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P.I. - Professional Identity



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Professional identity

- who are you?
- where do you work?
- what are you doing? for who?
- content and perception is very personal
- “personal brand”

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Professional identity

Why? Value? (acc. People First members – John O'Brien)

- To make money
- To do or make something useful & interesting
- To be part of a good company
- To learn new things
- To put some shape in your day
- To do the same things as any other adults
- To meet some people
- To be more independent
- To stop for a drink after work (just one)



Professional identity

- a goal
wellbeing, competence, autonomy
connection, QOL, belonging,...
- a tool
transversal, empowerment, tools for
independence, success, motivation,...



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WORLD ECONOMIC FORUM

PROFID
enhancing professional identity with digital tools



In this **Scottish village** people with **learning disabilities** live with their carers

Footage: Hopscotch Films

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Kevin

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Jens



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Kirby



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Brecht



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Veerle



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• **Leen**



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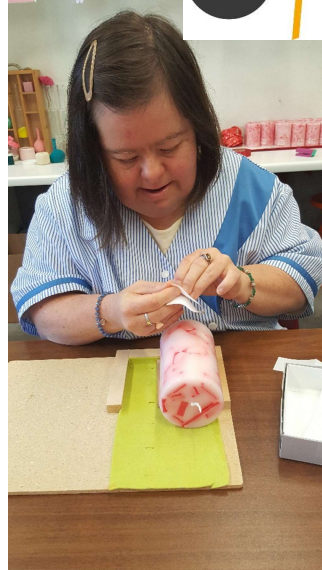
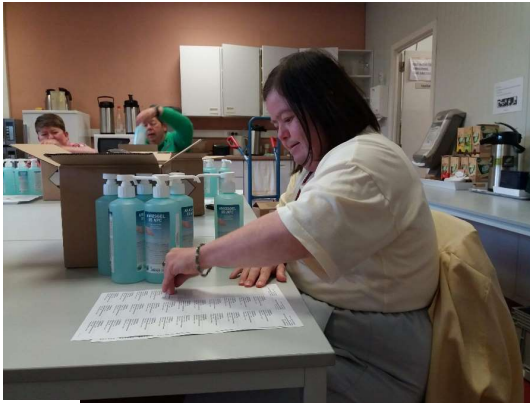


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• **ann**



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• **Nicolle**



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- **Marie Jeanne, Kiani, Claudine,... filmpje**



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Professional Identity – starting points

- **contribution** to society – visibility in society
- a **relevant, useful** service or product easy to be recognized as work (not just to pass the time)
- daycare : important part is a ‘work’ related activity, with the potential for identification with this activity in terms of a profession and expertise.
- P.I. is **singular**

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Professional Identity – a tool for..

- working environment as a **laboratory** for learning
- **interpersonal** skills, rights **and** duties,..
- especially transversal skills:
 - successful work = problem solving, flexibility, taking initiative,...
- **Mediational** interventions to foster transversal skills

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Professional Identity – creating a lab for learning

- Coaches create the “lab”
- &
- Play with the principles of Mediation Interventions

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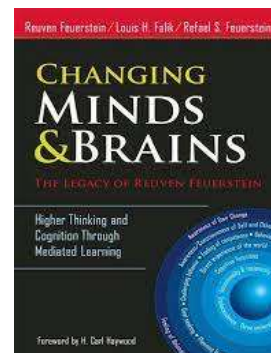


Professional Identity – Mediation Interventions

1. Your job/task has **meaning**
(**why** do you do that?/usefulness?/importance)
2. In your work we cope with problems and in (learning to) solving them we look for **reciprocity** and **intentionality** (the goal)
3. While solving problems during work: we look for **transcendence** (where can you use this skill/tool also?)

And: feeling of competence, sharing, regulation & control,
seeking challenges, ...

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Professional Identity – Mediational Interventions

You **stimulate cognitive functions**:

1. Stimulating systematic exploratory behaviour (e.g: systematic searching for tools in the workplace instead of chaotic behaviour)
2. Learning to label (when using a shared language you make yourself clear)
3. Learning to orientate in time or space (up, in front, next, first, then, ...)
4. You encourage the need for precision and accuracy (measures etc)
5. You learn to identify the problem (what's wrong now?)
6. You encourage them to compare spontaneously (what's the same? What's different here in this task? Why → transfer !!!)

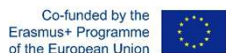


Professional Identity – Mediational Interventions

You **stimulate cognitive functions**:

7. Hypothetical thinking (what if i do this instead of... what will happen?)
8. Planning behaviour: what do i need? How will i start? Next? ...
9. Avoiding trial & error (importance of "the principle"/the 'rule' → transfer !)
10. Correct visual transportation: what i see in my instructions = reality.

And many others !



Professional Identity – Mediatonal Interventions

So when you “mediate” what do you actually do?

Excercise:

WHAT IS THE NUMBER OF THE PARKING SPACE CONTAINING THE CAR?



Professional Identity – Mediatonal Interventions

15xProblem Solving: 15 levels of mediaton (Johan Warnez):

1. Solving the problem **instead of** the client
 2. Solving a partial task **together with** the client
 3. **Demonstrating** the solution
 4. **Explaining how** to solve the problem
 5. Indicating or **mentioning 1 correct** solution
 6. Indicating or **mentioning more than 1** correct solution
 7. Mentioning solutions that are **yet** to be explored
- } No initiative from client




Professional Identity – Mediation Interventions

15xProblem Solving: 15 levels of mediation (Johan Warnez):

8. **Encouraging** purposeful thought
9. **Clarifying** the problem situation by **mentioning** its cause
10. **Clarifying** the problem situation by **asking** for its cause
11. Describing the problem situation
12. Stimulating **control afterwards**
13. Stimulating **control in real-time**
14. Stimulating **control before**
15. **Reflection**


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Professional Identity – Mediation Interventions

- Is “sitting on your hands”: let mistakes happen so that they can correct themselves while busy or learn from mistakes afterwards.
- Mistakes = learning lab !
- Giving people time to think !
- Giving people the time to take initiative.
- Asking questions about the result & the process !
- When activating the thinking process => transfer of the principle learned.

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Professional Identity – Mediatlional Interventions

Learning to implement the heuristic of the **cognitive structure** to deal with (new) tasks or problems:

1. Being alert
2. Making a plan
3. Doing + monitoring
4. Evaluating /reflection by looking back

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5. Transfer/looking forward



Professional Identity – Daily practice

- Creating a professional environment (\$...)
- Creating a safe environment (P.I. with a heart)
- Focus on product, not on production
- Shared ownership, shared responsibility
- -

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Professional Identity – Your beliefs

- Creating a learning lab/working environment depends on: Professional's **competencies & Beliefs**
- “When you believe you will achieve” (Feuerstein)
- Presuming competence (Biklen)
- Not yet (C. Dweck)
- Full citizenship = employment as a right

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Professional Identity – Professional's competencies & beliefs

Competencies:

- Estimating **Zone of Proximal Development**: not too easy, not too stressful.
- Investing in a safe & trustful (working-) **relation**
- Combining **diversity/heterogeneity**: co-learning/co-working
- Being an **expert** (e.g. textile design, pottery, candles, ...) + trainer
- **Adapting** in horizontal & vertical **levels of complexity**: partial steps, full process, with/without extra (instructional) tools
- Being a **cognitive model** (how do you react/think when having problems?)

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