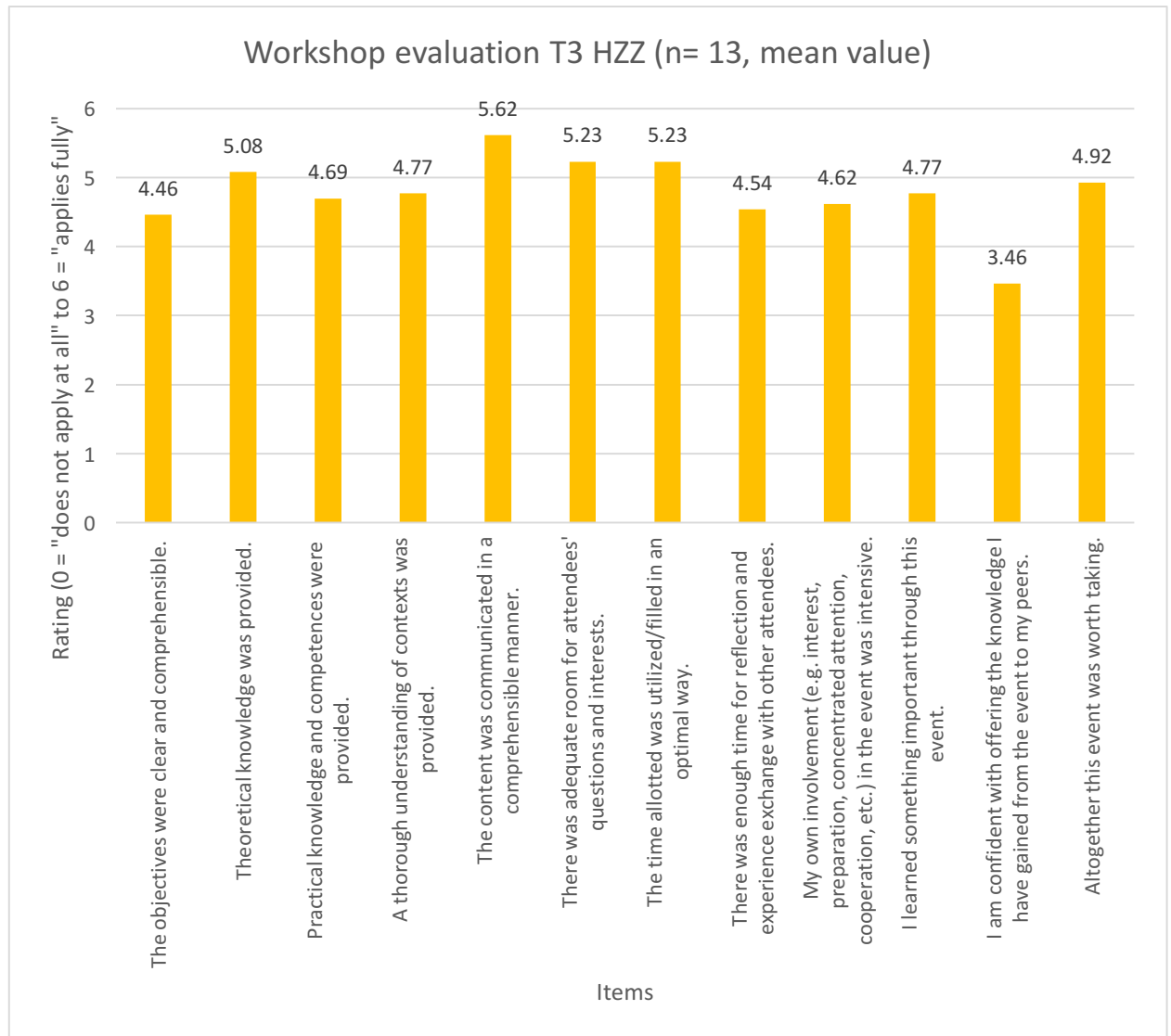


Figure 37: Workshop evaluation, all items (n= 13, mean value)

As can be seen in Figure 37 one of the items was rated much lower in comparison to the others. The item "I am confident with offering the knowledge I have gained from the event to my peers." With a mean value of 3.46 was not expected to be so low. This became clearer when reading through the answers in the open questions and can be somehow related to the phenomenon we observed when asking about the active listening skill in the pre and post-questionnaire of the online course where after the course the ratings were lower than before the course: The more participants learn about it, the more they become aware of the underlying complexity. Thus a -

one-off training event may not be enough to fully acquire a skill or being confident with explaining the peer coaching process to others. In addition, the group was composed of selected trainers who might be more critical in their view on the learning content, since they need to transfer it. They see that it is complex and need to be exercised and practiced in order to teach it to others.

The answers to the open questions were rich, so we summarized them in parts below:

When we asked them what they liked best they answered: “exercises and practice (especially the peer coaching process)” (6x), “visualisations”, “the growth mind-set part”, “discussions and examples”, “theory about the peer coaching process”.

Other comments were:

- *“The examples that were given were great at explaining of the use of the peer coaching method.”*
- *“Positive approach and input on interesting topic. I've learned what to do if I feel like moving.”*

When we asked them, what needs to be improved they mentioned: “more time for practice” (4x), “mistakes on the cheat-sheet”, “the relationship between skills and phases”, “less information on the project” vs. “more information on the project”.

Concerning the open comments someone highlighted that there was “not enough time for reflect & practice” and someone was “looking forward to the handbook”.

Peer coaching practice evaluation

As previous evaluation activities focused on the evaluation of the EmployID online course for peer coaching - an opportunity to learn and apply the **peer coaching core skills** - we concentrated this year's evaluation activities on the usefulness of applying the **whole peer coaching process**.

With this aim an online questionnaire was set up in LimeSurvey and sent to 37 trainers, who were involved in a peer coaching process during the annual meeting in December 2017.

The group of trainers felt very motivated and confident after their initial peer coaching session to continue being involved in peer coaching. For the evaluation team, as well as the CES management, the questions were:

- In how far the involvement in peer coaching was perceived as useful;
- What impact it had on trainers/counsellors work; and
- What was needed more to support peer coaching.

The questionnaire was sent out on the 21st of February 2018, thus it was the last evaluation activity in CES for EmployID. The questionnaire was answered by 19 out of the 37 trainers and analysed using descriptive statistics for the closed questions as well as content coding for the open questions. A detailed report of results can be seen in the Appendix B. Here we will introduce the main outcomes.

Concrete benefits of peer coaching

To understand concrete benefits of the peer coaching process on respondents' work with clients and colleagues they were asked to name a recent experience or example.

From the 17 participants who answered this open question, eight said that they did not have so much experience yet to report about concrete situations where peer coaching helped them, but four of them said how promising it sounds for them. From the other nine participants, seven refer to the fact that it supported their interaction with colleagues, either helping colleagues with new procedures, in difficult tasks or working with difficult clients. One stated that it concretely helped him/her to learn from colleagues; another one said that it helped to come up with manifold ideas how to solve problems. Three refer to the new techniques/approaches that influence the way that they interact with their peers.

„I have adopted some new approaches ... and my colleagues did comment that it can be recognized as a result of my participation in the peer coaching process“ (Respondent)

“Peer coaching process was useful for me because I realized that my colleagues have similar problems and I found out how they are dealing with them. That helped me with my next experience.” (Respondent)

Two respondents with concrete experiences mentioned that they used the approach in a less formal way:

„My colleagues also know about peer coaching, so we use it but in informal way, but it is very helpful, especially in the area of working with difficult clients“ (Respondent)

Likelihood to recommend peer coaching

The answers to this question also show that the group was composed of at least 8 employees, who were rather new to the concept of peer coaching.

In addition to their concrete examples, respondents were asked to indicate their likelihood of recommending the peer coaching process to their colleagues. 84.2% or 16 of the 19 respondents rated this questionnaire item with a 7 or above (1=very unlikely, 9= very likely) suggesting a high likelihood of recommending the concept to others. Two participants indicated neutrality demonstrated by their rating of 4 and 5, although the rating of 4 is classified as negative while that of 5 as positive. Only one participant (with a rating of 1) indicated low likelihood of recommending the peer coaching process to colleagues. Both participants who provided a negative rating provided reasons for this. One indicated the lack of time of adopting the process while the other argued that most of his or her work-related problems are caused by procedures that cannot be influenced or changed by employees therefore questioning the suitability of the peer coaching process in his or her specific setting.



Figure 38: Likelihood to recommend peer coaching to colleagues

Motivation to be involved in the peer coaching process

The other measure of satisfaction with the peer coaching process is the degree of motivation of the participants to continue delving and using this concept. 89.5% or 17 of the 19 respondents rated the item on the positive side of the scale; i.e. with a 5 or above whereas 8 or 42.1% of them rated the item with the highest possible value of 9 (0=not at all, 9=very much). One of the two participants with the negative ratings to this item gave it the lowest possible value of 0 because he or she 'did not see its purpose' while the other was just about indifferent with a rating of 4. It is worth noting that the participants who were least motivated to continue being involved in the process are the same participants that were least likely to recommend the process to their colleagues.

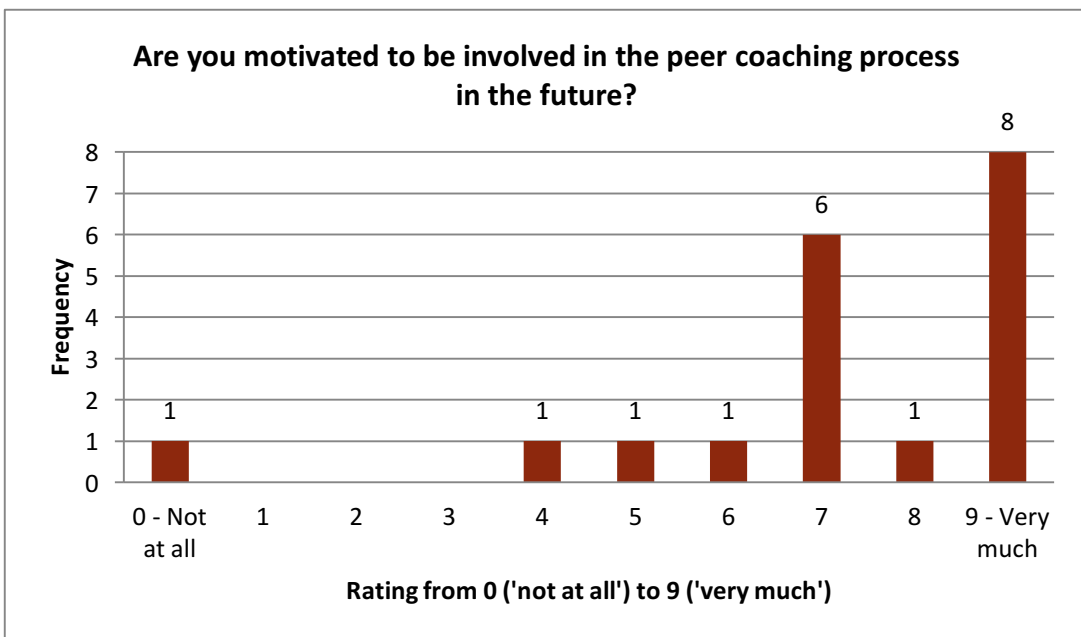


Figure 39: Motivation to be involved in the peer coaching process

Benefits of the peer coaching process

To determine what benefits the respondents of the survey affiliate to the peer coaching process, they were asked to indicate their level of agreement in how far their involvement in process has helped them to address the following work-related challenges (7-point Likert scale, 0=fully disagree, 6=fully agree).

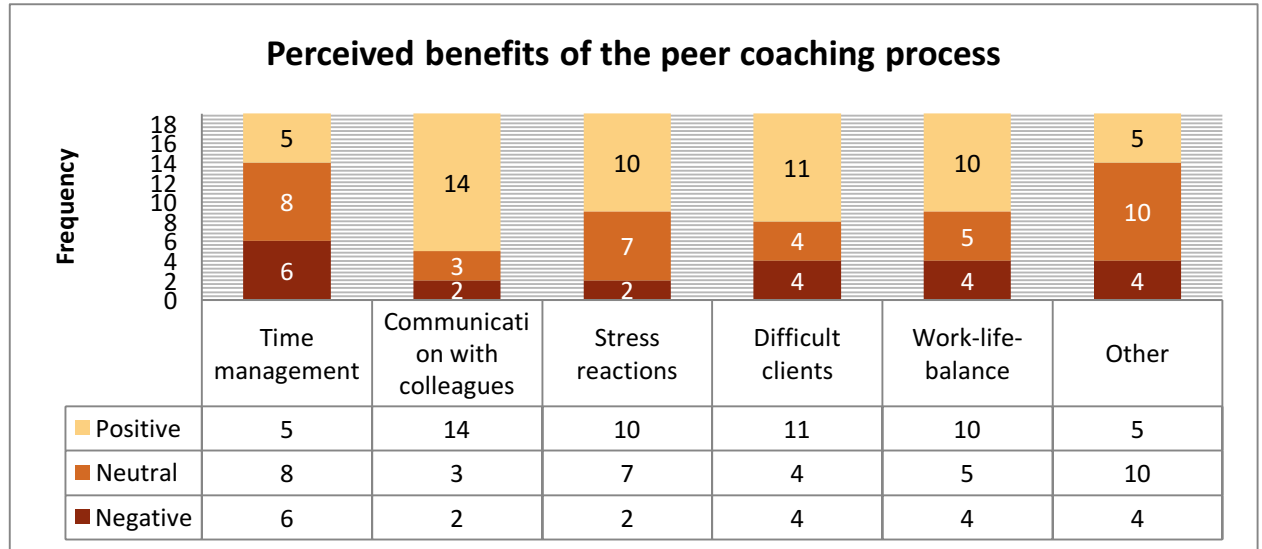


Figure 40: Perceived benefits of the peer coaching process

‘Communication with colleagues’ was the highest ranked perceived benefit of the peer coaching process: 73.7% or 14 of the 19 respondents rated the item positively with 4 or above. The perceived importance of the peer coaching process in dealing with difficult clients was the next highly ranked followed by stress reactions, work-life balance and time management in that order. Of all the answer possibilities provided, the effect of the process on time management was the only one that ranked more negatively than positively.

5 of the 19 respondents of the survey specified what other personal benefits they have derived from the peer coaching process. These include:

- Improvement of the communication or problem-solving with the management level
- Introduction of new useful topics in training curriculums of HZZ
- Increasing one’s own ‘self-motivation’, ‘level of creativity’ and ‘professional autonomy’
- Supporting colleagues in finding their own solutions; very well demonstrated by the following quote: *‘Sometimes it’s my job to deal with other people’s problems and I find peer coaching as a method very helpful for me because people find solutions on their own and it decreases my responsibility’*

Further needs

Concerning further needs that would allow getting more deeply involved in peer coaching the answers were very homogenous.

Issues were support from management, time and dedicated time-slots for peer coaching, and more training (for more colleagues), workshops and facilitators who accompany the process.

“Workshops on peer coaching (online or face-to-face), skilled facilitators, time to do a peer coaching session (outside the workshop), management (local, regional and in Central office) recognizing benefits of peer coaching and allowing the time for sessions, certain interpersonal relationships (benevolent colleagues, open minded to the concept of "having a problem")” (Respondent)

One person referred to the missing organizational culture that would allow peer coaching evolving:

“Even though I find peer coaching to be an interesting and a worthwhile process, sadly my current position and work situation does not give any room to implement it due to a strict hierarchy, a sort of chain of command, that has no willingness, opportunity or need for such a process.” (Respondent)

Other potential beneficiaries

Respondents gave homogenous answers to this question as well. Many of them said that all colleagues in CES could benefit from this approach, six respondents concretely referred to the management, four referred to clients and two mentioned the support staff.

5.3.2.4 Summary of evaluation results & lessons learned:

In this chapter, we want to reflect on the overall lessons learned about the impact of the peer coaching activities, which started in May 2016 and are ongoing.

- We started with the kick-off meeting and the online course and learned that both interventions were very well perceived by learners. It was understood as an opportunity to improve important **skills** – core skills for peer coaching, but also core skills for working with clients. This first provision of skills showed direct effects, as the skills were applied immediately, not for peer coaching but for the work with clients. The evaluation showed the positive impact of the course and what was needed from the viewpoint of learners: more training and more employees involved in peer coaching.
- Thus, the course content was integrated into existing training programs, namely the e-learning platform and workshops for counsellors - to make knowledge accessible to a larger group of employees. Both interventions were very well received and understood as an opportunity to improve the core skill used with clients. Still no involvement in the whole peer coaching process could be observed.
- The decision was taken to focus on trainers, as the group of employees who are experienced enough to try the whole process, to understand the impact of the process and to be able to sustain and teach it to others. Trainers received a specific training and were given the time and opportunity to be involved in a whole peer coaching process during their annual meeting. The latest evaluation shows that those trainers, who were confronted with the whole process and a set of peer coaching interventions, understood and could very well name the **concrete benefits of the peer coaching process**. They helped us to collect evidence to be communicated to the management, and to come up with concrete measures that need to be taken to further support this approach.
- The outlook for 2018 shows how many courses will take place in the upcoming year, how relevant the knowledge seems to be for CES and that it becomes part of existing procedures and training processes.

What we learned during these steps:

The organisational change towards a deeper involvement in formal peer coaching activities comes in **many small steps**. First positive results from first interventions, like the kick-off meeting and the online course, help to show first impact. They help to build a group of enthusiastic learners, to spread the word around, and to continuously grow. An **on-going and targeted evaluation** is key in this process, as it allows continuously collecting positive impacts, improving existing programmes and planning the next steps.

For implementing a new method or training of skills with the objective of knowledge spread within the organisation the best way to approach seems to be the **HR department and trainers**

who can act as multipliers on the knowledge they gained. Therefore, it needs the convinced promoters in the right departments, who can influence the dissemination and bring it forward even against barriers like scarce time and resources; and the promoters amongst employees who understand the value for their own work.

Motivators for involvement are **personal growth, connectedness with others, innovative elements.** This is demonstrated by:

- Most of the feedback we got after peer coaching sessions led us to a conclusion that, even though people value the most education programs in close relation to their working procedures, they also appreciate the opportunity to develop as a person on trainings and workshops. Peer coaching seems useful and interesting because a participant changes or shifts his mind-set and grows as person, with a little help from others.
- We learned that participants appreciate when they are provided with the occasion to learn something in a group of co-workers, to be seen and heard in a group, to feel connected with others and to get an official certificate for their involvement. Therefore, the “social”, “emotional” part is key when new skills and practices should be introduced.
- Another motivational driver was the innovative elements offered by peer coaching: Being part of the first social learning course was a driver to participate voluntarily in our peer coaching online course. Also important was building up something completely new in the organisation that helps others. As it was said by one of our promoters “*There is so rarely an occasion to create something new*”.
- Moreover, we learned that if people are strongly engaged and have an intrinsic interest in the topic they will find ways of acquiring and transferring the knowledge.

Peer coaching is **not a method to solve all types of problems** and this is important to consider, when thinking about ways how to present peer coaching. Peer coaching is **not** an option for situations, where you need to come up with a decision now or in very short time, because you don't have the time to invite colleagues and go through the different phases. Peer coaching is not a method to solve time management problems, as counsellors are simply given too many tasks for their available working time. But **peer coaching is a very good method where other peoples' ideas and experiences are shared**, others inputs can enrich the view on problems and help to find new ways to deal with challenges. It is also important to note that peer coaching skills are very helpful for PES practitioners and can be used in all situations in practitioners' everyday work.

Another lesson learned concerns the new format of social online learning. From the point of view of central office employees who are less often involved in activities across the regional/local offices, the online course provided the opportunity to see how much knowledge, experience and human potential the organisation has across the different offices. The comments and answers in the online course reflected on one central point **the broadness and richness of experiences from dispersed locations.**

Finally, at this point of time, when some of CES employees have just been introduced to peer coaching and others have participated in the process just a few times, people show great interest in face-to-face peer coaching communication but **not yet in any form of online peer coaching** communication. The online method of peer coaching process can be the next step, but after peer coaching is more involved in the CES practice.

Evaluation Matrix of the Peer Coaching Intervention (CES)

Legend:



Workshop evaluation after the kick-off workshop, 2016 (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); 2016



4 months post evaluation questionnaire (53 respondents) ; 2017



Participants' comments from the online course (1.030 comments from participants); 2016





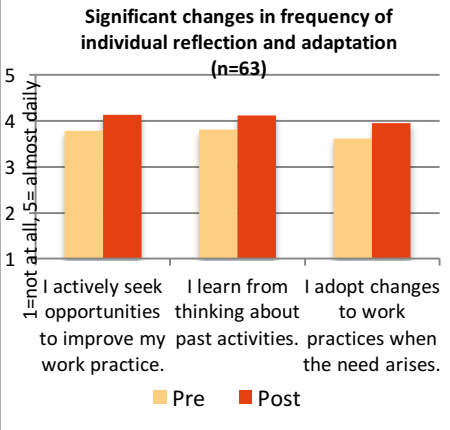
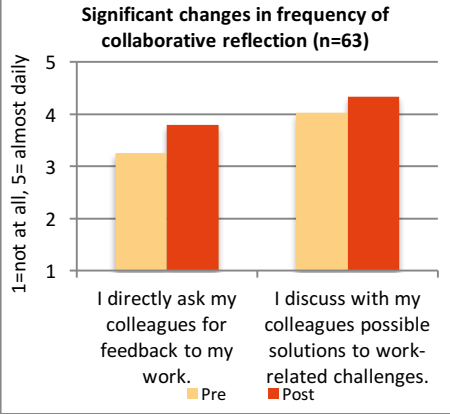












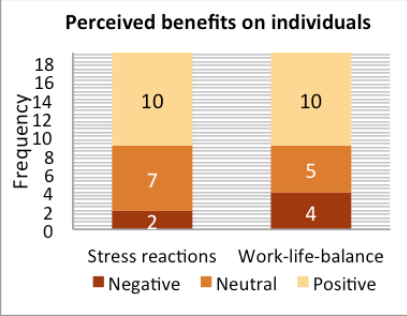


Course statistics (Google Analytics); 2016



Peer coaching practice questionnaire, 2 months after being involved in a peer coaching session (19 respondents), 2018

	Individual Learning & Development	Collaborative Learning & Development	Internal Processes	Customer satisfaction
<p>Outputs</p>	<p>Workshop evaluation</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>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 and 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 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 one's 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"> <thead> <tr> <th>N=41</th> <th>Agree</th> <th>N/N</th> <th>Disagree</th> </tr> </thead> <tbody> <tr> <td>I feel confident to apply the knowledge in my daily work.</td> <td>57%</td> <td>34%</td> <td>9%</td> </tr> <tr> <td>I feel confident to participate in a peer coaching group.</td> <td>60%</td> <td>33%</td> <td>7%</td> </tr> <tr> <td>I feel confident to create a peer coaching group.</td> <td>44%</td> <td>44%</td> <td>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 before/after the course:</p>	<p>Improvement of work/processes: </p>	<p>Interaction with clients: </p>
	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>Significant changes in frequency of individual reflection and adaptation (n=63)</p> 	<p>Significant changes in frequency of collaborative reflection (n=63)</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>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.“ 																	
<p>* significance levels and effect sizes are below </p> <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  	<p>* significance levels and effect sizes can be found in the text 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>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. 																		

Long-term Outcomes	<p>4 months after the course: </p> <p>Application of new skills (n=53):</p> <ul style="list-style-type: none"> 68% could already apply active listening 38% could already apply powerful questioning in their daily work <p>Participants still motivated to participate in peer coaching:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>N=41</th> <th>Agree</th> <th>N/N</th> <th>Dis-agree</th> </tr> </thead> <tbody> <tr> <td>I feel motivated to participate in a peer coaching group.</td> <td>40%</td> <td>45%</td> <td>15%</td> </tr> </tbody> </table>	N=41	Agree	N/N	Dis-agree	I feel motivated to participate in a peer coaching group.	40%	45%	15%	<p>4 months after the course: </p> <p>Facilitation of colleagues:</p> <p>21 participants indicated that the knowledge from the peer coaching course was applied in working practice. Out of these 21 answers, 8 dedicatedly referred to its influence on the interaction with colleagues:</p> <ul style="list-style-type: none"> "When a colleague has a problem I am trying to boost him/her to get to the solution by asking them some questions". 	<p>4 months after the course: </p> <p>Internal processes:</p> <p>To successfully apply the peer coaching skills in future respondents ask for:</p> <ul style="list-style-type: none"> Dedicated time and managerial support Access to the course material (through e.g. e-learning portal) Additional training Training for more colleagues Continued dialogue with colleagues who participated in the course as well 	<p>4 months after the course: </p> <p>Interaction with clients :</p> <p>21 participants said that the course knowledge was applied in working practice. Out of these 21, 12 referred to its influence on work with clients:</p> <ul style="list-style-type: none"> "While working with clients some problem 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 finding solution." 															
	N=41	Agree	N/N	Dis-agree																							
I feel motivated to participate in a peer coaching group.	40%	45%	15%																								
<p>2 months after involvement in a peer coaching session: </p> <p>Practitioners still motivated to participate in peer coaching:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>N=19</th> <th>Agree</th> <th>Dis-agree</th> </tr> </thead> <tbody> <tr> <td>I feel motivated to participate in a peer coaching group.</td> <td>90%</td> <td>10%</td> </tr> </tbody> </table> <div style="margin-top: 10px;"> <p>Perceived benefits on individuals</p>  <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th>Category</th> <th>Negative</th> <th>Neutral</th> <th>Positive</th> </tr> </thead> <tbody> <tr> <td>Stress reactions</td> <td>2</td> <td>7</td> <td>10</td> </tr> <tr> <td>Work-life-balance</td> <td>4</td> <td>5</td> <td>10</td> </tr> </tbody> </table> </div>	N=19	Agree	Dis-agree	I feel motivated to participate in a peer coaching group.	90%	10%	Category	Negative	Neutral	Positive	Stress reactions	2	7	10	Work-life-balance	4	5	10	<p>2 months after involvement in a peer coaching session:</p> <p>Likelihood to recommend peer coaching to colleagues:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>N=19</th> <th>Agree</th> <th>Dis-agree</th> </tr> </thead> <tbody> <tr> <td>I would recommend peer coaching to my colleagues.</td> <td>90%</td> <td>10%</td> </tr> </tbody> </table> <p>73% say that peer coaching supported their interaction with colleagues (n=19). Concrete examples are cited as:</p> <ul style="list-style-type: none"> helping colleagues with new procedures, supporting them in difficult tasks or working with difficult clients. <p>"I adopted new approaches and my colleagues commented that it can be recognized as result of my participation in peer coaching process".</p>	N=19	Agree	Dis-agree	I would recommend peer coaching to my colleagues.	90%	10%	<p>2 months after involvement in a peer coaching session: </p> <p>Peer coaching can benefit all counsellors, but also management.</p> <p>"...counsellors that work with unemployed people have same kind of problems so they can use peer coaching, counsellors that work with employers also. Managers have same kind of problems so they can find solutions for their difficulties using peer coaching..."</p> <p>"...peer coaching as a method is at it's beginnings in HZZ, so is yet to be recognized as a useful help. At this point it's enough that relatively small group of people that were involved in peer coaching said they like it and find it useful (the effect can be seen on individuals, not in HZZ). The consequence is that peer coaching is going to be presented to others - it's also one of the effects."</p>	<p>2 months after involvement in a peer coaching session: </p> <p>57% say that peer coaching supported their work with difficult clients (n=19). Concrete benefits, that were cited by practitioners, are indirectly influencing the work with clients like:</p> <ul style="list-style-type: none"> "dealing with problems from different angles", "thinking out of the box", "getting new ideas", "addressing problems in a human way", "learning from other experiences", "taking ownership of solutions".
N=19	Agree	Dis-agree																									
I feel motivated to participate in a peer coaching group.	90%	10%																									
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Stress reactions	2	7	10																								
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N=19	Agree	Dis-agree																									
I would recommend peer coaching to my colleagues.	90%	10%																									

5.3.2.5 *Plans for peer coaching in CES training system in 2018*

Due to the feedback in 2016 and 2017 on peer coaching as problem-solving method and training needs analysis, peer coaching will be part of several training programs in 2018:

- Training (5-days) *“Improving the professional approach towards clients”*: 3 groups, one group in every quarter from April (12 CES practitioners per group)
- Peer coaching online course for mentors and trainers: 3rd quarter
- Peer coaching online course for CES practitioners: 4th quarter
- Peer coaching in the train-the trainer workshop: 4th quarter

In the future, there is strong interest to implement peer coaching in other training programs and interventions for CES practitioners, programs for managers and workshops for trainers. It will continue to be supported by the exercises and posts on reflective community platform.

5.3.3 *Identity transformation workshop*

Due to interest and perceived usefulness of the professional identity theory approach for the work of career guidance counsellors, there was additional workshop organised in order to introduce new knowledge and theories. Besides that, there was an intention to support their own professional identity using reflective exercises.

Jenny Bimrose and Rachel Mulvey (UWAR) facilitated a half-day workshop as part of a three-day staff development event for CES, in January, 2018. The workshop provided an update on career theories for the 37 participants (including senior managers) and highlighted the volatility of the labour market in which the CES practitioners operated. This was followed by the introduction and application of the concept of professional identity transformation.

After the workshop respondents were asked to fill in a training evaluation questionnaire and the answers of the 37 respondents to open and closed questions showed how well the workshop was perceived (see Figure 39-41 below). **Figure 40: Evaluation of the Identity Transformation Workshop**

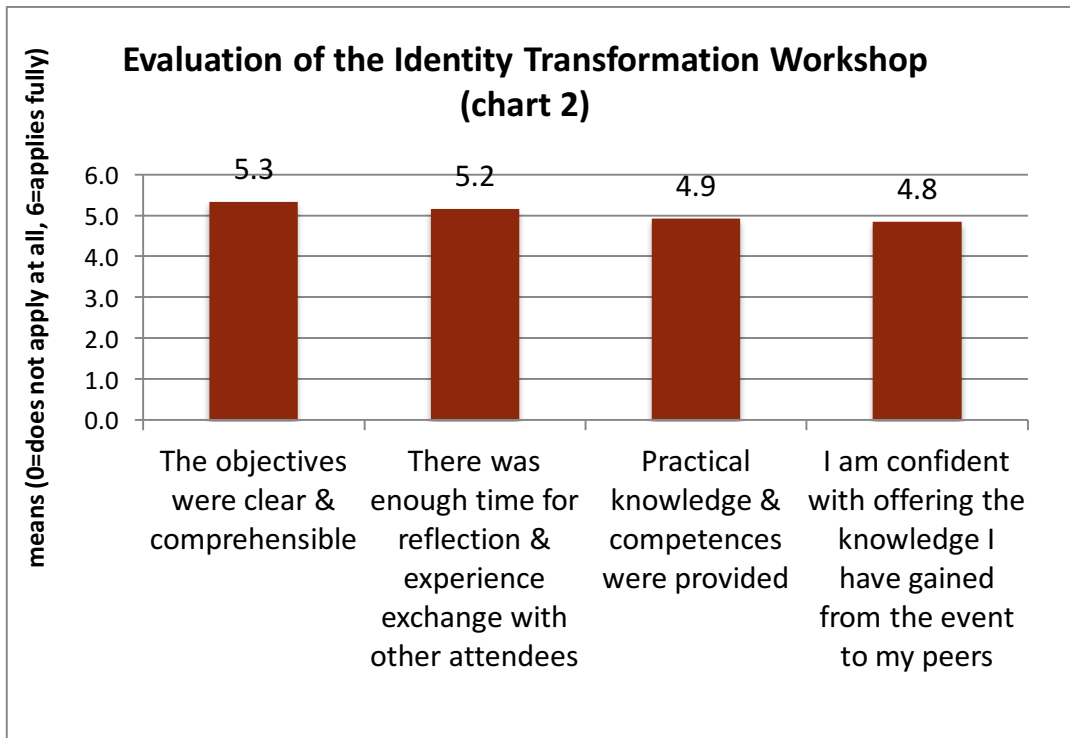


Figure 41: Evaluation of the Identity Transformation Workshop

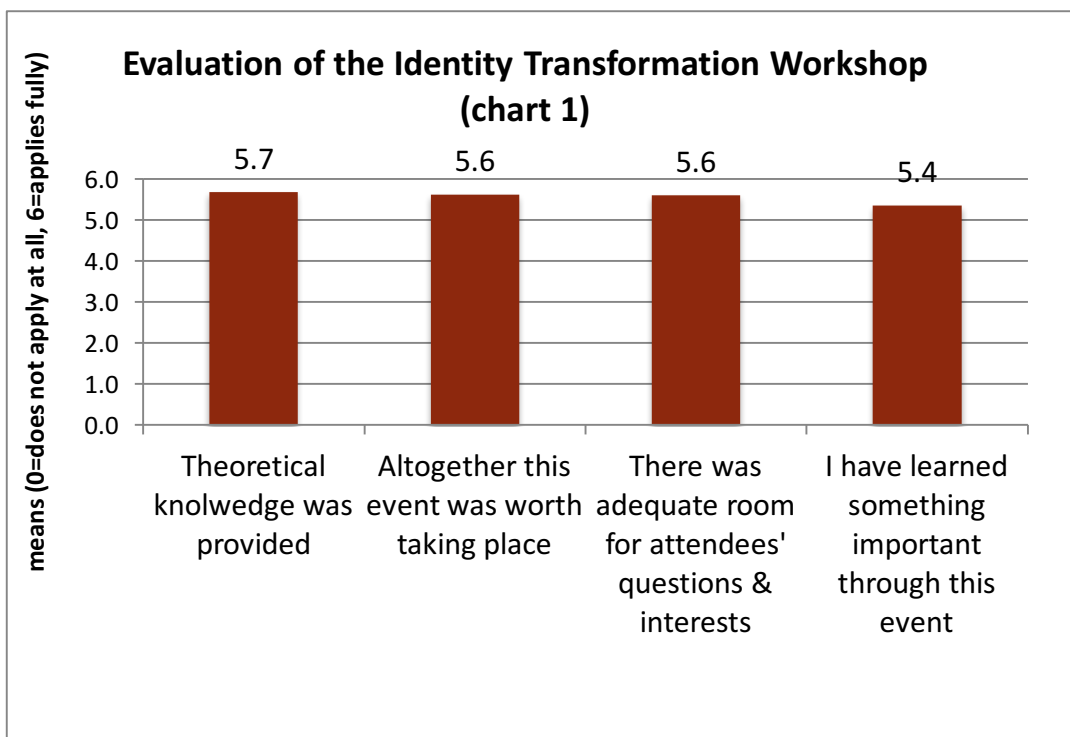


Figure 40: Evaluation of the Identity Transformation Workshop

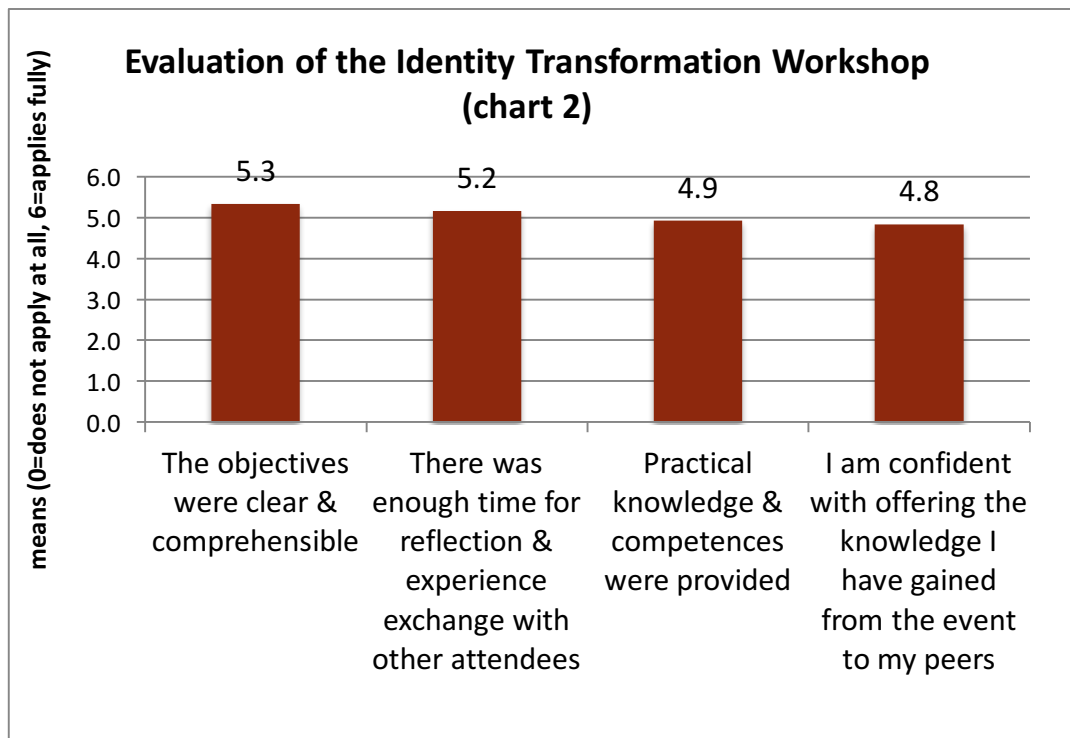


Figure 41: Evaluation of the Identity Transformation Workshop

Altogether a large majority agreed that it was worth taking place (mean=5,6, from 0= does not apply at all to 6=applies fully) and all of the items received very positive ratings with means between 4,8 and 5,7. The lowest mean was attributed to the item, if people were confident in offering knowledge gained from the event to their peers (mean=4,8).

Especially well perceived was the introduction into existent career development theories (mean of 5,7) and the link of these theories to practice. In the feedback questionnaire learners indicated what they liked best in the workshop and a large majority of answers referred to the provision of this theoretical knowledge, as the next examples show:

- *“Theory overview because we don't know very much about careers theory;”*
- *“Comprehensive presentations, different theories presented in clear and understandable way;”*
- *“Merged theoretical knowledge & applicable practice reflected in trainers confidence”*

The question in how far the new knowledge will help in future work challenges revealed that participants expect to better cope with changes, to better understand role, to think about new approaches and look for further knowledge and literature.

- *“To frame operational procedures in wider frame & gain more meaning through it.”*
- *“I will accept changes more easily;”*
- *“It will help me understand better my role in CISOK”*

Finally, learners praised the great teachers who made the workshop an emphatic, professional, dynamic, communicative event.

Following on from this successful workshop, the UWAR team were invited back to provide a follow-up 1-day training to counsellors and trainers on the integration into practice of the concept of professional identity transformation on 10th April, 2018. The programme was designed in discussion with the Croatian PES, to include self-reflection on participants' own professional identity and how this had been transformed recently as a result of shifts in external circumstances. This workshop addressed two separate, but related issues. First, how the model of professional identity transformation can be applied to the continuing professional development of PES practitioners. Second, how PES practitioners can apply the concept and framework of the theory in their work with clients of CES. For the second part of the training day, case study examples were provided by CES training staff to ensure contextual relevance. In addition, a request was made to provide content for the COP platform on working with the long-term unemployed, which could be linked to changing occupational identities.

5.3.3.1 *Sustainability and Outlook:*

The identity transformation workshops provided participants with opportunities to discuss case studies, provided by the Croatian PES, as illustrations of how the concept could related to their own CPD and be integrated into practice with clients. Additionally, the facilitators for the course from UWAR provided material to be loaded on the COP to stimulate discussion. This was to comprise a summary of the concept of PIT and some stimulus material on working with the long term unemployed. There is no doubt that the counsellors who attended are in a position to adapt the ideas of professional identity transformation to their own professional development practice and in their work with clients. The enthusiastic endorsement of how the concepts could be adapted to their practice by the trainers who attended also allows the prospect that the project's ideas could be incorporated into continuing training practices in the PES in the future.

5.4 DWP: Building Resourceful Learner Capacity

DWP is confronted with a change of culture, focus on how customers are supported and interacted with, as well as the introduction of Universal Credit. Practitioners do need to cope with a change from an advisory role to a coaching role, a rapidly changing world of work and job roles that continually evolve with technology. In this complex and dynamic setting, it is no longer an option to expect the staff to learn and retain everything, but the focus turned towards building resourceful learners who take responsibility for their own learning and development. EmployID should support the design and implementation of new learning approaches that support the resourceful learner.

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 rolled out in Year 4). 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 MOOC₁. 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, as well as its evaluation. 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 and the course participation showed some interesting impact in the short- and longer term, as shown in the Indicator Matrix for MOOC₂ (see Y₃ book).

5.4.1 Approach in the last project year

The DWP wide launch of the LMI App was implemented from May 2017. It was launched nationally to assess usage and determine if could be continued following end of the project. By March, 2018, the decision had been made by senior management not to continue with the LMI app after the project funding ceased (see section 4.5.1 above).

The integration of social learning methodology that was learnt from the MOOC pilots is ongoing but started from 2016, when learning derived from the MOOC pilots started to be transformed to confirm that training support could be provided by methods other than face to face. This is still ongoing in its development. At present due to technology restrictions social learning, such as MOOCs, are not available for staff to pursue.

It should be noted that DWP already has a social platform that groups (open and closed groups) that all employees can use, which is set up for social discussions, sharing of practice, etc. DWP is still undertaking internal evaluations so that it can be determined whether this platform can be used as part of the learning journey.

Additionally, DWP has also changed the way they evaluate, referenced above in 4.4.5.

5.4.2 Results from evaluation and impact assessment

The main focus of activities in DWP in the last project year was on the launch of the LMI App and the integration of social learning features into existing learning tools and processes (an overview of all activities is provided in Figure 42).

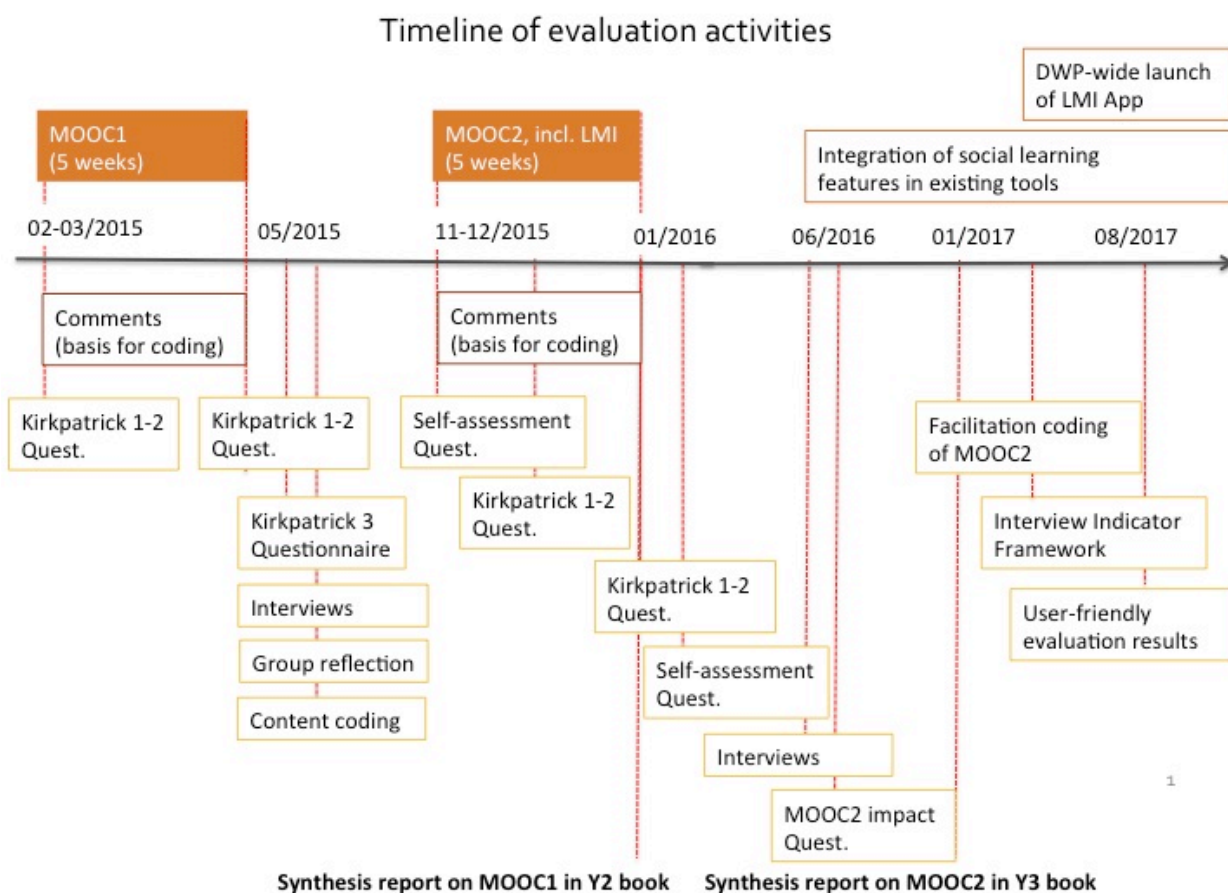


Figure 42: Timeline of evaluation activities in DWP

The EmployID evaluation team was involved in three activities that based on the data from MOOC 2:

- a) We created user-friendly infographics on the evaluation results from MOOC₂ to be distributed amongst target groups that want to quickly be informed about the main highlights from our activities (see Chapter 4.3.6)
- b) We conducted an interview with the head of DWP Capability & Learning department to discuss to usefulness of the Indicator Matrix, based on results from MOOC₂. The results from this interview are summarized in Chapter 4.3.5.
- c) We developed the Facilitation coding scheme to detect facilitation & collaboration activities within MOOC₂. The results from this activity were published in the British Journal of Educational Technology (Schaefer, T., Rahn, J., Kopp, T., Fabian, C. M. and Brown, A. (2018), *Fostering online learning at the workplace: A scheme to identify and analyse collaboration processes in asynchronous discussions*. British Journal of Education Technology. . doi:[10.1111/bjet.12617](https://doi.org/10.1111/bjet.12617)).

The work presented in this paper was based on the manual coding of around 1000 comments shared by learners in MOOC₂. The coding scheme we applied during the coding was an extended scheme developed originally by Murphy (2004). The scheme drew upon Murphy's collaboration model, which conceptualises collaboration in online asynchronous discussions (OAD) on a continuum of six processes: social presence, articulation of individual perspectives, reflection of other's perspectives, co-construction, definition of shared goals and creation of artefacts. We extended these process steps with two more steps: technical support and bringing knowledge to the outside and took specific attention to the facilitation activities in each of these processes.

The results of the content coding suggest that high levels of social presence in collaborative learning at the workplace are an important predecessor for reflection and co-construction and can be fostered by course design (structure and instruction). Additionally, during the course the high number of expressions of feelings and emotions together with supporting feedback encouraged people to participate in discussion and created a sympathetic sense of community as a baseline for successful collaboration (Mäkitalo et al., 2002). This created a successful learning environment with long-term positive effects on learners' individual development, such as increased digital capabilities and coaching skills, as well as significant changes in learners' attitudes towards collaborative learning. These positive learning effects triggered by the social learning approach have also been recognised at higher management level and influenced the approach towards how learning will be implemented in PES (see summary of post-course evaluation in the supplemental material). Further research will reveal if these dynamics can be observed in other workplace OADs and how processes of collaboration develop over time. Concerning facilitation, further research could analyse the role of professional facilitators in contrast to peer facilitators at the workplace, applying the same coding scheme but differentiating between those groups. Overall, the results call for more comparative research on workplace OADs which will be addressed by the authors in future work.

5.5 International MOOC

The international MOOC on “The Changing World of Work”, which was delivered on the EMMA MOOC platform³, was structured in a 5-week programme starting March 28, 2017. Although the course content was designed for 5 weeks it ran in total over a 13-week period (until June 30, 2017) in order to allow participants to go through the lessons at their individual pace. Similar to previous EmployID MOOCs a core didactical element was the active learner engagement via discussions and reflection activities. Whilst each participant worked through the lessons as an individual learner, the underlying ethos of the course was one of active learning in a professional context. Active learner engagement via discussions and reflection activities were triggered by the 8 core tutors. In total 402 participants from approx. 20 countries originally signed up for the course out of which 86, mostly professionals in career guidance or employment services as they reveal in their comments throughout the course, actively engaged in the course and achieved completion. An Open Badges Certificate was issued to all successful participants.

5.5.1 International MOOC evaluation

The course evaluation was conducted by means of a questionnaire at the end of the course which included both open and closed items. In total, 32 participants from 402 registered participants completed the questionnaire, whereby two of the responses were incomplete. From these participants, only 29 specified their professional profile: Six participants each, indicated that they are PES practitioners or public servants; five are career counsellors (one who is a senior careers practitioner incorporating elements of research and training); three are administrators (one dealing with the unemployed, a business administrator and a property administrator); two each, are HR specialists, teachers or political actors (one ‘think tank on future work’ and the other ‘European employment services adviser’) and one participant each, is a researcher, coach or student of career management.

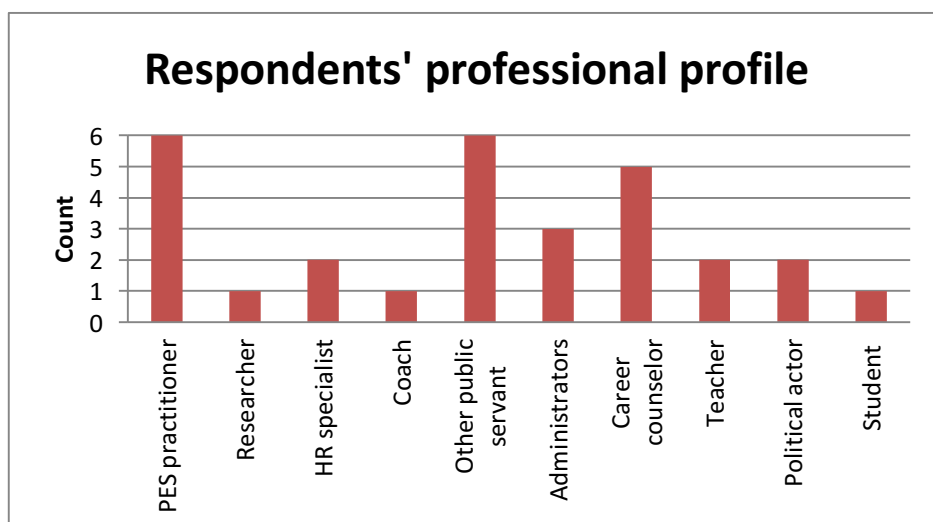


Figure 43: Respondents' professional profiles (n=32)

There was a general consensus by the course participants who completed the questionnaire that the objectives were clear and that the course content itself was delivered in a comprehensible

³ https://platform.europeanmoocs.eu/course_the_changing_world_of_work

manner. In fact, almost half of the participants (46.9%) evaluated the latter with the highest possible rating of 6 compared to 37.5% of the former;

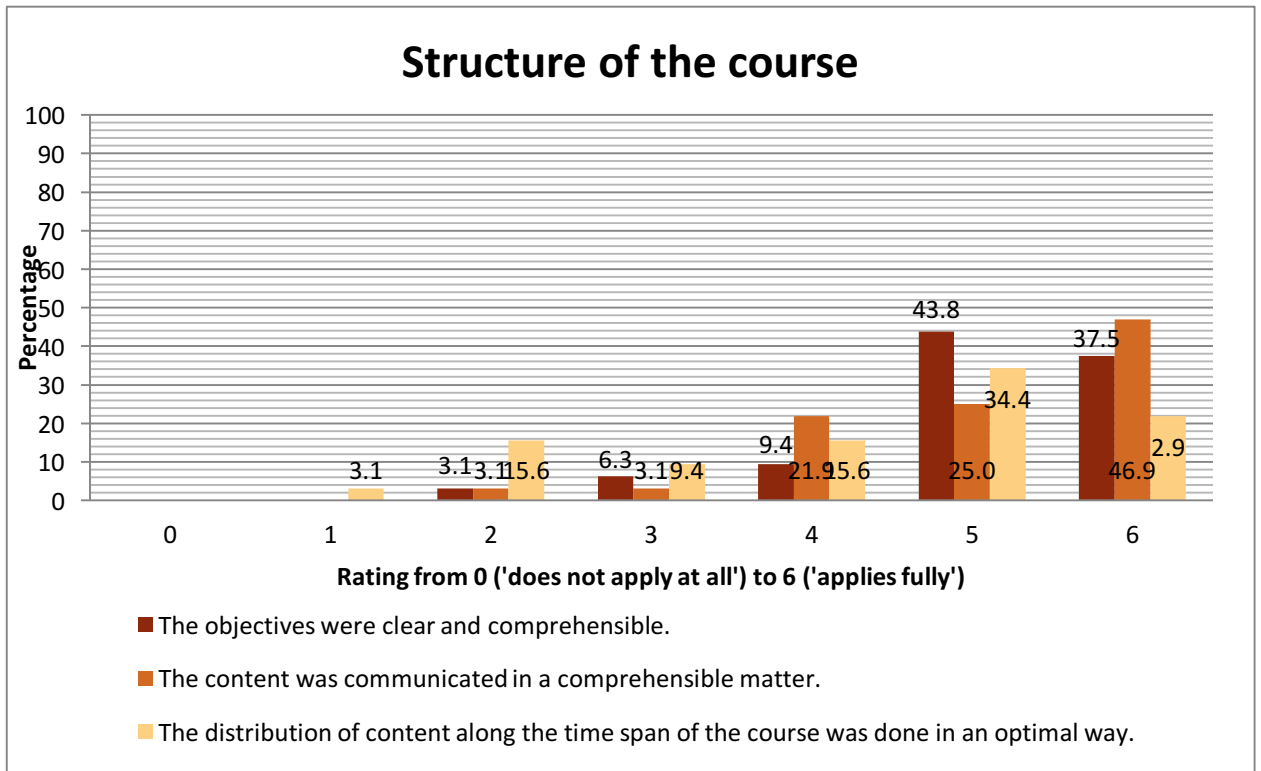


Figure 44: General course feedback (n=32)

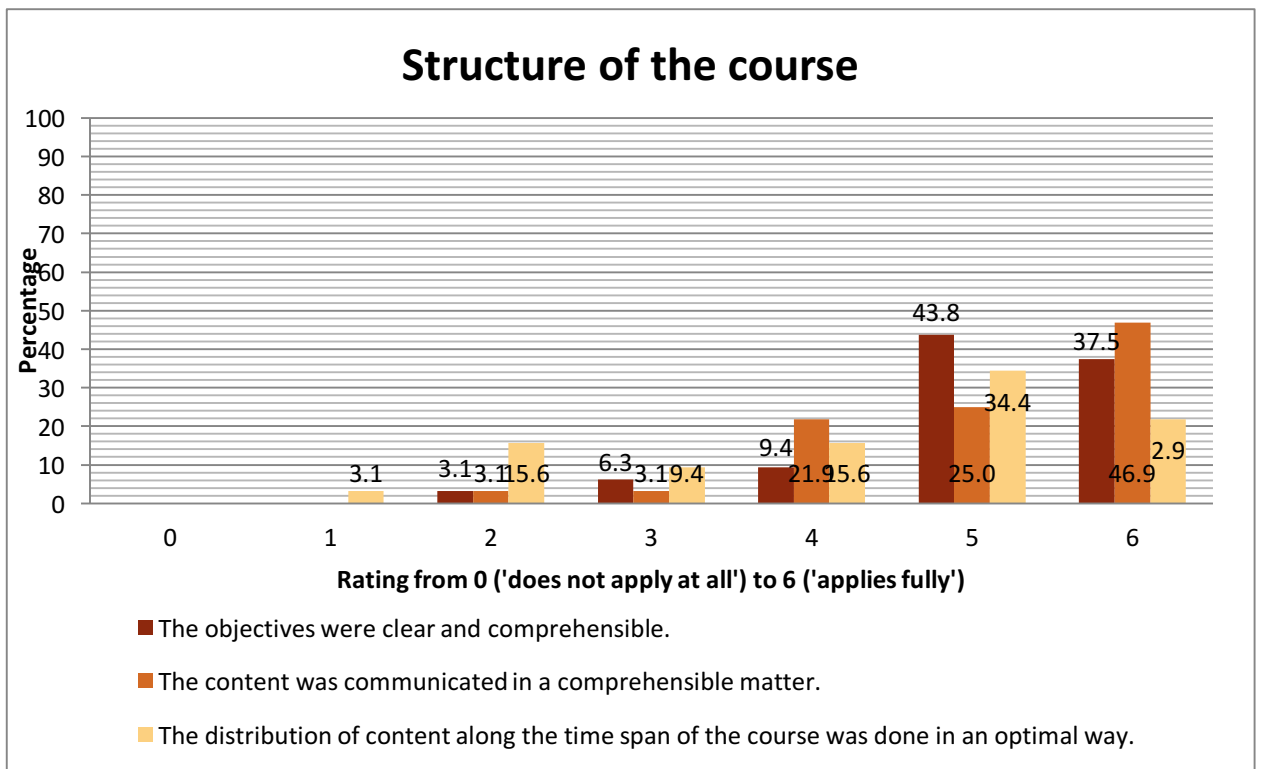


Figure 45 As Figure 44 shows the distribution of content along the time span received lower ratings than the other two items, as some learners said that there was so much content offered especially in the first week that it could hardly be done in the given time-frame.

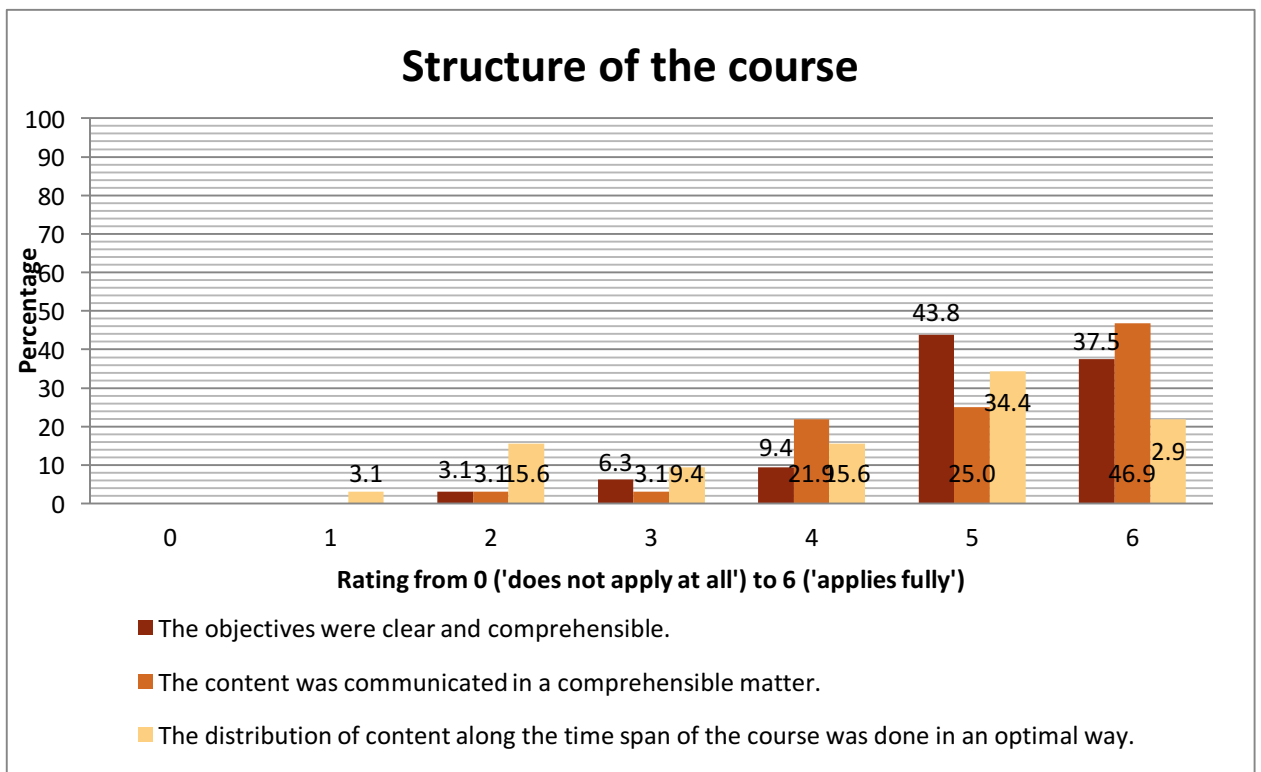


Figure 45: Items illustrating the respondents' satisfaction with the structure of the course (course's objectives, design and delivery of the content) (n=32)

Participants were also asked if they had learnt some important aspects with regard to six topics: The changing world of work, peer coaching, digital agenda, labour market information and reflection in general, as well as reflection with regards to their own professional identity. There is a general agreement that participants learned what they were intended to learn through the online course. 86.7% to 96.7% rated the relevant items with a 4 or above – indicating general agreement.

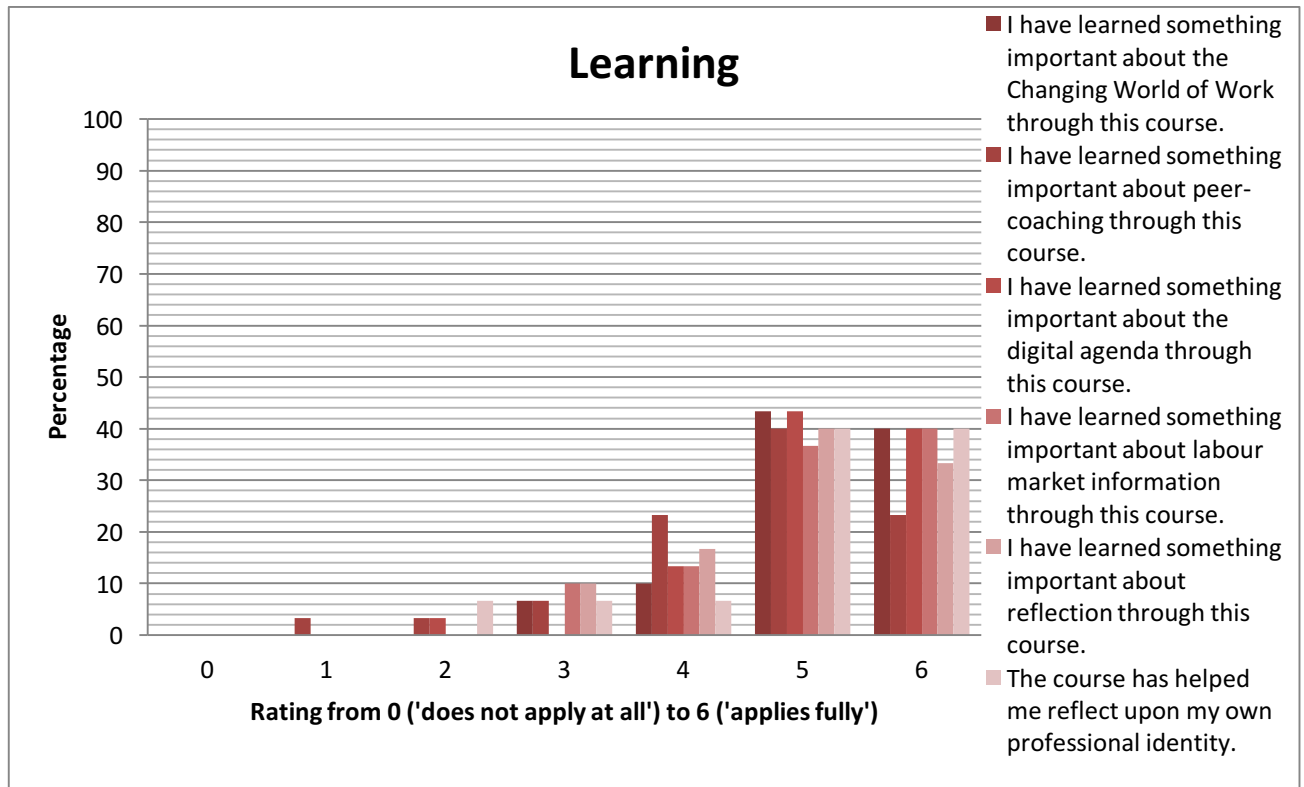


Figure 46: Items illustrating knowledge gained by the participants through the course (n=32)

Respondents were also required, through an open question, to give examples of specific content or discussions that influenced their professional development. ‘Coaching’ which was delivered in week 2 of the training course, received the most mentions and was found particularly interesting. Many respondents mentioned that they specifically enjoyed, learnt about, and got a ‘new mindset’ about ‘peer coaching’. One respondent specified the ‘career coaching’ aspects of the unit. As an example of the participants’ enthusiasm about this unit, one respondent said: *‘I see the peer coaching model to be something I could work with in my department outside my own team if the opportunity arises. In times of flux and change it is very important to have a growth mindset and to remain resilient this unit was interesting.’*

Open questions feedback also indicates that participants appreciated the discussion and exchange with other participants a lot as e.g. one participant stated that unfortunately *‘in real life it is so difficult to create such dialogues with [other] persons’*. Another participant not only appreciated the opportunity to interact with people in the same field from different parts of the world, but also appreciated the possibility of interacting with academics: *‘The value of interacting with practitioners in a number of countries and also receiving first hand input from academics helped me appreciate the importance of being part of a community to develop and reflect on my practice and how the support of others can be transforming. I was pleased to be able to try out a different form of digital learning and to enact for myself the trialling of new ways of learning which is what I will be encouraging clients to do. The course was enlivening, engaging and rewarding.’*

Almost half of the participants (46.7% or n=14) fully agreed that they can apply the learning from this course on their own professional career development (item 14) by giving it the maximum rating of 6. Most of the rest of the participants rated the item with a 4 or above – on the positive range (43.3%), while one participant neither agreed nor disagreed with the statement (with a rating of 3) and two assessed the item with a 2; which is tending towards the negative direction, but it is the lowest possible negative value.

With regard to whether the participants of the course were confident about imparting the knowledge gained on others, all the participants rated the item with a 4 or above, suggesting that they were all confident in fulfilling this expectation. However, here rather than most of them being in complete agreement (giving a rating of 6), most (47.1%) fell just below that with a rating of 5 and hence the mode being 5.

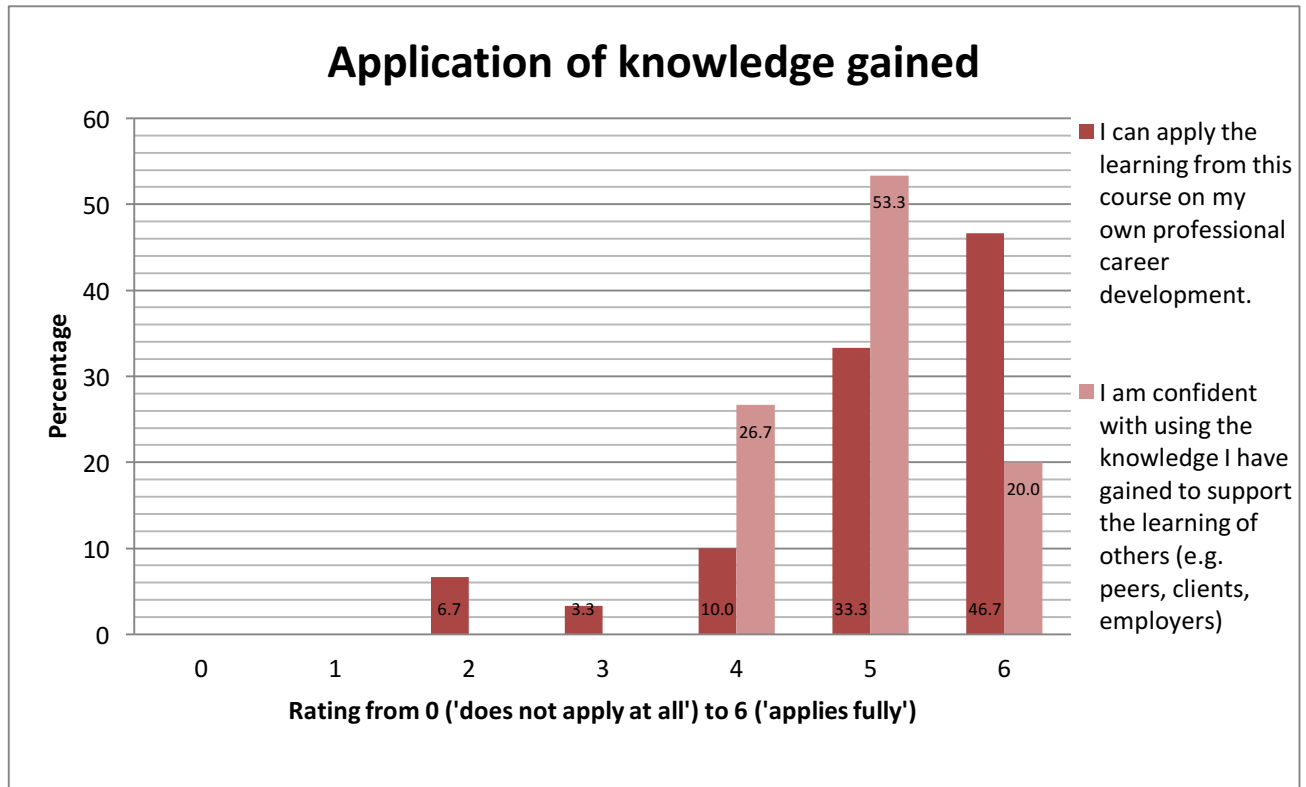


Figure 47: Items illustrating possibility and confidence of the participants in applying the knowledge gained in the course in their work (n=32)

Of all the items of the questionnaire, the item: ‘Altogether it was worth participating in this course’ received the most positive feedback indicating that the participants were very satisfied with the course and felt that participation was worth their time and efforts.

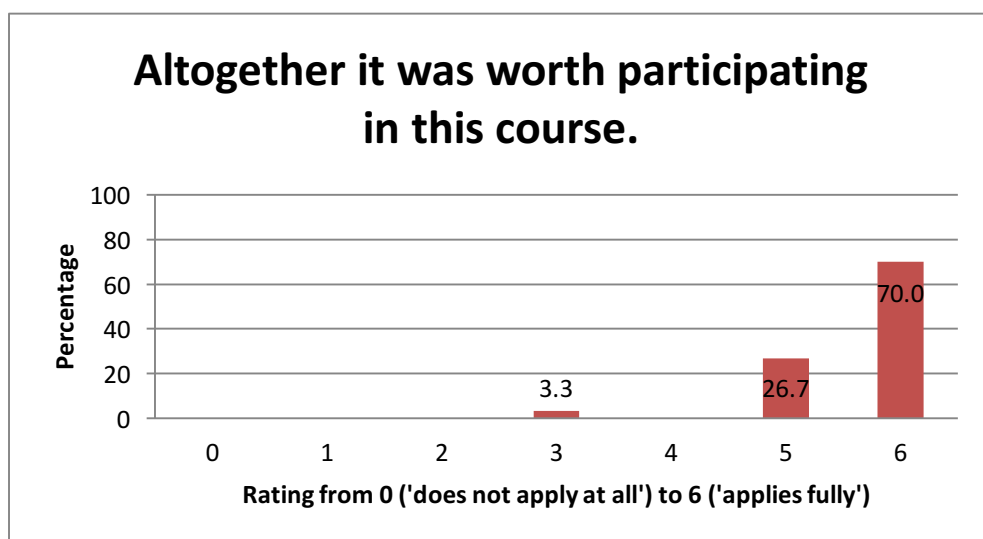


Figure 48: Overall course satisfaction (n=32)

In addition to the structured questions, the open comments included in the questionnaire confirmed the overall satisfaction of the participants with the course, especially the course format itself and the peer learning aspects were highly appreciated. Learning from others was one of the elements of the course that was mostly valued by the participants. As an example, one participant of the course said: *'I liked that we had the opportunity to share ideas with others and I was always excited to read reflections of other participants.'* In some cases, where the participants did not explicitly mention that they enjoyed taking part in the discussions, they still mentioned that they enjoyed *'learning and reading other peoples' opinions in discussion boxes'*.

The main drawbacks of the online course as according to the participants, who also responded to the evaluation questionnaire, can be categorised into three main areas: The timeframe or the length of the course, the ease of use of the online platform and to a minor extend the content of the course. The five lessons making up the course were planned to run over a period of six weeks with an estimated workload of 3.5 hours per week making up a total of 17.5 hours. The duration of the course was later prolonged for an additional 7 weeks. As previously mentioned, the participants were free to allocate their time to the course accordingly over this timeframe. For many participants, as evident from the analysis of the answers provided under the question: *'What needs to be improved?'*, the available time (even though prolonged) was not ideal or enough and many suggested as a result, planning the course *'over a longer time period'* or even making the course available *'without time limitations'* so as to have the resources *'constantly available'*.

Participants noted that the platform *'could have been easier to use'* or that it [the platform] *'was not there yet'* technically. The platform e.g. did not offer an easy possibility of tracking one's progress which is essential in planning and managing one's time for the course. It was also not ideal for tracing the contributions of others and discussions were not systematically organised.

Finally, with regards to the content, participants suggested to add more audio-visual material e.g. videos, and less text.

As the overall satisfaction was very high a number of participants expressed their wish for a follow-up course on related topics. Also, other institutions showed interest in the EMMA MOOC for adaptation. In the section on sustainability further below this will be addressed in more detail.

5.5.2 Lessons learned

The feedback from the 32 respondents who filled in the course evaluation questionnaire showed how well the course content was received by participants and how applicable the knowledge was to their daily work. Theoretical aspects of identity transformation, introduction into the principles of peer coaching and reflection as well as the work with digital tools are key topics in their own developments.

But the feedback also showed how important and fruitful the discussion with peers was perceived by learners. More than 1000 comments shared between Emma MOOC participants indicate the high involvement from participants in the course. Reading through the comments reveals how much the course content and the tutors' facilitation activities stimulated reflection about career developments and identity transformation processes of the participating practitioners (more on that can be found also in Chapter 2 of this document). The content shared was so rich that we are currently working on two scientific publications: One article enriches career construction theory with the practical insights from the MOOC discussions and will be published in the Journal of Vocational Behaviour. The other one will analyse the learning needs mentioned by career practitioners due to an increasing digitalisation and relate those needs to the development of

Identity Transformation across four domains. It will be submitted to the Journal of Workplace Learning.

5.6 Bosnia-Herzegovina (BiH): Supporting cooperation against Youth Unemployment

This section describes the efforts conducted in the case in Bosnia-Herzegovina. After the PES expressed interest in the reflective community platform, EmployID conducted workshops to better assess the context in the country and in order to adapt the reflective community platform for launch. In the following, the process and the results are presented.

5.6.1 Introduction

The PES Bosnia-Herzegovina is associated to EmployID through the Youth Employment Project (YEP). YEP joined the EmployID project as an associated partner. From the beginning on, they expressed interest in using the reflective community platform in their country, as it can facilitate experience exchange throughout the country. In contrast to Slovenia and Croatia, Bosnia-Herzegovina has a decentral organization with cantons, which retain a high degree of autonomy. This way each canton is responsible e.g. for their own IT and furthermore has different procedures and processes concerning counselling. Although there is a high degree of overlap between the cantons, there are still enough differences to benefit from the reflective community very strongly.

5.6.2 Results from workshop

We conducted two three-hour workshops with the aim to, on the one hand, raise awareness of the EmployID project and to learn more about the context in Bosnia-Herzegovina. As the decision to implement the reflective community platform had already been made, the focus of the workshops was to get a better understanding of topics, which counsellors want to discuss as well as how they want to shape their community. One workshop was conducted with managers in order to get their perspective on what counsellors need to learn and which topics are interesting to the organization, and the other workshop was done with users to learn more about their wishes of topics they want to discuss and learn.

Feedback from Managers

Topics to discuss:

- Activation of job seekers: motivate them to be continuously active and not just submit a few applications and then wait
- Help clients to keep their motivation up after receiving rejections for applications
- Interviews with unemployed
- Interviews with employers
- Selection of job seekers for employers
- Legal changes
- Rights of unemployed
- Teaching counsellors about using labour market data, as currently they do not use labour market information in their daily job.
- Job clubs

Most important topics to discuss from management perspective: Activation of job seekers, teach job seekers to be continuously active, and selection of job seekers. Ranko Markus (the leader of the YEP project) added an emphasis on individual action plans as another topic, which encompasses the previous topics.

Groups to start with:

- Young people
 - They might be more inclined to use technology for exchanging practices
 - They can join a mentoring approach in which they learn from more experienced colleagues

Side note: In PES Bosnia and Herzegovina there are not a lot of specializations, so targeting different groups does not make too much sense.

Integration:

- Presentation needs to focus on offering help which results also in timesaving
- Keep being active in the reflective community as a non-mandatory activity
- Mentoring approach in which more experienced counsellors are helping new colleagues
- Teach older counsellors not to see young colleagues as competition
- Involve the entire organization

In Bosnia and Herzegovina, there is often a mentality of being afraid to ask questions because others might look down on the question asker as he/she admits to not knowing something. It is recommended to approach this, with managers openly encouraging to ask those questions and to help each other. As this is a change in culture, this will take time until people relax and be comfortable to admit a personal lack of knowledge.

5.6.2.1 *Feedback from Counsellors*

The workshop with counsellors consisted of 14 participants from different cantons. The structure of the workshop was similar to the previous workshop; however, the majority of the guiding questions were discussed in small groups and then collected on the flipchart.

Current challenges:

- Motivation of unemployed, e.g.
 - Job clubs
 - Legal deadlines: Some job seekers don't pay attention to deadlines e.g. fulfilling requirements to obtain social benefits
 - Hard to employ people
 - Group of job seekers who obtain social benefits and still work in the grey economy
- Cooperation with employers
 - One common issue is the missing feedback from organization, when a shortlist of job seekers is recommended. Often nothing happens afterwards, as no interviews are conducted or the PES simply does not receive any feedback of what happened.
 - Unemployed contribute as well, as no feedback is given
 - Assembling short lists for employers
 - Working with active labour market policies
- Use of individual employment plan as a tool

- Dealing with legal issues (e.g. when to revoke of social benefits; e.g. due to working in the grey economy)
- Different cantons have different procedures
- Dealing with public perception that PES Bosnia and Herzegovina is a benefits deliverer

During the workshop, most of the explanations and discussions revolved around the two big topic groups of dealing with unemployed and their motivational issues as well as dealing with employers.

Expected demands / changes of skills in the next 5 years

The following is a list of skills that counsellors wish to improve over the next 5 years:

- IT skills overall
- Counselling: individual employment plans, career guidance, communication, working with labour market information, psychology, information aAccess
- Communication with employers
- Communication within the organization
- Need for workshops (with external / internal experts) to train those skills

This is a broad range of topics with communication being the major aspect in which counsellors want to improve. They openly expressed, that they want to have workshops and trainings to deepen existing and learn new skills.

We asked counsellors which other job roles from within the PES they want to discuss with:

- Legal staff: The idea is to have users with legal backgrounds who can advise and inform on legal changes, post updates and help answering questions. For this aspect we had a longer discussion in which some counsellors suggested to have all legal counsellors as part of the platform, and others suggested to start only with a few and concentrate on counsellors first. The consensus was to start that it would be nice to have legal support as part of the community, but to start with counsellors.
- Record keeping (registration counsellors)
- Job mediation / counselling, and new counsellors
- Work with employers
- Users want to have management involved in the community to ensure proper vertical communication
- People working on active labour market policies

From the discussions, both legal experts and managers emerged as the two target groups who should be present in addition to counsellors. Counsellors expressed that they do not want to use the reflective community platform alone, but to have other job roles from within the PES present with whom they can interact and discuss. One counsellor phrased it, as something to collaborate and exchange and not just a place for confessions.

Challenges

- Counsellors noted that in their culture it is not common to admit issues or a lack of knowledge. For this there was a wish for posting anonymously and also to have private groups in which matters can be discussed (and then results possibly shared in public groups)

- The counsellors also stated that one canton does not have internet access. In subsequent talks after the workshop it could be clarified that access to the reflective community platform can be organized for the counsellors.

Current communication culture

- Highly dependent on the canton the counsellor is located in
- Some have meetings every morning / early afternoon (due to clients in the morning), and some have meetings only on a needs basis
- Counsellors use coffee breaks in the morning for informal exchange
- Internal email
- Viber groups (used for administrative topics; only used by a few counsellors)

5.6.2.2 Summary

In terms of the topics, we got similar results in both workshops with clearly motivating job seekers and working with employers being the main topics counsellors are currently concerned with. Thus, we would recommend focusing on these when preparing first content respectively asking first users to provide content. Additionally, the first groups on the reflective community platform should be aligned to those topics, so we can start with a group concerning counselling and a group concerning working with employers, next to a group for all members.

Three main groups of participants were uncovered in the workshops. As PES Bosnia-Herzegovina does not have many specializations for counsellors (e.g. youth counsellors, counsellors for long-term unemployed), the recommendation is to start with counsellors in general. We also planned to start with a group of at least 40 counsellors, as per experience not everybody is an active participant (writing topics and replies), so that starting with only a few counsellors will most likely not work. Furthermore, it is important to have counsellors from different cantons, so that counsellors see the reflective community platform as an additional channel for communication they can use to reach more people they can talk to and exchange experience. If only users of one single office are invited, meeting in the coffee kitchen would be easier rather than using the reflective community platform.

Secondly, both groups spoke about interest and discussions concerning legal changes. Thus, we recommended to invite people from the legal department, who then regularly post information around legal changes, help explaining the effects on counsellor's work and help to answer questions. By this, a larger group of counsellors can see the questions and answers, which will likely reduce the number of direct help requests to the legal department.

The third group is management, as counsellors explicitly ask managers to be present in the reflective community as well. We recommended to inform managers about this wish and to recommend to them that they or some of their staff also have a look at the discussions respectively to involve themselves.

In both workshops, participants remarked that the culture in PES Bosnia and Herzegovina prevents openly admitting issues respectively a lack of knowledge. The most important aspect is, that managers should openly endorse the community platform and tell counsellors that this is a place for learning, in which admitting a lack of knowledge about certain aspects is encouraged as they can learn from the discussions. We also recommend allowing anonymous contributions this adds a layer of perceived safety for counsellors. Additionally, counsellors can create private groups on demand, if they want to discuss in a more private setting. The recommendation however is to start with open groups, as this makes it easier for others to join the groups (additionally public groups could be made private on demand, but private groups are not easily

converted into public groups, as every member needs to agree that the content should now be public).

As we had an overall positive reaction from the management level, and some of them immediately expressed interest in the reflective community platform, as well as their statement that it needs to be properly introduced, combined with counsellors wish to have management in the community, we recommend that management approval / support is obtained before launching the reflective community platform. Ideally, managers support us by sending out introduction emails to their staff about the community, as this sends the important signal to counsellors, that spending time being active on the reflective community and learn from the discussion is encouraged.

5.6.3 Current state of the community

The community was introduced on December 14th 2017 in two workshops with 15 users each. As the majority of people in Bosnia-Herzegovina do not celebrate Christmas, we had the introduction workshop in the middle of December, well ahead of first vacation periods at the end of January. During the workshop users were introduced to the features of the community, created an account and could try out the platform.

As the community is roughly two months old at the time of this report, we show a brief overview here. Currently there are 121 users registered on the reflective community platform in Bosnia-Herzegovina. Each canton is currently represented on the reflective community platform. However, so far the participation is quite low with having nine topics receiving in total 18 replies.

Due to the local culture of being reluctant, to admit own knowledge gaps and the autonomy of the cantons, the start phase of the community might be difficult. As we mostly are in contact with the YEP project, who are not part of the PES Bosnia-Herzegovina itself, their ability to start the community and encourage counsellors to participate in the reflective community is quite limited. To overcome this barrier, they opted to select a main moderator per canton, who volunteered and is responsible for pushing the community in her local canton. These moderators are supported by YEP and the EmployID project through a detailed moderation plan, on how to motivate counsellors to integrate the community in their daily work. At the same time, we are working together with managers, so that they can also encourage using the community internally.

5.7 Ireland – Introducing peer coaching to career guidance practitioners

A peer coaching Kick-off Workshop was held in Limerick, Ireland in mid-February 2017 in association with the Limerick Local Employment Service (LES) and University of Limerick. Both had recent first-hand experience of working together on research projects and were very interested in peer coaching and online support systems. The workshop was led by EmployID and included 13 participants combining LES Network practitioners, co-ordinators and mediators (x8) from North Kerry, Mayo, Dublin, Kildare, South Kerry, Galway and Drogheda; the National Centre for Guidance in Education representatives specialising in adult guidance services and management role (x2); and a university researcher. An EmployID peer coaching online space within the Academy was set up in advance to enable the group to further extend their learning by practising peer coaching online

5.7.1 What were the challenges/goal?

The Task Force on Human Resource Development (1997) stated that “Ireland has been weak in the provision of counselling, guidance and placement advice to the long-term unemployed” and proposed that the Public Employment Service (PES) and the Local Employment Service Network (LESN) be combined in a single two-strand service. It introduced the principle of referral by FÁS

to the LESN of “clients in need of the more intensive, specialised service of the Local Employment Service.” In 2000 the PES and LESN were integrated in the “dual stranded” National Employment Service, administered by FÁS. The National Development Plan 2000-2006 described the role of the LES strand as “the specialist Local Employment Service for the long-term unemployed”⁴ a role emphasized by the NESF.⁵

The LESN pioneered models of multi-agency collaboration and case management⁶. The educational “activation” of people with very low levels of engagement became a focus of LESN work, with Community Employment acting as a significant resource. This helped achieve the one-stage FETAC progression aim set out by the *Expert Group on Future Skills Needs*⁷. The introduction of FETAC in 2001 and the rapid expansion of the further education system led to over 1m FETAC awards by 2010. The mediators of the LESN were “skilled up” in this period through the introduction of the *Certificate in Adult Guidance* by NUI Maynooth.

There are twenty-five local employment services in the LESN, employing over 300 staff. They operate under contract for the Department of Social Protection (DSP), with an annual process of agreeing targets and resources to deliver this service. Involvement with people referred from DSP has changed the original LESN model of voluntary engagement with clients. Practitioners hold a Certificate or Diploma in *Adult Guidance Theory and Practice* from NUI Maynooth or an equivalent qualification (and 20% of staff also hold qualifications in relevant disciplines up to MA level). Coordinators undertake considerable frontline and programme development work, and clerical staff work as valuable Information Officers, delivering frontline services, particularly in outreach offices. The LESN operates sub-offices and outreach services in the most disadvantaged communities of their areas, where support staff such as Information Officers are critical to delivery of employment services. While the specific activities and the focuses of LESN actions vary from area to area as determined by local need, the following actions are common to all LESN:

- Provision of service in targeted community areas
- Referral of clients to other appropriate services and agencies;
- Referral of clients to mainstream education and training providers;
- Matching and placement of clients into employment.

Similar to other PES and allied employment and careers support services, it was noted from the outset that within the LESN there was significant restricted Internet access at workplace to online facilities. The timing of the EmployID intervention coincided with a forthcoming ‘procurement’ process which, on reflection, inhibited the participants to fully engage in peer coaching as there was some uncertainty regarding further contracts. Also, the lead co-ordinator announced her forthcoming retirement and leadership moving forward became highly unpredictable. The group

⁴ *National Development Plan 2000-2006*. www.taoiseach.gov.ie

⁵ NESF, *Enhancing the Effectiveness of the Local Employment Service*, Report No. 17, 2000.

⁶ Tom. Ronayne, Mick Creedon: *Networking for Local Employment: How State and Community Agencies should work together to deliver effective Labour Market Programmes – the lessons of Ballymun*, Dublin Employment Pact, 2003; Eoin Collins *NEXUS: Integrated Responses to Labour Market Disadvantage in Finglas and Cabra*, Dublin Employment Pact, 2003.

⁷ Fourth Report of the Expert Group on Future Skills Needs, 2003.

participants had differing levels of expertise and experience in working with adults in PES and/or careers counselling settings.

- The main challenges in gaining further momentum after the workshop can be summarized as follows:
 - Changes in leadership and management
 - Retendering process underway making the adoption of new approaches a lower priority to bid writing
 - Practitioners restricted access to ICT
 - Different levels of experience and expertise between the LESN and, for example, university staff and the National Centre for Guidance in Education (NGCE) staff meant that for some the peer coaching model was deemed “new and insightful”, but for others it was considered “too basic compared to professional guidance counselling training”.

5.7.2 Approach & process

Our offering to the PES Ireland was similar to that offered to CES and ZRSZ: We had a kick-off workshop and a free closed online-course prepared. The following is the description we sent in order to demonstrate what was on offer from EmployID:

1. An introductory one-day workshop for PES practitioners (17th February 2017) to introduce key developments and to engage practitioners and managers in the effective use of the EmployID peer coaching tools. This would include a brief pre-workshop survey on peer coaching to identify what is known already and to record development needs. We anticipate up to 30 participants maximum in the first phase to enable cross-fertilisation of ideas and experiences.
2. From this, a free online course on peer coaching (February – May 2017) with live (online) feedback using the new innovative peer coaching tool will be made available, with support provided by the EmployID peer coaching team. This will include guidance on how to make the most of available EmployID Academy resources <http://mooc.employid.eu/> to support professional practice and solution-focused approaches to problem solving. It is anticipated that this would require around 45 minutes for each peer coaching session, depending on requirements and on how much is done synchronous or asynchronous.
3. Lessons learned from the application of the peer coaching approach will be shared with PES Ireland to further support and strengthen staff development plans now and in the future.” (copied from the management flyer for PES Ireland in order to introduce our offering). This was part of our so-called management flyer with information on peer coaching, objectives and the possible offer.

5.7.3 Result (status) & evaluation

14 participants filled-out the EmployID workshop evaluation. From those 6 were PES practitioners, 1 was HR specialist and 8 put themselves in the category “other” (PES manager, researcher, counsellor, LES co-ordinator, other public servant and policy maker). [Note: One participant crossed two roles, since we offered the possibility of multiple answers here.]

In the following figure sets out the mean value of all items from our workshop evaluation. The rating was from 0 = “does not apply at all” to 6 = “applies fully”.

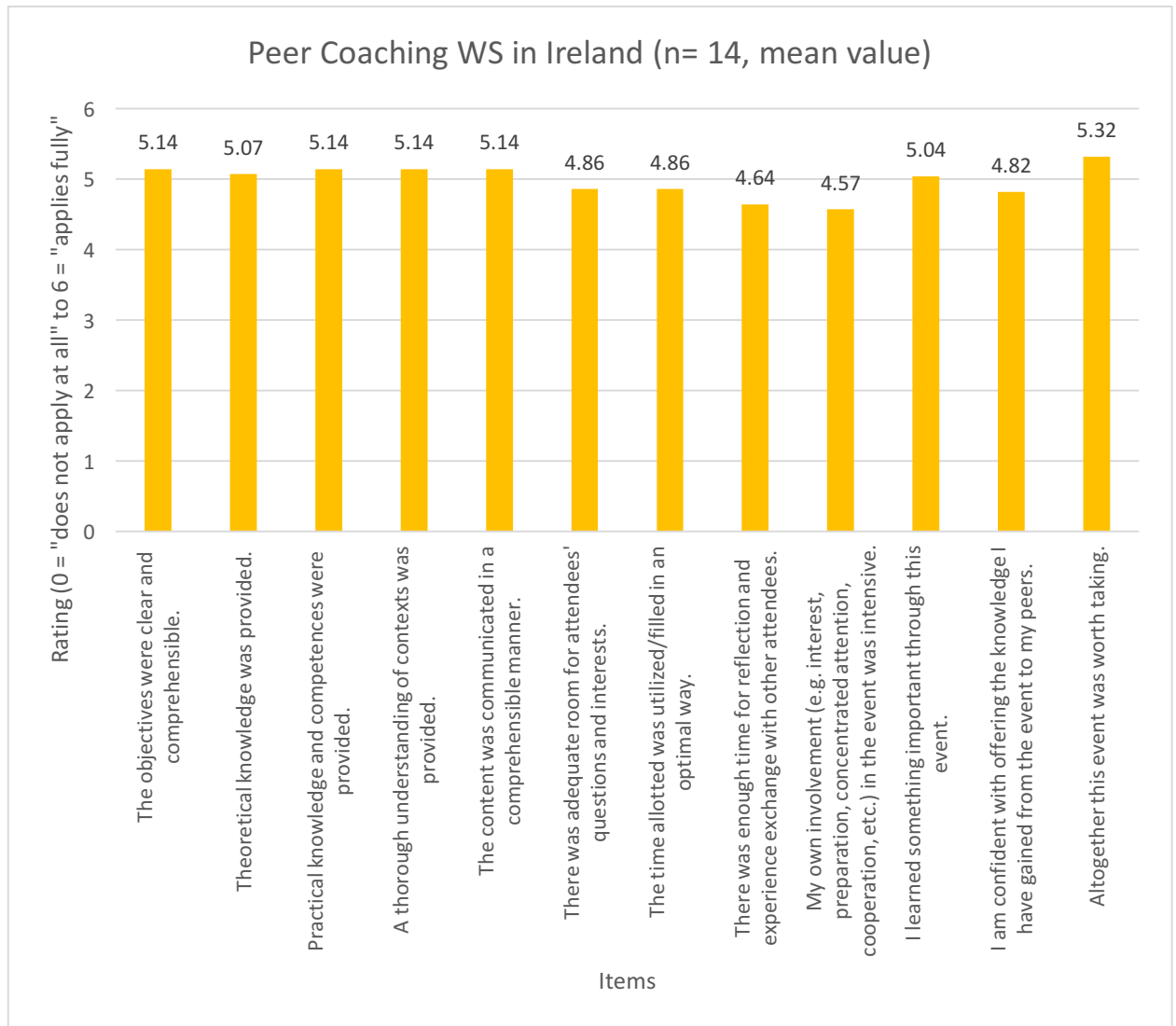


Figure 49: Results Peer Coaching Workshop Evaluation (peer coaching workshop in Ireland, n= 14 (mean value))

When checking the mean values, the participants were mainly satisfied with the content. Maybe to be highlighted is the aspect that they were less satisfied with “the time [...] for reflection and experience exchange with other attendees” (m= 4.64) and their “own involvement in the event [...]” (m= 4.56).

In addition to the standardized items, we asked them to rate we also had some open questions on what they liked best, what should be improved and a possibility to share thoughts in a comment field.

The participants (n=12; multiple answers) liked best the “interactive parts of the training” (5x), “applying peer coaching”, “new formats/methods” (5x), “the presenters” (4x), “info about the project” and “different contexts” and “the diversity of the workshop”.

When asked about what should be improved they answered (n= 9; multiple answers): “shorter introduction” (2x), “more space at the venue” (2x), “quiet rooms” (2x), “more time to exercise” (2x), “better group composition” and “clarifying tasks to participants” (2x).

When asked about other comments they want to share with us (n= 11, multiple answers) they commented that they are “thankful” (3x), said “thanks for knowledge transfer and time” (2x), found the workshop “enjoyable, interesting, wonderful experience” (5x), liked the “humour of the

presenters”, think about “how to continue/ distribute – keep up with good work” (3x) and are of the opinion that “more practice is needed”.

This also shows a very positive outcome from the peer coaching workshop in Ireland.

Despite the lack of take up for a full online peer coaching course, 8 participants from Ireland, (3 using Irish local employment service email addresses) created accounts on the EmployID Academy in the weeks following the face-to-face workshops. 2 of these participants self-enrolled on the course prepared for Ireland, although this was after the suggested time period. 1 participant actively involved themselves in the course adding comments to the activities. From this, it can be assumed that there was interest from PES practitioners at least on an individual level if not enough as a group to proceed with a synchronised course. The individuals concerned were contacted by email to invite them to join the one-week introduction to peer coaching course held in January 2018 and also to signpost the public resources.

5.7.4 Lessons learnt

The majority of participants who attended the workshop were positive about their experiences , but there were low levels of interest in the online course. We learnt a great deal from this experience compared to other successes in Slovenia and Croatia. For example:

- A more detailed assessment of PES structures from the outset would have identified procurement challenges, thereby, enabling the EmployID team to change the timing and introduction of peer coaching
- Leadership involvement stimulates practitioners’ interest and motivation in peer coaching. There may have been confusion as to who was actually leading the project going forward e.g. we learned immediately after workshop that the co-ordinator was retiring. There was no ownership going forward, despite our repeated efforts to engage others.
- Given this was a mixed group i.e. some participants had limited experience of coaching and guidance counselling principles whilst others had university level experience, we learnt the importance of reflecting on the merits (or otherwise) of mixed groups. On reflection, a mixed group of this type would need more small breakout sessions tailored to their specific needs.
- Attention to the relevance of theory into practice can be difficult for practitioners and managers to embrace when job uncertainty exists. On reflection, we learnt that for some a one-day introduction with an expectation to then participate online requires high levels of motivation and an ability to immediately see the added-value benefits.
- The appropriateness of the learning environment is a critical success factor. We delivered the introductory workshop in an office with no breakout rooms or opportunity to demonstrate the online course beyond a powerpoint. In all other cases, the EmployID team was able to fully showcase the interactivity and content of the EmployID Academy and the tailored online course.
 - Having publicly available materials meant that those who were unable to participate in an online course but still interested to learn more could access the content of their own accord. This information was cascaded to Limerick University and the National Centre for Guidance in Education. It is hoped that an EmployID webinar will take place in 2018 to showcase the content and associated benefits of the EmployID Academy to guidance and PES practitioners.

5.8 Estonia – Peer Coaching introduction to career guidance practitioners

5.8.1 *The challenges/goal*

Foundation Innove in Estonia⁸ showed significant interest in the peer coaching model of EmployID. In order to present the outcomes so far in our project and to introduce EmployID peer coaching to the interested parties we conducted a kick-off workshop with trainers from the peer coaching team in Tallinn/Estonia on 8th May 2017, in close cooperation with the Head of the National Resource Centre for Guidance, Foundation Innove. At that time, a private peer coaching online course for Estonia was already created in case they wanted to have further training in peer coaching and wanted more colleagues involved.

5.8.2 *Approach & process*

In total, there were 32 guidance practitioners from youth guidance centres and labour offices in Estonia who participated in the kick-off workshop. Before, during and after the workshop, the EmployID peer coaching model and its theoretical background was explained and the core peer coaching skills introduced. In this case, the EmployID learning material was translated from English into Estonian by Foundation Innove so that the participants had the English training and, in addition, the slides for the presentation, role-play and guide (sometimes referred to as ‘cheat-sheet’) in Estonian. This was a way to overcome possible language barriers. After the kick-off workshop there were plans to start the already created closed online-course on the EmployID Academy platform, but the launch was not realised.

The online course was ready for the participants who were keen and willing to do some further training on peer coaching. We offered additional certificates at the end of the course (similar to those participants received in Tallinn) and a digital badge. The training was planned for three weeks, with approximately 3 hours of work each week and it was organized as a five-week learning experience in order to give participants the chance to be more flexible. The language was English with English speaking tutors from our peer coaching team to support the group of learners.

5.8.3 *Result (status) & evaluation*

There was evaluation of the kick-off workshop that showed large interest in the training content. There were in total 23 participants giving feedback after the workshop. Of them only 2 were PES practitioners, 3 were HR specialists, 2 were coaches and four were other public servants. 14 participants added themselves as “other” including: 1 career advisor, 3 career counsellors, 3 career information specialists, 1 programme manager, 2 managers, 2(social/special) pedagogue, 1 master specialist of career counselling and 1 career specialist (multiple answers were possible).

The following is a short summary of the complete evaluation, highlighting the most important lessons learned for us.

⁸ <https://www.innove.ee/en/>

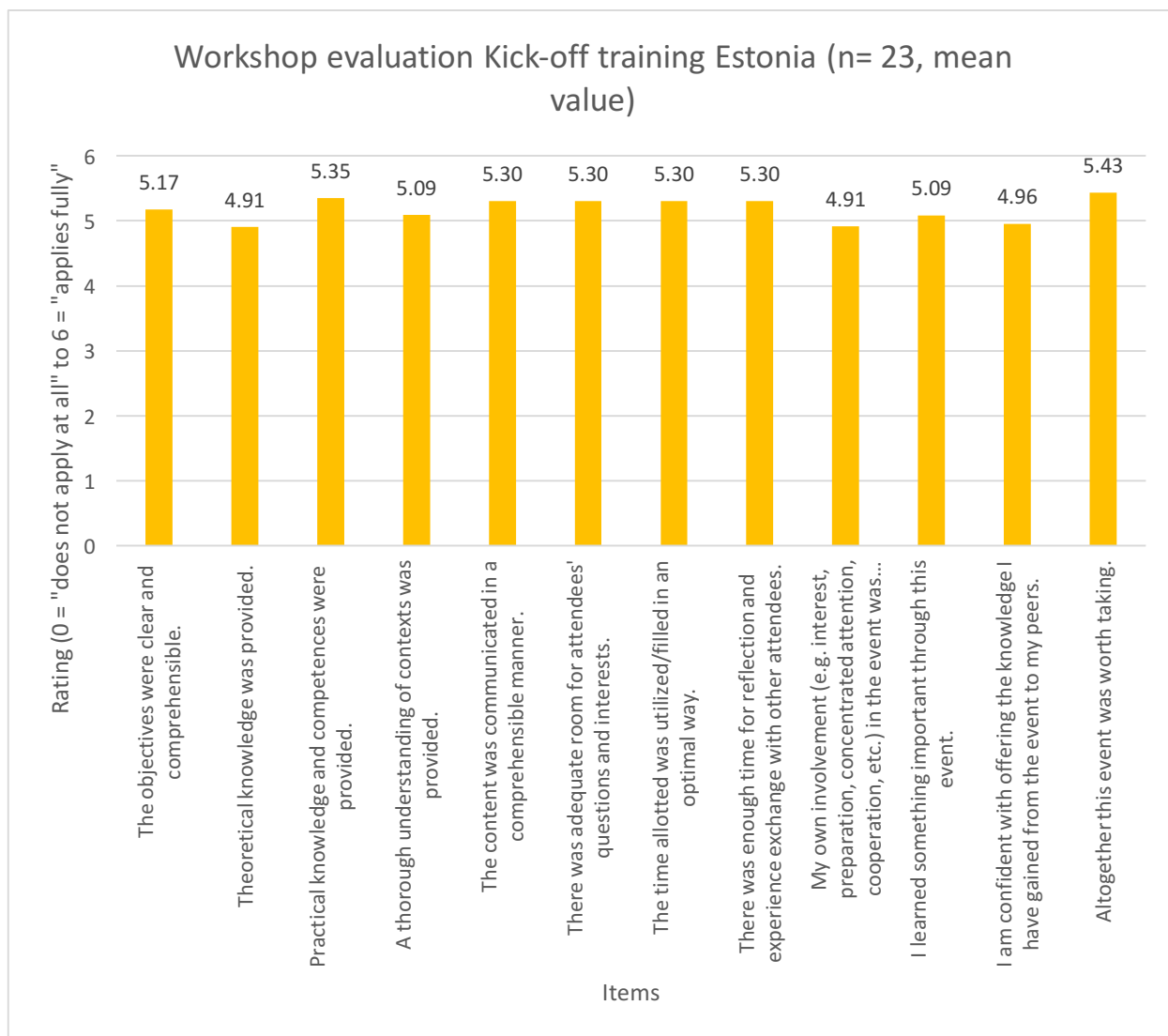


Figure 50: Rating of the kick-off workshop by the participants in Tallinn/Estonia (n=23, mean value)

As can be seen in **Figure 50** the rating of the kick-off workshop was good. The less good ratings were focusing on the theoretical knowledge provided, which was of course very condensed in the short time of the workshop and the rating of their own involvement in the workshop.

One very important aspect for us was of course confidence in offering the gained knowledge to their peers and colleagues. In **Figure 51** it shows that there is no one who does not think this applies at all to him/her. Nevertheless, there seems to be more information and content needed or more exercises to provided peers and colleagues with the gained knowledge.

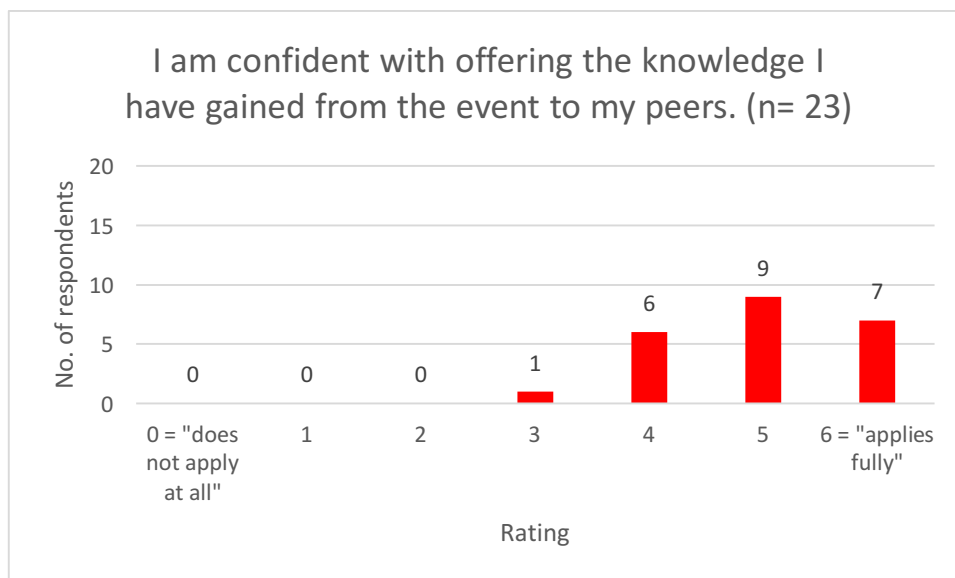


Figure 51: Rating on confidence of offering their knowledge to others by the participants in Tallinn/Estonia (n=23, mean value)

We were of course also interested in the way the participants want to apply their knowledge of the course. The interesting aspect was again that the process was not as much of importance to them as the actual skills necessary.

What did you like the best? (exemplary presentation from the rich feedback provided)

- “I liked that there were 3 coaches introducing us to the peer coaching method, because they all complemented each other very well. Usually there is one coach and in the end people get really tired of listening to one person. I also found very many practical tips that emerged from the different exercises.”

How do you plan to apply your knowledge of the course? (exemplary presentation from the rich feedback provided)

- “I will use emotional state, miracle question, visualising in my daily work.”

“I feel quite confident to try at least how it works. I would like to introduce it to my colleagues. Try to use it in my guidance work with clients.”

5.8.4 Lessons learned

From correspondence with Foundation Innove, we agreed the key lessons learnt were as follows:

- ❖ The online course was in English and the peer coaching participants in the workshop had previously received all of the materials in Estonian. This may have been a significant barrier in moving forward.
- ❖ The peer coaching model was viewed as complementary to guidance practices (not a replacement) with key aspects adopted and refined by individuals rather than on a collective basis.
- ❖ The process was viewed as valuable for peer support as well as working with clients e.g. powerful questioning and emotional state.

On a positive note, the EmployID peer coaching trainers learned about a new concept called “Covision”⁹ that is practiced by some Guidance Counsellors in all Rajaleidja centres across Estonia since 2015 which can be related to the peer coaching approach.

5.9 Other cases

5.9.1 Germany

EmployID had contact to several job counsellors/career advisors and key persons to the University of Applied Labour Studies in Mannheim and Schwerin (Hochschule der Bundesagentur für Arbeit; HdBA).

- Local contact to learn about practices
- Contact to central office for introducing reflective community (discontinued because of staff being transferred to Federal Office for Migration and Refugees (BAMF))
- Contact and joint activities with University for Labour Studies (Hochschule der Bundesagentur für Arbeit)

5.9.1.1 The challenges/goal

Members of the peer coaching team met several times with job counsellors/career advisors at the Employment agency Karlsruhe-Rastatt (Agentur für Arbeit Karlsruhe-Rastatt) in order to learn about the work as career advisors/ job counsellors in Germany.

In Germany PES practitioners have a large range of different tools that are connected to each other to provide them with information needed to support their clients, e.g. the so-called BERUFENET that includes detailed information on jobs including preconditions such as admission requirements, education, occupation, and current perspective on the labour market. This tool is accessible not only for the job counsellors/career advisors, but to all who search for more information on jobs in Germany. For Germany, the Labour Market Information tool therefore was not as attractive as it is in other European countries. With the advisory concept “BeKo” which is the shortage for “Beratungskonzept” (advisory concept) that was introduced in 2009 they changed their professional role from simply giving advice and telling job seekers what to do to a more coach-like role as it was also done in the UK at DWP. There was therefore no need nor interest for training in peer coaching and peer coaching core skills. Training offers for job counsellors are offered through a portal by an educational training institution for Federal Labour Office. From our job counsellors/career advisors in the Employment agency Karlsruhe-Rastatt we know that PES Germany had a national forum for internal exchange on knowledge that was used for mutual learning, but this service was stopped. Coaching and Supervision is practiced in jobcentres in Germany as we learned from a symposium on this topic organised by the German Association for Supervision and Coaching (“Deutsche Gesellschaft fuer Supervision und Coaching; DGSv”). There was also a study presented there on experiences in Supervision and Coaching in Jobcentres (Mueller, 2013).

⁹ <http://www.mediatorenaktiv.de/index.php?id=covision>

5.9.1.2 Approach & process

In September, 2017, however, members of the project team were invited to participate in a summer school hosted by the University of the Federal Employment Agency. Rachel Mulvey (UWAR) and Teresa Schaefer (ZSI) were invited to deliver sessions in the ECADOC summer school 2017, for European career researchers, hosted by Professor Peter Weber, Chair of Advisory Sciences, who leads eight modules. The topic of the summer school was “Career counselling and guidance in times of volatile labour markets and dynamic biographies”, with a high level of complementarity with EmployID. Nineteen students attended this residential course, 17 already registered on doctoral programmes researching career topic, with two about to register on PhD programmes. The majority came from EU but also from Norway, Israel and South Africa. Funding came from their home universities, through Erasmus+ or they were self-funding.

EmployID input was delivered in 4 sessions across the 5-day programme, as follows:

- 'EmployID: digitalisation and new work - what's relevant for research and practice' Prof Rachel Mulvey
- 'Evaluation methods for learning interventions supporting PES identity transformation' Mag Teresa Schäfer
- 'How reflective theory supports your professional development' Prof Rachel Mulvey
- 'Team-based research; insights from large-scale, collaborative action research' Prof Rachel Mulvey

An example of workshop content is Teresa Schaefer's workshop, where participants looked at concrete learning interventions in European PES from the EmployID project, which aimed to support learning and development in times of transformation. With the highly active and interested students, Teresa discussed how to evaluate the impact of the interventions, the instruments used and the outcomes generated. Together they elaborated on the challenges that come with evaluation in applied research, the practical barriers that might influence evaluation activities as well as ways to overcome them.

5.9.1.3 Result (status) & evaluation

Since PES Germany are already very well facilitated internally and there was no interest in using our interventions we used our contacts to learn about the structure of PES Germany and for observation of an advisory session of a job counsellor/ career advisor. To learn also how many offers there are by PES Germany in addition to offers for the unemployed. There was therefore no evaluation done except for knowledge exchange between EmployID members and PES Germany job counsellors/ career advisors.

Regarding the summer school, access to the EmployID academy legacy materials were to be included as curriculum enhancement for students with sufficient English language skills to make use of them.

5.9.1.4 Lessons learned

EmployID did not reach PES Germany to the point that they were fully interested in our offers except for being informed and having exchange on labour market and politics related topics. The job counsellors/ career advisors from the Employment agency Karlsruhe-Rastatt were offering rich insights in the work of German PES and what there already offered for their employees.

5.9.2 Slovakia: A Case Study of Seeming Failure – or: how EmployID contributes to professional identity transformation

Disclaimer: The following section was authored by Tomáš Šprlák (Service Manager) and does not necessarily reflect the official opinion of the Central Office of Labour, Social Affairs and Family.

The Central Office of Labour, Social Affairs and Family as a co-ordinating public body of the employment services (PES) in Slovakia joined the EmployID project consortium as an associate partner in early 2015. This came on the initiative of our PES counsellors and practitioners. Counselling services had not been in the focus of Slovak PES in the first decade of 2000s: other active labour market measures were prioritised and viewed by policymakers as more effective. An increasing focus on demand-side measures (subsidies for employers) and allowances at the expense of counselling and individual support lead to a cultural shift within the organisation. Left without a solid footing and interest of their managers, counsellors became uncertain about their role and tended to adopt the attitude of simple gatekeepers to social benefits and subsidies, whose sole responsibility was to follow increasingly complicated administrative procedures.

Since 2013, our counselling and training department has been trying to reconstruct counselling services in our labour offices through different, mostly bottom-up measures. New methodological guidelines were created and disseminated through a series of training activities for counsellors. An external provider was contracted to train our counsellors in career guidance and skills audit (*bilan de compétences*). Despite some successes, our initiative was often hindered or fell flat because of the prevailing culture inside the organisation e.g. lack of support from regional management, conservatism and organisational rigidity often hampered the individual engagement of counsellors and their efforts to modernise counselling provision.

In the light of these efforts we were very keen to join the EmployID consortium. We found the analysis of the current state of PES and the vision of modernisation through identity transformation extremely pertinent to our situation. We participated together with our national manager at the first meeting of associated partners in London in October 2015. We later invited Pablo Franzo and Oliver Blunk (EmployID) to Slovakia to present two project outputs: (i) peer coaching and (ii) online communities of practice. We wanted to use a peer coaching approach to involve service managers in the day-to-day work of the counsellors and to increase their engagement in improving the quality of counselling services. We also intended to implement the online community of practice to strengthen the sharing of experience and to support peer-learning around new methods and approaches from methodological guidelines.

Unfortunately, organisational and operational obstacles did not allow us to advance in the implementation of these tools and the initial enthusiasm from our management gradually disappeared in a pressure of daily operational concerns.

However, our participation in the EmployID consortium was not without impact. After some discussions with EmployID, we decided to continue the effort of identity transformation within our organisation in a more bottom-up practitioner approach. Here are some examples below of the work EmployID encouraged us to implement. These are, of course, hardly ground-breaking but they nevertheless represent a new spirit for our organisation:

- **A system of regular and on-demand internal training activities for counsellors** was implemented and regular regional meetings of counsellors have been organised. These training activities are provided by a group of 15 internal trainers who were recruited from within the counsellors. The training system involves regular ‘intervision’ and is, by principle, based on peer-learning.
- **Meetings with regional managers** are organised on a regular basis. A significant part of these meetings is systematically devoted to activities that foster peer-learning (the sharing

of experiences and finding common solutions) in the spirit of peer coaching, as espoused by EmployID.

- **We involve regional managers more in the organisational and methodological developments** through the systematic collection of feedback and comments (online questionnaires and wider amendment procedure). The methodological materials (guidance and counselling programmes for specific target groups) are presented to regional managers so that they better understand the core principles and added-value of counselling, as well as challenges their counsellors might face.
- **The methodological guide has been adapted and enlarged** based on the feedback from counsellors. The guide has become an open and living resource where counsellors contribute their own methods. Online storage available to all was created for sharing examples of good practices and other materials among counsellors.
- **An external blog** was started where counsellors, as well as service managers and trainers can post their views and share experiences.

Our *intermediary goal* was to:

- create a climate of openness and confidence;
- provide counsellors with opportunities for professional development and peer-learning;
- foster ownership of the new methodological approaches and tools; and
- increase the perceived quality and value of counselling within and outside of the organisation.

It is difficult to appropriately measure the impact of these small measures. The feedback we receive from counsellors and regional managers is overwhelmingly positive and anecdotal evidence suggests that the change is gradually happening. Since 2015, the number of initiatives within Slovak PES (in this case, measured by the number of applicants submitted for a national award for career guidance) has been continuously increasing. This indicates a growing sense of pride the counsellors take in their work. Thanks to this work the management decided to reinforce counselling services within the labour offices and the number of counsellors has almost doubled in 2017 compared to 2015.

Of course, much more needs to be done and more can be achieved. Thanks to the direct implementation of EmployID tools, such as the community of practice and peer coaching we have made excellent progress. We still work in an organisational culture that often gives more importance to administration than to improving the situation of the client in an ever-changing world of work. But our experience shows, that if things are to change, the bottom-up approach striving for the evolution of professional identities of PES staff is the first and most vital step.

5.9.3 Sweden: Mutual Learning Workshop

EmployIDs mutual learning visit to Swedish PES in Stockholm (Arbetsförmedlingen) showed how many topics were very much aligned with our interventions that Swedish PES was currently working on. Unlike PES Germany we did not have much to offer more since they were in a large process of change e.g. introducing the concept of re-learning (or “un-learning”) as a form to transform the identity elements with digital tools. We were also introduced into a supporting application for costumers that combined self-service with the possibility to online meet the job counsellor/ career advisor. Another tool introduced was for having webinars with either customers, but also with colleagues which was very much aligned with our first thoughts on having webinars until we were going more in the direction of blended-learning training with a social learning platform.

We introduced our interventions, but learned from the visit that Sweden already has very good solutions and plans for meeting professional identity and digital transformation in PES Sweden. We held contact on their project development on online counselling of unemployed and invited them to our first EmployID event in London.

The interest in mutual exchange was larger than in our interventions, since they had their own projects and tools. Nevertheless, it was a good way to exchange ideas and to reflect on our activities since there were some similarities showing us that we are on the right track with our interventions.

5.9.4 OnlineEduca Berlin 2017: Short online course

5.9.4.1 The challenges/goal

The objectives of the short online course were:

- reflecting on the move towards peer coaching, importance of coaching techniques,
- knowledge, skills, behaviours for successful peer coaching,
- personal well-being in stressful situations and mutual peer learning.

The idea behind it was that the participants at the EmployID workshop did not have much time to get an idea about EmployID peer coaching in the short time, so it was spontaneously decided to offer them a short online-course.

5.9.4.2 Approach & process

The course started on 15th January 2018 and ended on 18th January 2018. During this period, participants were able to access the material and discuss with the other learners and our tutors on the content. Depending on how much time they want to spend and how engaged they are in the discussion we estimate the workload between 2 to 5 hours (for the complete week). Prerequisites are the basics for digital learning: a computer or laptop or even tablet with wifi-connection. If they wanted to learn in their office or in a public environment, we recommended to use headphones for watching the videos (can be your regular ones for your mobile phone). The content is the same content as the one-week input in the “World of Work” International MOOC on coaching and peer coaching. For a more private interaction we closed the course so that participants needed to register first.

The content included the information on what coaching is, the EmployID Peer Coaching Process, Core Skills we identified for peer coaching, some hands-on practice and a reflection on the learning.

Since we had only a small numbers of participants that were interested in the online course from the oeb workshop, we made some dissemination one week before the course started via twitter and facebook.

5.9.4.3 Result (status) & evaluation

At the oeb pre-conference workshop held by EmployID we had 13 people who were interested in the short online course. To the on-line course 10 participants enrolled, who were mainly not participants from the oeb workshop, but people who heard of our course on twitter and facebook and were in connection to EmployID members.

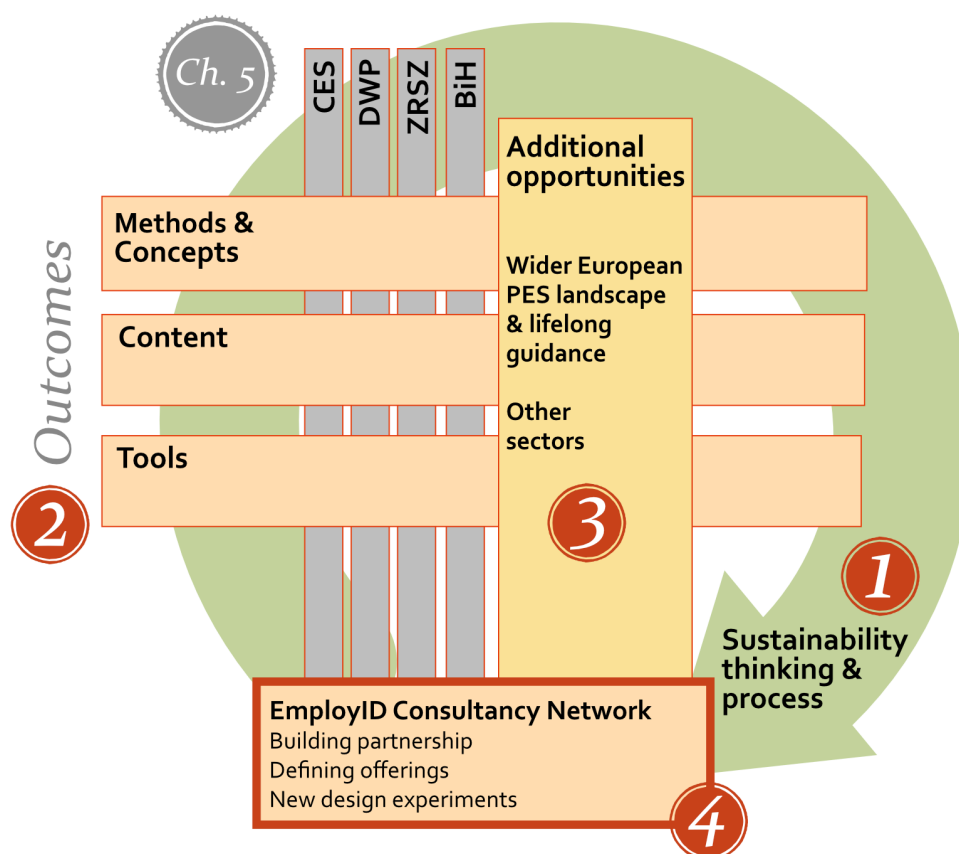
We asked the participants to fill-out the evaluation on the online course that we also used in the post-questionnaires of the large peer coaching online course and added some questions on their socio-demographic background (professional occupation, age, gender and nationality). Unfortunately, we did not receive any filled-out feedback.

5.9.4.4 *Lessons learned*

One of the key lessons learned was that it makes again a huge difference if the time between the offering and the actual training is too long. The oeb conference was at the beginning of December 2017 and we started the course mid of January 2018. Of course, we had holiday's in-between to calculate with and the idea to offer a short online-course came up too short before the oeb workshop in order to have it ready already the following week. So, timing is definitely an important thing.

6 Sustainability Perspectives

After presenting the experiences and related evidence in chapter 5 as well as the conclusions from reflecting on the results, this chapter presents the strategies & conceptualizations, activities and plans related to sustaining the interventions and the experiences. First, it outlines the general project strategy towards establishing a sustainability thinking (6.1) before describing the outcomes in a sustainability-oriented way (6.2) and then moves to describing the opportunities that have arisen beyond those already described in chapter 5 (6.3). The key instrument to sustainability both for the existing interventions as well as following-up with the new initiatives is the Consultancy Network that is described in 6.4. The chapter then concluded with an outlook to emerging ideas and next steps.



6.1 General Approach

Sustaining project outcomes beyond a project's lifetime is not only a challenge for research projects, but also for increasingly project-driven organisations. Projects are seen as innovation drivers, also inside PES, but many organisations fail at sustaining the outcomes and activities started. This was also confirmed by differing PES and allied organisations in Europe as part of European Guidance Week (including the 7th EU Presidency Conference on Lifelong Guidance), which EmployID actively supported. Against this background EmployID project activities were driven from the beginning by our goals to (i) embed and sustain interventions, (ii) produce and represent outcomes so that they can be used after the project's end, (iii) reach out to decision

makers to pave the way for ownership of pilots, and (iv) join the conversation on the field of inquiry, ranging from scientific to practical conversations.

This has influenced methods and approaches from early phases of the project, particularly elements of the design process. The user-centered design process adopted contextual investigation to make sure that interventions address the real needs of respective organisations. Design-based research activities have built upon mature technologies (in contrast to high-risk experimental developments) where possible, adapted them and developed them further - only where it added value to the potential end-users. This enabled the project to start multiple pilots early enough for evaluation results and deployment experiences to feed back into our continuous improvement process. Furthermore, a clear message for pilot users and their organisational entities was that the project is committed to ensure the sustainability of introduced methods and tools. The latter has been an indispensable pre-requisite in convincing pilot participants to adopt new innovative practices. Finally, the high degree of involvement and co-ordinating role of the PES partners in running the pilots set the priorities and created ownership of the solutions.

While these activities might seem apparent from a bird's eye view, fundamentally they require a particular mindset of participants to value sustainability in its different forms, including also future commercial perspectives. This is often in conflict with research interests that aim at more experimental and sophisticated technology-based approaches. Also, there exist complexities within PES (and other government agencies) regarding procurement and protocols that must be adhered to when it comes to new products and services. Establishing a 'sustainability mindset' featured regularly in EmployID meetings in which tools such as Empathy Maps and /or a Business Model Canvas were used and debated with respect to purpose, focus, priorities and future perspectives.

But sustainability is not limited, and cannot be viewed constrained to, the internal perspective of a project. Therefore, EmployID has built the Associate Partner Network, consisting of 35 organisations, including PES organisations their educational institutions, professional associations, and social partners with special expertise in the fields related to EmployID. Out of this network, many opportunities arose that are described in chapter 5 - in addition to many conversations that helped to inform and shape the EmployID message.

A key activity involved liaising with DG Employment and related institutions/networks on a more strategic level (as briefly outlined below). EmployID has had many interactions with the PES-to-PES-Dialogue (now PES Network) through the PES Partners. This has led to opportunities in presenting the project to AFEPA (Advisors for European PES Affairs) and contractors of DG Employment responsible for training PES managers (ICF). Additionally EmployID has also co-operated with associations, such as WAPES (World Association of Public Employment Services). In this process, at least two major events organised or co-organised by EmployID were crucial to create awareness, build reputation and establish contacts for further developments: (i) the EmployID London symposium in October 2015, and (ii) the European Guidance Week as part of the EU Presidency in Tallinn in September 2017. This work should be set alongside the many dissemination activities outlined in the EmployID Management Report (2018).

We recognise the potential of technology-enhanced learning for identity transformation is not limited to the PES context, but is also applicable to other sectors, particularly those currently in transformation. To explore opportunities, EmployID participated with a booth at the LearnTec fair - a major European fair on learning technology. We have also organised a pre-conference workshop at OnlineEduca Berlin - a leading conference and fair for technology-enhanced learning. The meetings with visitors and participants have helped to shape offerings that are generalizable.

Sustainability also entails bringing the scientific results for which we have accumulated extensive evaluation results, into the respective scientific communities, the complete list of which is

included in the Management Report and – where publishers allow – available from the web site. Recent submissions under review are included in the Appendix.

In the following sections, we give more insights into the outcomes (6.2), the opportunities that have been spotted (6.3) and how the EmployID Consultancy Network will support exploiting the outcomes in those opportunities (6.4).

6.2 Outcomes & Offerings

In this section, we present fact sheets of the outcomes of the projects that have been deemed to play a key role in the sustainability process. This was based on a threefold approach:

- Following a detailed audit of the programme inputs, processes, outputs and outcomes we produced a synthesis of results and transformed them into offerings for future customers. This included Social Learning Spaces, Peer Coaching and Labour Market Information.
- As part of the creation of the Consultancy Network (see section below), the members augmented the direct outcomes of the project with their own expertise and knowledge about market needs, synthesizing the approaches of EmployID with related methods and technologies. This included narrative methods (cooperating with the associate partner NARRATA) and theories of change management.
- Based on the evaluation data and other research results achieved in the fourth year, it was furthermore explored how technology approaches that could not yet be deployed in EmployID could offer future opportunities as part of design & technology experiments. This particularly applied to advanced Learning Analytics.

The following tables summarize the offerings in a concise way as a portfolio of future offerings, both as open content and tools and consultancy offering. They highlight the proposed value from the customer's perspective, what we are willing to offer for free, as well as extended services. We also highlight the outcomes of the project (or existing external knowledge) that fed into and shaped these offerings. More information is available from the links included in the tables

Peer Coaching		
FINDING CREATIVE SOLUTIONS TOGETHER FOR BUSINESS SUCCESS		
Value & pain points addressed	<ul style="list-style-type: none"> • It provides core skills and a specific tool for the professional identity transformation of the people that empower organizations. • It provides an easy, quick and simple intervention for solving problems in teams and encourage innovation from the experience and the joint effort of the teams implementing it. • It enhances the coaching skills which enables them to give a better service to their customers 	
Free value	Free peer coaching online course (available via EmployID Academy as an open educational resource and as a download), including several videos focusing on peer coaching skills Free peer coaching online tool	
Services	<ul style="list-style-type: none"> • Training (2-day Workshops, Tutored Online Course, Webinars) • Consultancy (Implementation of peer coaching training in Organizations) • Support (Peer Coaching Online Tool or Consultancy on Mash-Ups) 	
Components	Content	<ul style="list-style-type: none"> • Peer Coaching Online Course in English, Croatian and Slovene • Video material for specific peer coaching skills, such as powerful questioning and growth mindset • Additional training materials (exercises etc.)
	Concept	<ul style="list-style-type: none"> • Peer Coaching Process Model
	Tools	<ul style="list-style-type: none"> • Peer Coaching Online Tool
Link	https://consultancy.employid.eu/peer-coaching/ http://mooc.employid.eu/peer-coaching-online-course-3-week-public/	

Social Learning Spaces							
CREATING SOCIAL ONLINE LEARNING SPACES TO FACILITATE LEARNING FOR IDENTITY TRANSFORMATION							
Value & pain points addressed	<p>Help those responsible for Learning & Development in meeting the challenges of:</p> <ul style="list-style-type: none"> • Move away from face-to-face training towards engaging social online courses to stimulate reflection and mutual support between participants • Create and foster community spaces for developing narratives, exchange experiences horizontally and vertically, and • build better professional networks 						
Free value	Free online course (without facilitation) as open educational resources on <i>Changing World of Work</i>						
Services	<ul style="list-style-type: none"> • Exploration Workshop: to explore particular needs and most promising areas of support • Co-design Bespoke Social Online Courses, tailored to the needs of the individual organisation, including pedagogy, moderation techniques, platform, and contribution of content Exploration Workshop: to explore particular needs and most promising areas of support • Social Learning Programme as a service: ready-to-use social online course and platform for quick start – plus course design and facilitation if required • Consulting on developing social learning solutions, such as community platforms 						
Components	<table border="1"> <tr> <td style="background-color: #e0e0e0;">Content</td> <td> <ul style="list-style-type: none"> • Course materials on the Changing World of Work </td> </tr> <tr> <td style="background-color: #e0e0e0;">Concept & methods</td> <td> <ul style="list-style-type: none"> • Facilitation of reflection in communities • Facilitation methods in online course </td> </tr> <tr> <td style="background-color: #e0e0e0;">Tools</td> <td> <ul style="list-style-type: none"> • Reflective Community Platform • EmployID Academy (as a course platform) </td> </tr> </table>	Content	<ul style="list-style-type: none"> • Course materials on the Changing World of Work 	Concept & methods	<ul style="list-style-type: none"> • Facilitation of reflection in communities • Facilitation methods in online course 	Tools	<ul style="list-style-type: none"> • Reflective Community Platform • EmployID Academy (as a course platform)
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Tools	<ul style="list-style-type: none"> • Reflective Community Platform • EmployID Academy (as a course platform) 						
Link	https://consultancy.employid.eu/social-learning-spaces/						

Labour Market Information / Intelligence (LMI)							
MAKING SENSE OF LABOUR MARKET INFORMATION							
Value & pain points addressed	<p>Provides access to Labour Market Information/Intelligence to those responsible for careers advice and guidance, employment advice, curriculum planning, local economic and labour market planners</p> <p>Provides support for those wishing to develop systems</p> <ul style="list-style-type: none"> • Provides training and support for understanding Labour Market Information 						
Free value	<p>Free Labour Market Information tool for UK</p> <p>Short course on LMI available as an Open Educational Resources and as a download via EmployID Academy</p>						
Additional services	<ul style="list-style-type: none"> • Researching and negotiating data sources • Designing and developing LMI systems, infrastructure, tools, portals and dashboards • Data integration from heterogeneous data sources • Consultancy and advice on the provision of LMI for different client groups • Designing and delivering online and face to face courses about using LMI in practice • Open educational resources on LMI • Help Desk Support 						
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Link	<p>https://consultancy.employid.eu/lmi/</p> <p>https://mooc.employid.eu/the-changing-world-of-work/labour-market-information-lmi/</p>						

Narratives / Storytelling for professional identity transformation

STORIES AS POWERFUL TOOLS IN TIMES OF UNCERTAINTY & CHANGE

Value & pain points addressed	<ul style="list-style-type: none"> Organisations and their employees often struggle with resistance to change, stressful conflucts, and lack of openness Rational and purely cognitive approaches are not successful as there are strong affective components Telling stories provide an effective way of eliciting and transporting those issues, triggering the work needed to overcome them.
Additional services	<ul style="list-style-type: none"> Capturing & analysing narratives inside organizations, such as interview techniques, event curves, hero's journey, visualisation techniques, metaphor analysis, qualitative data analysis and Grounded Theory. Editing & Visualising for telling the stories in accessible forms to a wider audience, such as experience stories, business cartoons & visual storytelling, videos, podcasts, and. Distributing & implementing to achieve sustainable use of narrative techniques for learning & development, e.g. with workshops, trainings, coaching, event planning, project support and many other forms of advice. Use of narrative techniques for other areas of learning, such as project debriefings, capturing experience of leaving experts, and as part of transformation process of corporate cultures.
Link	https://consultancy.employid.eu/narratives/

Theory of change management

FACILITATING ORGANIZATIONAL CHANGE

Value & pain points addressed	<ul style="list-style-type: none"> How do you translate the organization's Mission, Vision and Values into your team and your market solutions? How does the market perceive you? (external) How do your employees perceive you? (internal) What is your differentiated value added? (Mission, Vision, Values)
Additional services	<ul style="list-style-type: none"> Design thinking dynamics to explore and develop organizational perspective Analytics consultancy to identify employer and organizational branding to the market Strategic plan to develop the organizational competences for the digitalization challenge
Link	https://consultancy.employid.eu/organisational-development/

Learning Analytics							
RETHINKING ONLINE LEARNING SPACES AS INTELLIGENT PLATFORMS							
Value & pain points addressed	<ul style="list-style-type: none"> • Making the learning and collaboration more dynamic and attractive, thus facilitating a better acquisition of knowledge and an assumption of good practice, • Implementing Metrics & Analytics into workforce management Process, Strategies & Operations 						
Services	<ul style="list-style-type: none"> • Analytical support of data processing associated with communities of people and learning, • Modelling and Analysis of user behaviour in online communities (using the Reflective Community platform and EmployID MOOCs) 						
Additional services	<p>The following additional services appeared as opportunities by the end of the project, some of them were just designed or partially tested but not full conclusion could be achieved.</p> <ul style="list-style-type: none"> • Cognitive service to support and guide people transformation (Synergetic composition and facilitation / reflection content analysis, personal development of your employees and the creation of value success), • Analytical support of data processing associated with communities of people and learning, • Support with workshop for custom design solutions (Design Thinking), • Development of tool based on Gamification and Machine Learning / AI techniques to accelerate or reinforce the dynamics of learning 						
Components	<table border="1"> <thead> <tr> <th style="background-color: #e0e0e0;">Content</th> <th></th> </tr> </thead> <tbody> <tr> <td style="background-color: #e0e0e0;">Concept & methods</td> <td> <ul style="list-style-type: none"> • Social Network Analysis and Content Analysis from different form of facilitation • Metrics & Analytics (set goals, measure progress & improve) • Visualize main Metrics & Analytics from dashboard </td> </tr> <tr> <td style="background-color: #e0e0e0;">Tools</td> <td> <ul style="list-style-type: none"> • Online Learning Spaces (reflection, e-coaching, networking, etc.) • Database Management System and ETL process • Statistics Modelling / IA Software & Cognitive Service Application Programming Interface • Business Intelligence & Business Analytics software </td> </tr> </tbody> </table>	Content		Concept & methods	<ul style="list-style-type: none"> • Social Network Analysis and Content Analysis from different form of facilitation • Metrics & Analytics (set goals, measure progress & improve) • Visualize main Metrics & Analytics from dashboard 	Tools	<ul style="list-style-type: none"> • Online Learning Spaces (reflection, e-coaching, networking, etc.) • Database Management System and ETL process • Statistics Modelling / IA Software & Cognitive Service Application Programming Interface • Business Intelligence & Business Analytics software
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Link	https://consultancy.employid.eu/Learning-Analytics/						

6.3 Additional Opportunities

As described in chapter 5, EmployID has initiated transformational learning interventions in the PES that were included as partners in the project or became active as associate partners. To support the plans described in the individual sections in chapter 5, the members of the EmployID Consultancy Network (see below) have committed to supporting these interventions not only from a technology perspective, but also from a facilitation perspective in the upcoming months after the project's end. This includes moderating regular experience exchanges as well as immediate technology support in case of need for updates or other bug fixing.

Beyond that, the involvement with other PES and organizations has shown that we can build upon the established relationships and experiences and offer the outcomes to a larger group. The opportunities we see after a longer process of discussing and assessing are two-fold: (i) additional actors inside the (enlarged) domain of PES and Lifelong Guidance and (ii) completely new sections with professional identity transformation as a domain-independent concept. We will describe this in the following sections.

6.3.1 Wider PES Landscape & Lifelong Guidance

6.3.1.1 Europe

Communication and presentations across *European PES Networks* are well established. We continue to explore ways in which EmployID platforms and content resources can be used to good effect in other PES and allied organisations. For example:

- DG Employment in Brussels have been keen to explore sustainability of the outputs and outcomes from EmployID drawing on the experiences of the PES Network, ICF and AFEPA (see below). At the time of writing, DG Employment have been in contact to receive a full report of progress made on the EmployID project.
- The *PES Network* is a key interlocutor of the European Commission for developing operational input to PES initiatives. This provides a common input on behalf of the PES from 30 European countries.¹⁰ This year, the *Work Programme* has a clear focus on the future world of work, digitalisation, human resource management and holistic employment support - linked to partnerships, anticipation, empowerment and agility. EmployID closely monitors and assesses the content of *PES Board meetings* to make appropriate links e.g. the role and impact of digitalisation was a key topic for PES at their 8th PES Network Board meeting in Tallinn in early December 2017. Our PES partners in Slovenia, Croatia and DWP continue to feed into these mechanisms.
- ICF is contracted by DG Employment to deliver varied support services for European PES. After the presentation by the EmployID team to the AFEPA meeting held in October, 2016, ICF contacted the EmployID team to discuss ways in which the integration of best practices from EmployID could be embedded. These discussions extended through 2016, comprising a series of meetings held between ICF and EmployID project team members, with a representative of ICF attending the co-sponsored EU Presidency conference in Estonia and are currently ongoing. However, procurement and staff changes in DG

¹⁰ The PES of the 28 EU Member States, Norway and Iceland participate in the Network.

Employment have delayed key decisions regarding the usage and future sustainability of EmployID platforms and associated content. Throughout 2017, the main goal was to learn more about latest EmployID developments and consider how this can add value to current arrangements. This engagement took place with the full support of DG Employment.¹¹ A follow up meeting took place with ICF in March 2018. DG Employment were contacted to arrange a follow-up meeting with relevant team leaders.

- In 2017/2018, the PES Network Mutual Learning work programme contained a wide range of Network activities, including those relating to the Benchmarking and Mutual Learning activities intended to further support PES modernisation and improve PES performance. The *PES Knowledge Centre* has provided the EmployID team a wide range of information on the organisation and services of public employment services in Europe. Analytical papers, practitioners' toolkits, conference outcomes and other reports are readily downloadable - <http://ec.europa.eu/social/main.jsp?catId=1163&langId=en> This platform has been used to access materials, key contacts and to review the joint work of European PES and the European Commission under the *PES Network*, the PES to PES Dialogue Programme or under other programmes such as *EEPO* (European Employment Observatory) and *PARES* (Partnership between Employment Services). For sustainability purposes, we are connecting and communicating with these networks to find synergies and to exploit opportunities for linking to the EmployID platforms and openly available resources.
- *AFEPA* has received regular updates via emails, Newsletters and a personalised invitation to attend *a series of EmployID workshops* delivered in Tallinn (September 2017). A short article was also published in the *AFEPA Newsletter* briefly explaining EmployID inputs, process and outputs.
- EmployID worked closely in partnership with Foundation Innove (the Estonian agency for lifelong guidance) and the Estonian Ministry of Education and Research, who organised the *2017 European Guidance Week* and the *EU conference on lifelong guidance policy and practice in Tallinn*. This was also in cooperation with Cedefop¹² in the framework of the Estonian Presidency of the Council of the European Union. The overall theme of the event was the *'Future European cooperation in the field of lifelong guidance and the use of innovative information and communication technologies (ICT)*. The conference was held on 27-28 September 2017 with 115 participants in attendance.
- WAPES has been made aware of the EmployID open access resources and it is hoped that through this mechanism other international PES will draw upon the content of the EmployID Academy.
- Cedefop has appointed a UK expert involved in EmployID to work within CareersNet¹³. The latter will collect comparable and reliable information on a European scale in the field

¹¹ It should be noted that the contract that ICF and DG Employment contract relates to training support for PES managers, not practitioners.

¹² <http://www.cedefop.europa.eu/> - European Centre for the Development of Vocational Training

¹³ <http://www.cedefop.europa.eu/en/events-and-projects/networks/careersnet>

of lifelong guidance (including PES) and career development issues. As a result, we will be able to communicate and sustain some aspects of EmployID's work through this network.

- PES in The Netherlands (UWV) in the South and Middle of The Netherlands used the EmployID E-Book to review good and interesting LMI practices. As a result, communication channels have been set up to explore opportunities for EmployID resources to feed into 3 new PES pilots focusing on school- to -work transitions. There is some interest in the App Coach central 2 and the LMI part of the International MOOC.
- In September 2018, the Scientific Committee for the European Network on Regional Labour Market Monitoring is hosting a major European conference at the University of Exeter, England. Discussion is ongoing regarding the feasibility, or otherwise, of EmployID providing an input at the event.

6.3.1.2 *International*

- The 'Changing World of Work' MOOC attracted significant interest from across Europe (as described above) and organisations further afield from countries including the USA, Canada, Russia, and New Zealand. For example, the *International Development Bank for supporting PES in Latin America* including the Caribbean (RED SEALC) has expressed interest in translating and/or reusing the MOOC – ongoing discussions are taking place.
- *Millionlights, India* aims to “bring the best content, curriculum and certification to the underserved market”. This organisation's work is linked to the Digital India¹⁴ mission of providing skill-based certification linked to industry needs. It proposes to add significant value to learning and certification through teaching methodologies and industry-led partnerships. With over 270,000 online users, 112 courses and 100 certifications - <https://www.millionlights.org/> - this provides an ideal platform for educationalists to reuse and/or adapt the MOOC content to reach a wide audience across India and possibly further afield – ongoing discussions are taking place. Also, *The Promise Foundation* (a charitable trust in India) has multiple programmes focused on wellbeing and the two key issues of literacy and livelihood. We are exploring ways in which the EmployID Academy can feed into culture-resonant programmes for young people from disadvantaged homes. In addition, we are keen to cross-fertilise ideas on learnings from the peer coaching, MOOC and professional identity transformation in the context of culturally-relevant employment and careers support services.
- EmployID consultancy expertise (Ponydsygu and UWAR) was provided to the *Chilean Government* in developing 'an integrated Labour Market Information/Intelligence (LMI) system'. Following a country visit and in-depth fieldwork analysis, this resulted in a series of reports and multi-media products drawing on the experiences of the LMI work in the EmployID project and on international best practice to support the Ministry of Labour in Chile. As a result of EmployID expertise, the *Chilean Government* benefited from key lessons learned from the design, development and implementation of LMI in Great Britain and Slovenia.

¹⁴ <http://digitalindia.gov.in/>

- The International Centre for Career Development and Public Policy is hosting its 9th International Conference in Norway (June 2019). A special feature on EmployID is planned to connect more widely with ICT and lifelong guidance international themes.

6.3.2 *Expanding to other sectors*

Both the topic of professional identity transformation and the approaches taken as part of the project are not limited to the domain of Public Employment Services, but also expands to educational institutions, professional and employer bodies and companies.

This has been explored through a series of activities:

- Presenting and discussing the ideas at a booth and as part of a forum presentation at the leading fair on corporate learning technologies (LEARNTEC) in 2017.
- Organizing a (fully booked) pre-conference workshop on the Changing World of Work and the Role of Identity at OnlineEduca Berlin in December 2017.
- Merging the concept of professional identity transformation and new methods in competence development in front of the backdrop of Industry 4.0 as a joint activity with the German national project ChampNet with companies from the production sector in Germany
- Reflecting on experiences with customers together with commercial partners

Conclusions from these activities were:

- Both change and the effects of digitization (such as Industry 4.0 in production and mechanical engineering) are important hooks where actors clearly see the need of new forms of learning & development for coping with these developments. The perspective of identity transformation offers a new perspective that sheds light on neglected aspects of L&D and helps explain several issues encountered in change management processes in a better way.
- On a leadership level, agility and the introduction of agile values and methods is a current trend particularly in more traditional sectors and large organizations. L&D departments are struggling with appropriate supportive measures for the transformation of leadership culture. Focus on the identity aspect and providing spaces for its transformation similar to EmployID's approaches are received positively, and the project's lessons learned on facilitation are a particularly rich source. Many organizations have had limited success with social media inspired learning approaches (similarly to their experiences with e-learning as web-based trainings) as they lack facilitation methods and skills.
- Expanding onto other fields beyond PES can build upon methods and concepts that are transferrable. However, it should not be underestimated that the depth of domain knowledge was a key factor both for the successful facilitation strategies and the success of certain interventions as a whole. Within EmployID, this was possible because there was a team with the respective domain knowledge. When moving to new sectors, we need to build "domain partnerships" in which we contribute methods and concepts and co-construct the concrete instantiations with domain experts who have deep knowledge about the way of working, the trends, and the concerns. Without such deep domain knowledge, empathetic facilitation and the stimulation of reflection through the "right" content are not possible. The consultancy network's members (see below) have established links to potential "domain partners" that need to be explored further.
- The concept of professional identity and its transformation is largely unknown and not easily accessible to practitioners, and it needs explanation before the power and value of

the perspective becomes visible to them. One important vehicle of raising awareness is the so-called Playbook which part of EmployID are currently preparing. It explains the key concepts and findings of the project in an easy-to-understand language and can act as a door opener particularly for those concerned with learning and development in their respective organizations.

6.4 EmployID Consultancy Network

As already indicated in the sections before, for effective sustainability beyond the funding period an organizational umbrella is needed that assembles those committed to ongoing work on the themes of the project and provides them an appropriate structural frame. This is described in the following subsections, starting from the challenges of sustainability, via the process how EmployID has approached that and what are the principles that have been agreed to and set out.

6.4.1 Challenges

From the outset the EmployID team recognised that integrating sustainability principles into the overall programme can be an effective way to ensure long-term impact. Clearly, there are obvious challenges and opportunities when it comes to sustainability beyond April 2018. For example, it is a challenge to have access to Public Employment Service ICT systems, ensure a steady flow of PES engagement and secure new funds for continuing with existing activities, as well as developing new ones. We learned that gaining access and security protection are major barriers to implementation in PES and big infra-structure projects often take priority. There are also challenges when funding comes to an end that staff, who have been drivers of EmployID, move on to other posts, academic projects and/or new initiatives. As a result, the capacity with the EmployID team can be weakened, and for some members other new projects take priority. One of the key challenges of research and development projects is to manage the transition into a post-funding period. This requires transformation of the existing partnership on multiple levels, including:

- shifting the research-driven project approach (with a focus on learning) into a market-oriented offering-based approach (with a focus on customer value),
- developing a new organisational structure with individual and organizational resource commitments; and
- preparing a business model that defines a realistic perspective on existing and potential clients, how to reach out to other employment, education and lifelong guidance organisations, which partners to involve and align with, among others.

There is a high level of knowledge and expertise within the EmployID team with a strong appetite to continue further developing ICT and professional identity transformation concepts, methods and tools. The EmployID brand and profile are both well-established and there is significant commercial experience within the group. The process of realigning resources and creating a new organisational structure is necessary for longer-term sustainability working with interested PES and other new partners.

6.4.2 Process

Projects provide an organizational framework, which not only consists of funding, but also of communication structures that cease to exist after a project's end. As the project has accomplished its achievements through collaboration of individuals in different institutions, one priority for the last project year was to establish an adequate organizational entity that continues

to support the activities started in the PES contexts and that is capable of coordinating emerging opportunities from other PES or other sectors. But for this to be realized, the offering and results from the project had to also be rooted on the realities of the market place for such offerings, and on the actual requirements to enable such entity to provide the support and development that such result would need, to continue providing value and evolving over time.

So, we implemented a stepped process (see overview Figure 52: Sustainability Process) with each of the tools and aimed offerings that allowed us to go through the understanding of the needs of the end user, to then define the requirements to achieve sustainability. For that we started working with our developers and researchers, in conjunction with the PES end users, constructing Empathy Maps. Then we move toward an agile, design thinking mode, to build the Business Model Canvas for each of the offerings.

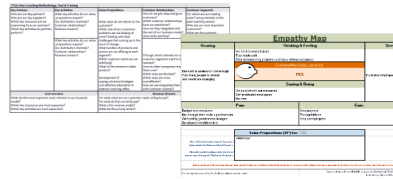
This process led us to a real understanding of the possibilities of the EmployID results, and thus activated the partners interest to establish and engage into the EmployID Consultancy Network. Which now involved highly committed individuals, from partners and the stakeholder network, who wish to continue working together on the use of ICT, LMI, peer coaching and professional identity transformation tools and interventions.

From that process, we have identified the following actions to move forward towards sustaining and evolving the results of the EmployID project under the umbrella of the EmployID Consultancy Network (<http://Consultancy.EmployID.eu>):

- Using visual facilitation to develop an accessible storyboard for communicating identity transformation
- Designing reflective sessions that extract the key success factors from the EmployID experience
- Defining the range of offerings and testing these, as part of conversations with members of the potential target groups (e.g., using the LearnTec 2017 fair, the OnlineEduca 2017, European Guidance Week as part of the EU Presidency Conference in Tallinn, Estonia (see also: Management Report 2018 – dissemination activities)
- Setting up the organisational arrangements for the network and establishing shared values
- Developing an “EmployID Playbook” as a general publication that can be appealing to PES organisations yet to fully engage with our work and to other sectors as well
- Establishing a consultancy network website, and production of dissemination materials e.g. (flyers, posters)
- Developing cooperation patterns (including principles of cooperation as well as operational responsibilities) for reacting to external requests in an agile way

Shaping the mindset towards sustainability

Business Model Canvas
Empathy Map



Extracting key contributions to offer and develop market-oriented messages

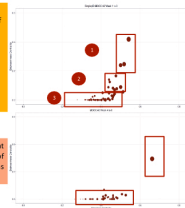
Testing Messages for different target audiences

Tallinn EU Presidency Event, LearnTec, OnlineEduca and other opportunities



Conduct design and technology experiments for further market offerings around learning analytics

Week 1 to 3: The scatterplot show that there are few active nodes which form the centre of cluster and show high betweenness, as well as closeness.
1) Nodes in the core of various subcommunities.
2) Nodes in vicinity of cores connecting the cores of the subcommunities with the peripheral nodes.
3) Majority of nodes are in periphery.



Week 4 to 6: The scatterplot show that especially one player represents the center of cluster and shows very high betweenness as well as closeness.

Create Awareness

Create dissemination Website, flyers, video material, playbook free online courses

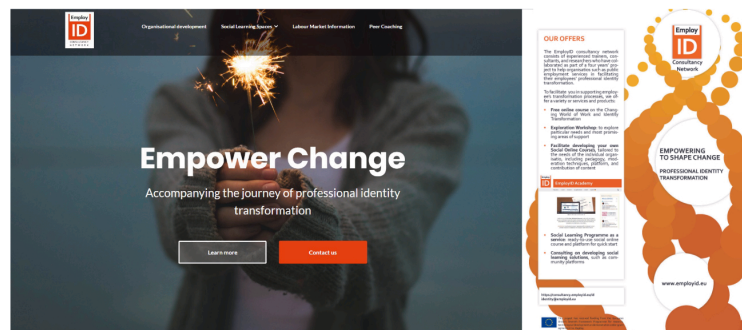


Figure 52: Sustainability Process

6.4.3 Principles

In this process, two members of the Associate Partner Network have become key members of the EmployID Consultancy Network complementing the EmployID offering and contributing their business experience: NARRATA Consult (which co-organized the OnlineEduca Pre-Conference Workshop and supported the project in applying narrative methods in the reflection process, and GOPA mbH (which supported the introduction of the platform in BiH).

This has also entailed clarification of intellectual property rights. All partners committed to a “joint ownership” interpretation. License models were debated and analysed and decided in favour of open liberal licenses that promote re-use rather than restricting it (CC-BY-SA Creative Commons Attribution and Share-Alike for content, Apache 2.0 or GPL licenses for software code, depending on the requirement of the underlying software components). This forms the basis for the future work of the EmployID Consultancy Network.

Course materials have been transferred from proprietary platforms such as EMMA or FutureLearn to the EmployID Academy, which has matured from in-house face-to-face workshops and a blog to an accessible social learning platform in its own right. This underpins the EmployID Consultancy Network’s offering of open educational resources and a starting point for interested third parties to run their own courses, with the option of co-facilitation, where appropriate.

We have primarily focused on ensuring future proper working arrangements of the existing EmployID network of researchers and practitioners that were developed as part of the project. There are generally high levels of enthusiasm by some of the team to continue working together. For example, we are keen to further cascade results from the project, to undertake further joint research and to provide EmployID consultancy activities. Our main goal is to further:

- embed social learning platforms in PES and allied organisations
- extend peer coaching in PES and lifelong guidance settings
- develop LMI in PES and allied organisations
- build upon narratives/storytelling in professional identity transformation in PES and other lifelong guidance settings; and
- piggy-back on theory of change management initiatives within PES and allied organisations.

We have developed a short, medium and long-term vision for the EmployID Consultancy Network – including how we see Network being established, its strategic and operational priorities and implementation plans. The EmployID team has created an inventory of all physical resources that the Consultancy Network can use/reuse once the project funding comes to an end. The EmployID Consultancy Network has now been established in the final year of the project. The establishment process took on-board the experiences with previous large and small-scale research projects and the challenges encountered there and made use of the opportunities of the Associate Partner Network.

Basic principles in this process have been (building upon the strengths of the project):

- The network should be interdisciplinary & European as the project itself. The topic does not allow for narrow solution perspectives.
- Similarly, the network should consist of a mix of commercial, ICT and scientific innovators and partners, which also fills a gap in the market.
- The network builds upon continuing the partnership & trust relationships established, but it is also complemented with associate partners.

- The network does not only focus on new opportunities, but at the same time assumes special responsibility for existing deployments and their sustainability.

6.5 Where next?

We have identified critical success factors to achieve our sustainability plans. This includes: working with PES and other innovators, targeting government departments, and **connecting to other key partners and sensitising them to ICT and professional identity transformation** at a regional, national, European and international level. For example:

- **PES and other innovators:** Involving the PES and wider ICT and lifelong guidance community is a critical success factor. Going forward, we will make sure the EmployID Consultancy Network continues to involve the wider PES community, ICT/digital and artificial intelligence (AI) innovators; and European Lifelong Learning networks to give them as much ownership as possible of key project elements. The skills and knowledge gained by the PES partners are clearly transferable and also replicable. We have established ‘PES champions’ with our current partners who plan to continue to promote the learning from EmployID within and outside of their organisations.
- **Targeting government departments:** A short Briefing Paper aimed at Ministers, policymakers and senior managers is necessary to stimulate greater interest in the inputs, processes, outputs and outcomes from EmployID. Most importantly, a key challenge is for this grouping to be supplied with relevant briefing information to enable them to make the right policy connections and see the added-value benefits of embedding the EmployID learning into practice.
- **Connecting to other key partners and sensitising them to ICT and professional identity transformation:** This will involve working with regional, national, European and international organisations communicating the concepts, methods and tools readily available and sensitising them to the benefits of EmployID. So far, this has occurred through the EmployID website, EmployID Academy, conferences, workshops and newsletters etc. (refer to dissemination overview). We will build upon this and have further developed promotional and marketing plans and new resources in this regard.

The establishment of the EmployID Consultancy Network will be an initial ‘anchor point’ for continuing to embed and expand methods and concepts, content and tools within and outside of PES organisations. The PES partners have demonstrated they too will continue to make use of and sustain key elements from the EmployID experience. Our Associate partners, European and international bodies will have open access to the EmployID platform, supported by Enzyme, on behalf of the Network.

Involving PES

The intention is to continue to involve the wider PES community in understanding the inputs, processes, outputs and outcomes from EmployID. One pivotal example is the cooperation with Bosnia-Herzegovina where results of EmployID are deployed with a model of support that shapes a role model of how interventions based on EmployID can be put to practice after the end of the funding period.

We will also connect the scientific and practical results from our work into European Lifelong Learning networks e.g. Careersnet (led by Cedefop) and other transnational co-operation forums such as Euroguidance and the European Learning Network to focus on the use of ICT and professional identity transformation. Plans are underway for further keynotes and workshop presentations – refer to separately published dissemination reports.

PES and Lifelong Guidance – school to work transitions

We intend to work with lifelong guidance community organisations, to foster continued and deeper shared understanding in the innovative use of ICT and solution-focused approaches to professional identity transformation in schools, colleges, and universities.

Consolidating Technologies for Identity Transformation

The Consulting Network not only wants to preserve what has been developed, but aims at being a forum and engine to promote further technology development. Promising technologies where network partners have already considerable experiences include, e.g., Chatbots powered by Artificial Intelligence technologies. Chatbot Channels provide a new opportunity to transform your Online Learning Space. Chatbots are mainly used for low-level, repetitive question and task, which free up support team to focus its efforts answering to much higher value requests. Chatbot service can be integrated across numerous channels to improve interactions between participants for queries and communications on a format level from our different forms of facilitations (MOOC, e-coaching, networking, etc.) or Web site, Emails app, Facebook messenger, Skype.

7 Conclusions

EmployID has investigated the opportunities of technology-enhanced learning for identity transformation. The central theme for the project was: Can ICT tools create spaces to drive processes of learning, facilitation and reflection in support of identity development and career construction?

Identity transformation can be represented as a process of identity development; a process of skill development in four inter-related domains and taking place in the context of particular opportunity structures. Narratives (storytelling and sense-making) play a prime role in this process, which aligns with career constructionist practice whereby career conversations could be facilitated by skilled practitioners both in dealing with clients (Savickas, 2013) and in supporting peer continuing professional development. That is, while careers practitioners support their clients' career conversations, conversations about their own careers and identities could be driven by similar processes that are facilitated in different ways.

Over more than four years, EmployID has designed and created spaces for identity transformations in various contexts, most notably in the three PES organizations in Croatia (CES), UK (DWP), and Slovenia (ZRSZ) which formed part of the consortium. This was complemented by spaces in associate partner organizations in additional countries, including Bosnia & Hercegovina, Ireland, and Estonia. These spaces were composed of combinations of different methods, content, and tools, such as reflective communities, peer coaching, and social online courses.

EmployID has also observed how those were transformed into places (Dourish, 2006; Harrison & Dourish, 1996), how practitioners co-constructed and shaped activities and practices in interventions such as social online courses and community platforms, and how they took ownership of reflective discussions or discussions centred around peer coaching skills. This 'observation' was based on a portfolio of evaluation instruments supporting the collection of insights and evidence in different contexts and at different depth and breadth, while keeping our main evaluation objectives in mind (see more of that in Chapter 4.4). The indicator matrix proved to be a very useful instrument to track changes over time on four levels, namely individual learning, collaborative learning, internal processes and customer satisfaction.

Impact could be found on different levels. On individual and organizational levels, our interventions led to the acquisition of new skills, increasing confidence in applying new techniques, changed attitudes and practices and experiences with (collaborative) learning of resourceful learners. Furthermore, we supported practitioners in their work with clients and improved communication between colleagues (the detailed impacts can be found in each of the case descriptions in Chapter 5 and the summary of cases in Chapter 5.6).

In all these cases, people have been driven by the desire to 'hear' and 'to be heard', to be part of a community of peers who share the same experiences, face similar situations and know how to help with their expertise and experience. In conclusion, the 'social' aspect in learning is key, especially in times of strong professional change. We realised that providing space for social interaction may lead to worries that this space might be used for general complaints about difficult situations. However, we observed the opposite in all our cases: the exchange of experiences with others led to an increased ability to solve difficult situations, to understand practitioners' roles and organisational objectives, to higher motivation and confidence to conduct one's work.

But we also learned that *creating* spaces is not enough (Harrison and Dourish, 1996); merely proposing interaction does not automatically lead to fruitful discussions and collaboration. We needed to answer the contextual question as to how these spaces can be *animated* in order to

support rich interactions which help participants make sense of and tell stories about their changing world.

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

The more structured learning settings, including social online courses, the International MOOC and the peer coaching workshops, were not just promoting skill development in the four domains of relational development; cognitive development; practical development; and emotional development. These activities and programmes were designed to offer learning, facilitation and reflection to support conversations about skill development structures and contexts within which practitioners worked and narratives about their own careers and identities. It has been found that the structure of courses/interventions strongly influences the way in which counselors learn and collaborate. Interactive elements, including the sharing of experiences and group work combined with relevant topics triggered the articulation of individual perspectives, reflection on others' perspectives and the co-construction of new meanings. Combined with active moderation of conversations during the course, it helped turn potential spaces for collaboration into places where learning, facilitation, reflection and identity development took place in practice.

Likewise, in the community settings, moderators were crucial and for discussions in peer coaching courses where support for applying techniques in practice was needed. Where such facilitation was provided and reached participants, places of learning and interaction emerged, and traces of identity transformation became visible. Compared to the more structured learning settings, the community setting has been even more challenging. It could be that in those circumstances practitioners were offered, building on the ideas of Cope and Kalantzis (2000), "available designs" with which 'to design and recreate the world afresh' from a "complex range of meaning-making resources." These activities are challenging and our pedagogic approach of linking situated practice, overt teaching, and reframing was powerful, but transformed practice is a demanding goal and, in some activities, we under-estimated, at least at the beginning, the importance of affective elements of facilitation in order to generate a commitment to change and identity transformation.

Overall, the role of (peer) facilitators/moderators proved to be highly important since they create a sympathetic sense of community and stimulate co-creation processes. They build group cohesion and facilitate and model respectful critical discourse. An encouraging tone, coupled with support for constructive criticism and shared experiences leading to a deeper understanding of course content is key in facilitation. In all of our cases, the engaged work of facilitators was highlighted as a positive aspect by learners and collaborators.

We observed that facilitators need skills like active listening, powerful questioning and emotional awareness to understand learners concerns and guide them through a reflective process towards their own conclusions. In the reflective community platform, the editorial skills to elaborate the expert content proved to be key to success. Facilitators themselves were driven by the opportunity to create something new and meaningful, to be of help to their colleagues and to be part of a multi-disciplinary team that supported the facilitators own individual development.

Apart from the moderation, the development of content has been key, as shown for instance by the reflective community platform in ZRSZ: intense contact with counselors and the skill of active listening helped us to detect the information needs of counselors in their changing environments. The elaboration and provision of this content by engaged moderators made the reflective community a place for practitioners to go to, to search for information, to reflect on their own practices and to exchange with colleagues. This finding is underpinned by experiences with other interventions: the theoretical knowledge on career construction was perceived as highly relevant in the identity transformation workshops and in the international EMMA MOOC. Learners also

perceived the content on peer coaching core skills as highly important in several of our interventions.

This clear emphasis on facilitation has implications for organisations and their management. It has to be understood that places do not just happen (e.g., by providing tools or online content) but need to be carefully facilitated to emerge, which requires time and (personnel) efforts. If an organisation does not want to make these efforts, places of learning and identity transformation are less likely to emerge. Second, at least some sort of facilitation needs to be maintained by organisations to support existing places and to develop opportunities to create new ones. As examples, in the reflective community platform new topics have to be provided and moderation has to be present, and for the LMI tools, content needs to be constantly updated. From the descriptions in chapter 3, we can see that where this is done, interventions are likely to be sustained, and where this is not done, they may be discontinued, thus removing existing places for learning and identity transformation. Such continued efforts are not always easy to map to an existing paradigm of learning & development which is reflected in costing and business models.

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

Internally we have learnt that sustainability of EmployID is a multi-faceted. On the one hand, the EmployID team (2014-2018) in its present form will reorganise so that individuals and organisations can choose to opt-in or out of any future working arrangements. This is commonplace in all projects. On the other hand, those within the EmployID Consultancy Network have a spirit of inquiry and a commitment to working together with existing and new partners to apply learning analytics; adopt social learning platforms and tools; and benefit from facilitated approaches in support of innovative ICT and professional identity transformation both within and outside of PES organisations. The formation of the EmployID Consultancy Network, website and resources is now established with new opportunities to bring other individuals and organisations on board, as and when most appropriate. We cannot avoid the big challenge of achieving financial sustainability i.e. developing a steady flow of funds and generating revenue for continuing the existing work and developing new possibilities. A draft business plan has been produced, including agreed protocols, marketing and dissemination strategies.

Looking beyond internal organisational arrangements, we have been reminded (through the process of writing this book) of the programmatic sustainability of the EmployID evidence-based inputs, processes, outputs and outcomes. For example, we have learnt how to make effective use of learning analytics, how to develop, co-facilitate and embed social learning platforms in organisations, how to produce MOOCs, how ICT, peer coaching, LMI and professional identity transformation approaches require some form of facilitated support involving government agency decision makers, managers, trainers and practitioners. Most importantly, we have learnt what works and in what set of circumstances.

At a European level, we have learnt that 'appropriate timing' for introducing and gaining 'buy in' support from senior policy makers cannot be easily controlled. For example, when government structures within the EU are being re-organised then any attempts to secure internal drivers are immediately hampered. At best, the communication links have to remain open and flexible. We have managed well to keep our communications with DG Employment and other European agencies (as outlined above) open and accessible. We have also learnt, for sustainability purposes, that a short Ministerial and senior policymaker briefing paper (no more than two pages) can be

channelled into governments to inform and support their digital and other relevant policy priorities. We have been increasingly aware of PES priorities shifting towards school to work transitions and we consider there is scope to do more in harvesting EmployID resources for transfer into education settings. In addition, we have learnt that tenacity and resilience are required when it comes to PES staff, as well as ‘winning the hearts and minds’ of others as they begin to process the meaning and application of professional identity transformation.

At an international level, we have learnt much from the above-mentioned organisations, in particular the importance of cultural-resonance and the process of adapting EmployID ideas, processes and tools in this regard. This also has particular relevance for European, national, regional and local PES and lifelong guidance developments.

Overall, EmployID has shown that a technology-enhanced facilitation of identity transformation can be successfully established, but in most cases the journey to those new places has only just started, especially for the numerous PES organisations that we have had conversations with inside our Associate Partner Network. The project has established an EmployID Consultancy Network to continue supporting the existing cases and provide expertise to design new spaces based on the outcomes of the project. The network has been complemented by commercial partners from the Associate Partner Network. Initial offerings have been defined, based on interactions at fairs like LearnTec or OnlineEduca, augmented by design experiments showing the opportunities of more advanced technologies, such as more sophisticated forms of learning analytics based on the data collected in the evaluation.

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

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Appendices