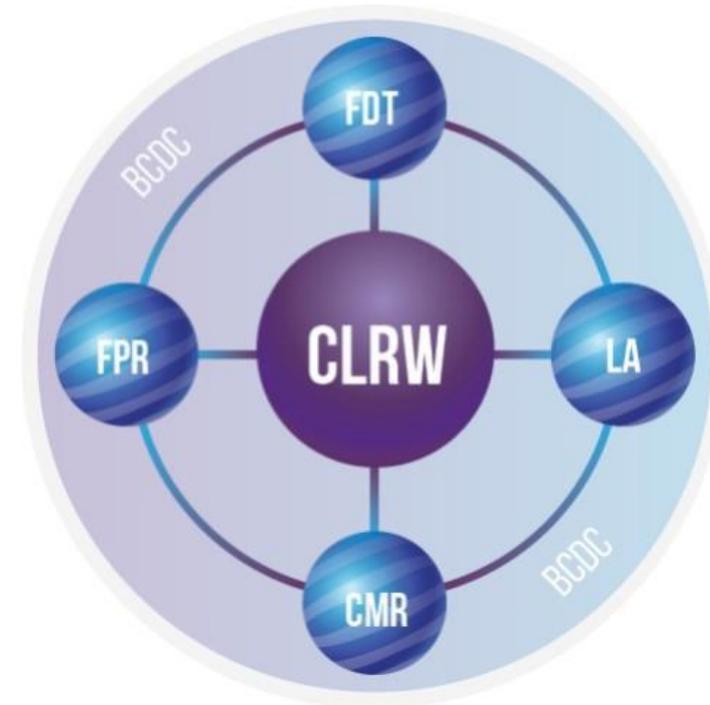


Professional Workplaces in practice : validating a model for collaborative learning, researching and working

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Petra Swennenhuis

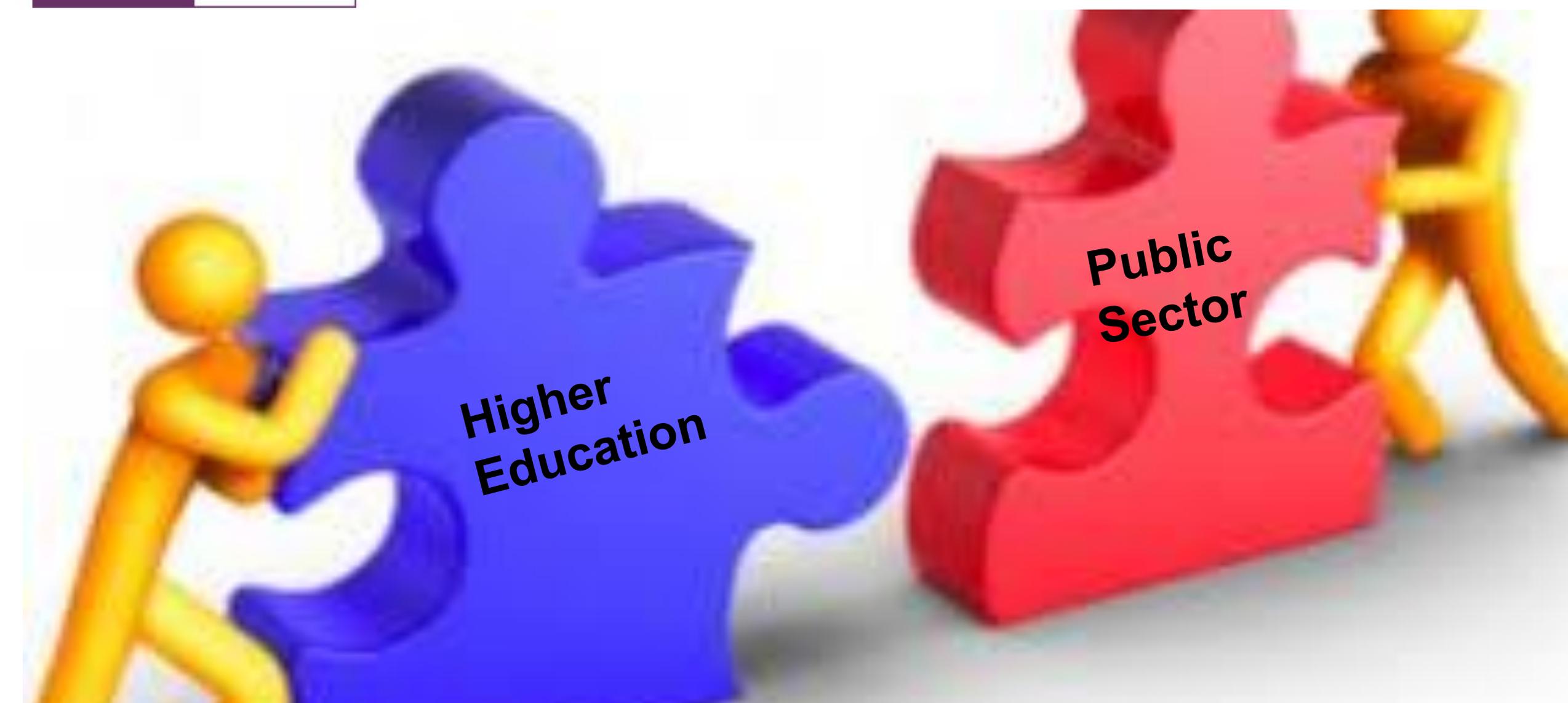


THIS PROJECT IS AN INITIATIVE OF THE PEOPLE AND SOCIETY DOMAIN. IT INVOLVES COLLABORATION BETWEEN

FONTYS SCHOOL OF PEOPLE AND HEALTH STUDIES
FONTYS SCHOOL FOR ALLIED HEALTH PROFESSIONS
FONTYS SCHOOL OF PEDAGOGICAL STUDIES
FONTYS SCHOOL OF SPORT STUDIES
FONTYS SCHOOL OF HRM AND PSYCHOLOGY
FONTYS SCHOOL OF SOCIAL STUDIES
FONTYS SCHOOL OF INFORMATION AND COMMUNICATION TECHNOLOGIES

Complex societal challenges require cross-sector collaborations

THINK
BIGGER



Higher
Education

Public
Sector

WIN Project Objectives



1. Development of model for collaboration in PW
2. Development of instrument for collaboration in PW
3. Development of interventions for monitoring and improving PW

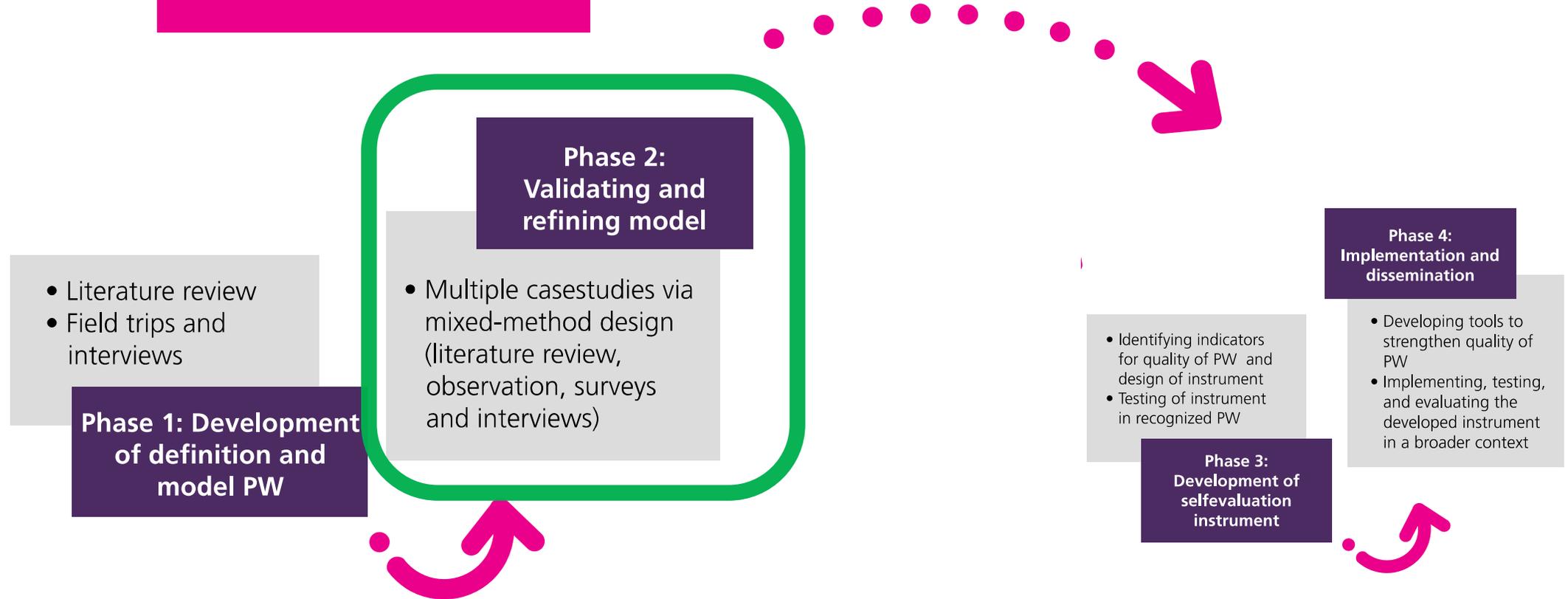


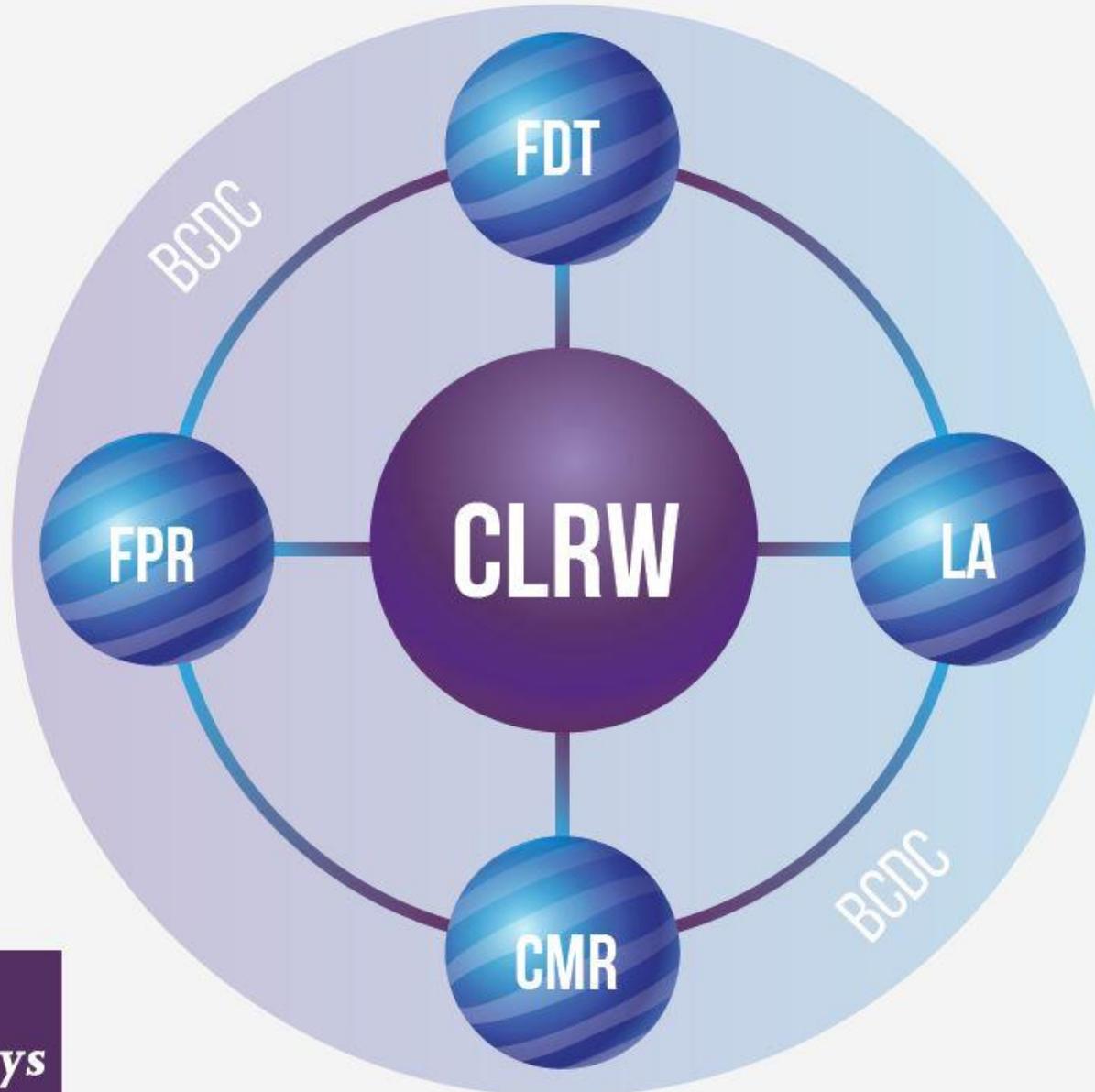
0. Professional Workplace?

PROFESSIONAL WORKPLACES

Professional workplaces are **long-term collaborations** between, at a minimum, a higher education institution and a public organisation **that are physically situated in the professional field**. Professionals, students, lecturers, clients and other stakeholders **learn, investigate and collaborate** in these authentic environments in such a way that there is **continuous development** for those involved, for the environment and for the provision of services. Working together with a focus on **learning and investigation** facilitates an **alignment of the interests** of those involved and the representation of these interests in **shared objectives**.

PHASES WIN-PROJECT





LEGEND

- CLRW
Collaborative learning,
researching and working
- LA
Leadership and autonomy
- FDT
Focussing and (re)designing
together
- FPR
Freeing up people and
resources
- CMR
Creating and maintaining
relationships
- BCDC
Boundary crossing and
development-oriented culture

Collaborative learning, researching and working

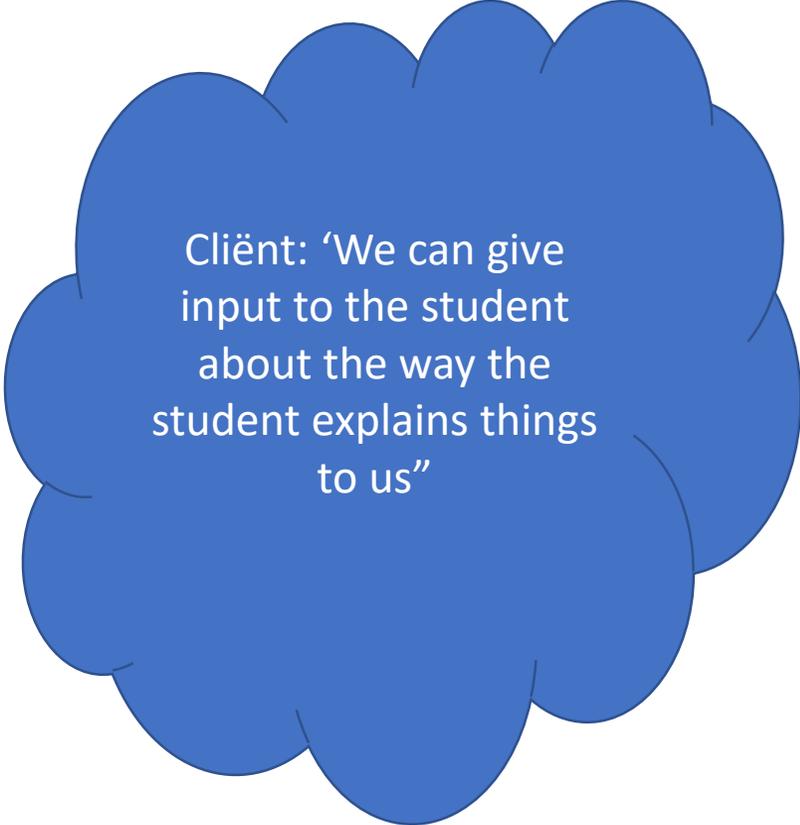


Aspects (literature and interviews)

- Continuous and reciprocal sharing of (learning) objectives, knowledge and experience by those involved
- Questioning each other in a constructive and critical manner, sharing and receiving feedback
- Professionalization of those involved and development of the provision of services

Casestudy

- In 4 cases present, especially objectives for students and students as knowledge brokers
- Feedback (predominantly for students) more present than questioning each other
- In 2 cases multi-disciplinary professionalization is experienced, in the other cases especially students experience grow
- Different perspectives on the development of practice: stakeholders appoint the results of research projects which were not always integrated with the process of care



Client: "We can give input to the student about the way the student explains things to us"

Research questions



Do stakeholders recognise the elements of the model?

How do stakeholders in a Professional Workplace (PW) give substance to the elements of the model?

Multiple case study



- **Respondents**
 - Students
 - Facilitators
 - Professionals
 - Management
 - Cliënts
- **Instruments**
 - Focusgroup
 - Interviews
 - *Document analyses*
 - *Observations*
 - *Questionnaire*
- **Analysis**
 - Deductive analysis in relation to elements of the model



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Characteristics of the Cases



Youth Care

- Fontys School of Pedagogical Studies

Medical Rehabilitation 1

- Fontys School for Allied Health Professions
- Zuyd School for Allied Health Professions

Social Welfare

- Fontys School of HRM and Psychology

Medical Rehabilitation 2

- Fontys School for Allied Health Professions
- Zuyd School for Occupational Therapy

Respondents (N=75)



Casestudy	Youth Care	Medical rehabilitation 1	Social Welfare	Medical rehabilitation 2	Total
Students	2	7	9	6 (4 from last school year, 2 from current school year)	24
Faciliators	3	9	5	4	21
Professionals	3	4	5	7	19
Management	1	1	1	1	4
Clïents	-	7	-	-	7
Total	9	28	20	18	75

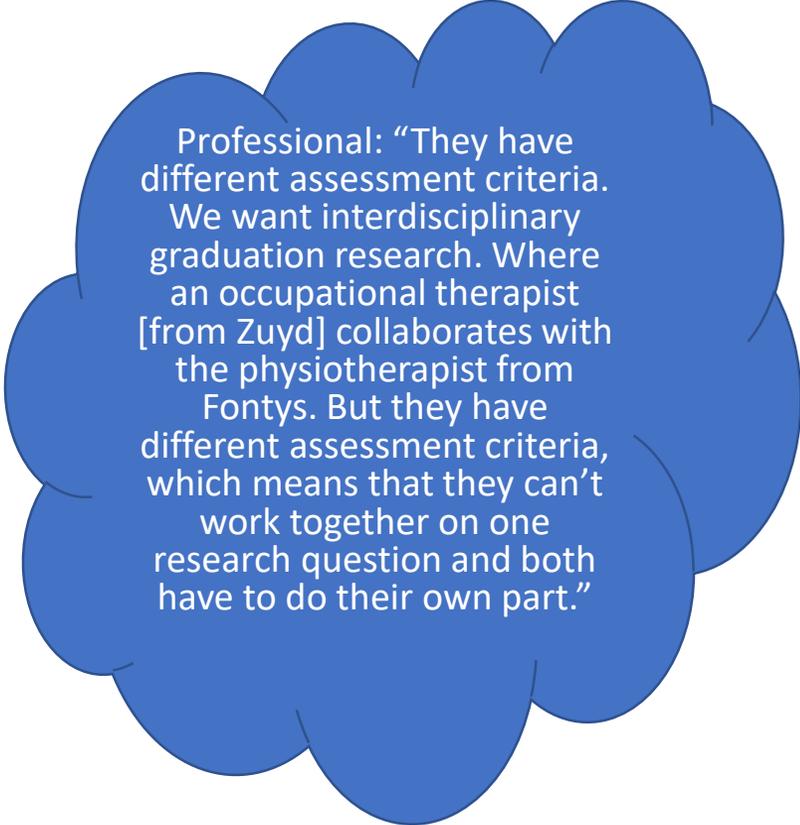
Boundary crossing and development-oriented culture

Aspects (literature and interviews)

- Boundary crossing in and between organizations, teams, particular professions and individuals
- Building and strengthening a common set of values, opinions and actions between organizations and people
- Creating a culture that facilitates all elements

Casestudy

- To a variable extent present in 4 cases, stakeholders appoint the urgency of literally meeting each other
- Education and workplace goals are not always aligned (difference between school- and workgoals)
- To a variable extent present in 4 cases, sometimes still growing, dependency of students and physically open spaces play a part



Professional: “They have different assessment criteria. We want interdisciplinary graduation research. Where an occupational therapist [from Zuyd] collaborates with the physiotherapist from Fontys. But they have different assessment criteria, which means that they can’t work together on one research question and both have to do their own part.”

Focusing and (re)designing together

Aspects (literature and interviews)

- Structurally assessing the focus and (re)design
- Shared vision
- Developing objectives, approach (structures, processes, and outcomes)

Casestudy

- In 2 cases, evaluations are planned on regularly basis and 1 case also uses the results to improve the PW
- In 3 cases present, not all stakeholders experience that there is a shared vision
- To a variable extent present in 4 cases it is even referred in 1 case as not present. In 1 case the absence of a boundary crosser is specifically mentioned

Manager: "... Yes the shared vision, but how is this translated into practice? It should not be a topdown idea but also on operational level"

Freeing up people and resources



Aspects (literature and interviews)

- Ensuring that an adequate, high-quality amount of people and resources are available to achieve shared ambitions
- Structural focus on assessing and securing people and resources

Casestudy

- Present in 2 cases, preconditions are considered to be very important, but there is not enough attention for in some cases
- Present in 2 cases with a critical comment that service to clients always comes first

Facilitator: “. It's important for us as Fontys, that we have a focus on the boundary crosser and which competences teacher now have and which they need if they are working so close in practice.”

Leadership and autonomy

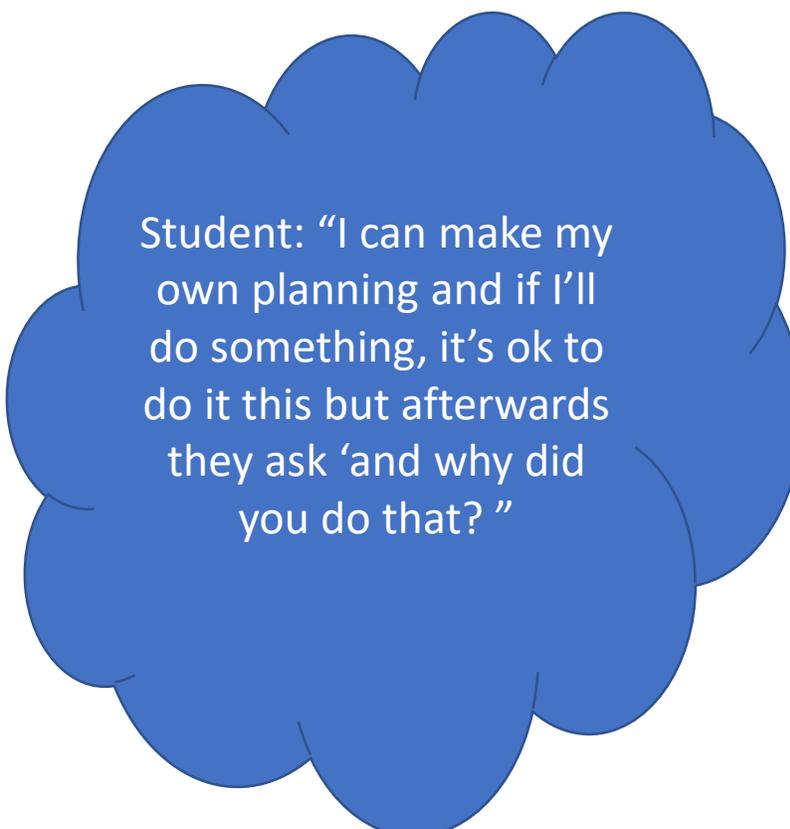


Aspects (literature and interviews)

- Distributed and shared leadership which aims to stay aligned and connected
- Transparency in the interests and objectives
- Creating trust, ownership, participation and involvement at every level and with all parties involved

Casestudy

- Present in all cases with specific attention for personal leadership
- Present in 1 case, mainly about personal goals
- Is present in all cases. Professionals who are more involved in working with students experience more participation and involvement



Student: “I can make my own planning and if I’ll do something, it’s ok to do it this but afterwards they ask ‘and why did you do that?’ ”

Creating and maintaining relationships

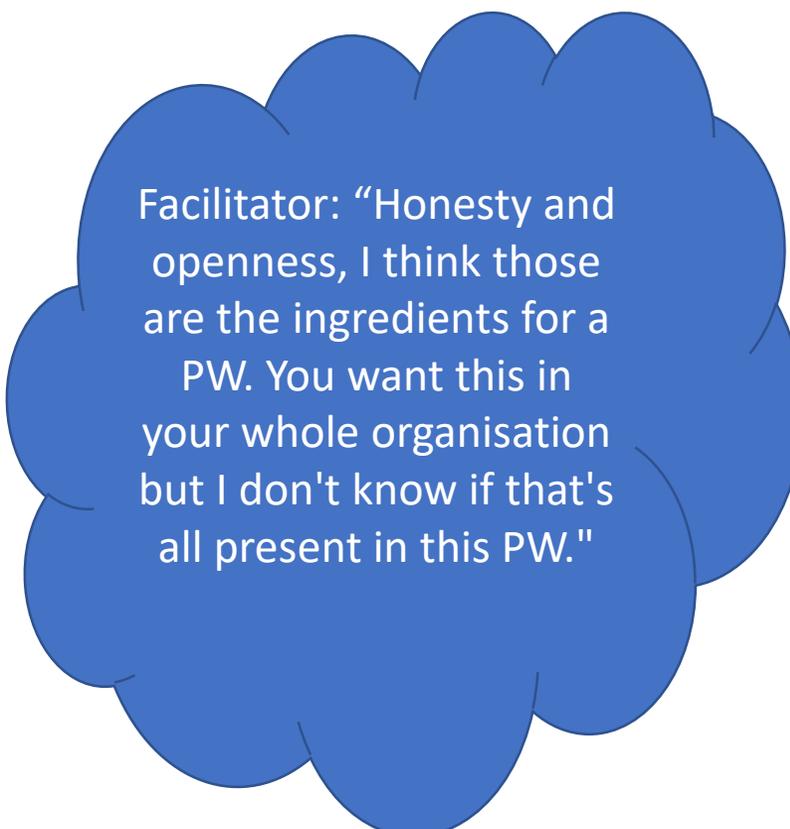


Aspects (literature and interviews)

- Building and strengthening a network of relationships at all levels within and among the organisations
- Creating, maintaining and strengthening interpersonal relationships
- Connection, trust and openness between each other, strengthening and deepening relationships at all levels

Casestudy

- Present in all cases, more on a practical note (meetings where you can meet other people involved in the PW). Respondents agree that this is an important element in a PW
- Present in 3 cases. Professionals (from the workplace and school) are in the lead to encourage this
- Variably present in cases and also regarded to respondents within a case. Notable detail: in 1 case this element is mentioned as the most important condition for a PW

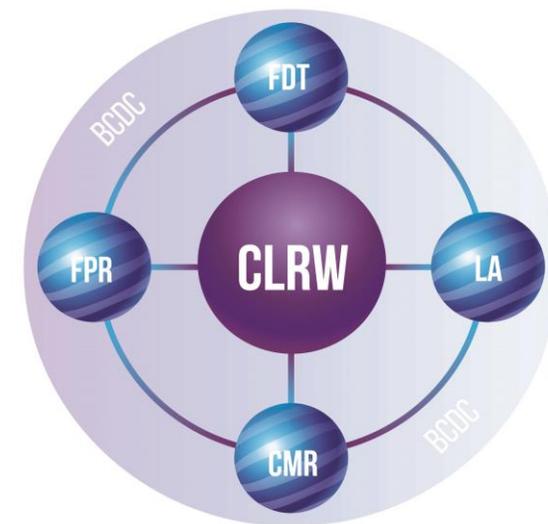


Facilitator: "Honesty and openness, I think those are the ingredients for a PW. You want this in your whole organisation but I don't know if that's all present in this PW."

Conclusions



- All elements are recognized and occur to a greater or lesser extent
- Experiences of stakeholders within cases differ, in relation to the involvement at the PW
- A preliminary phase in which a shared vision is developed is essential, also to get everyone involved
- The model is seen as the ideal picture of a PW

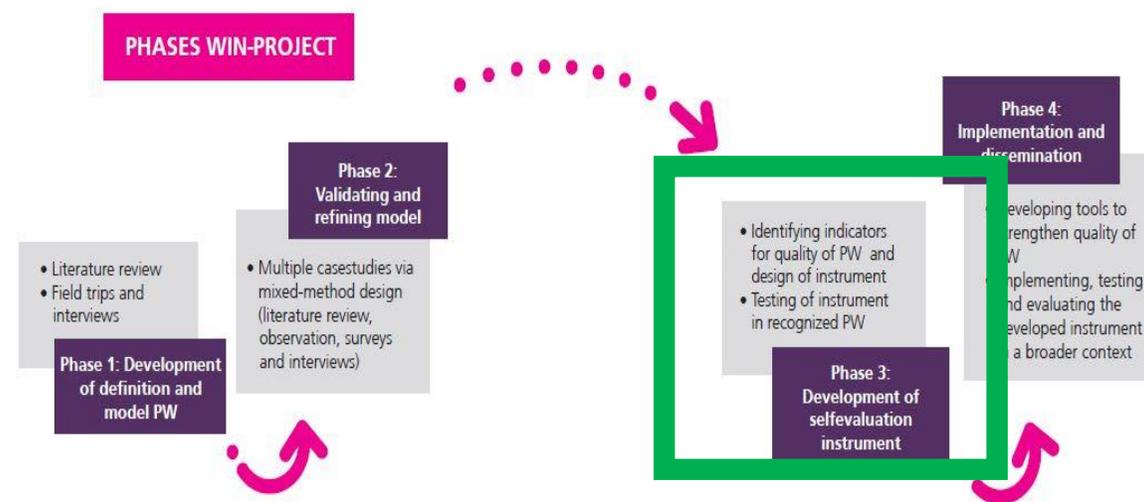


Further research



Phase 3 of the research (2020)

Development of a self evaluation Instrument what a PW can help and use to improve and develop the quality of the PW.



Question: How we can make optimal use of the collected data, to develop a self-evaluation instrument in the next phase of the research? What are your ideas / tips for us?

Want to know more about professional workplaces during EAPRIL 2019?

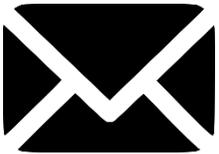
Join the meet up today from 17.30 u. – 19.00 u., at location Lobby (VSpa), organised by our research colleagues Miranda and Sofie.

Design with us the ‘professional of the future’ for learning, working and researching in Professional Workplaces - Sofie Moresi & Miranda Snoeren

Join the workshop tomorrow from 08.00 u. – 09.30 u., at location Krause (Dorpat) organised by our research colleagues Jeroen, Miranda and Sofie.

Learning, working & researching in cross-sector collaborations: which factors are essential? Sofie Moresi, Miranda Snoeren, Jeroen Bovens

Feedback? More information?



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Thank you!