
Reader

Summary of:

**Transformation at Work:
Identity and Learning**

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Transformation at Work: Identity and Learning

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Research of literature

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The article explores transformation of working and learning identities due to combined factors: individuals' intentionality and subjectivity as well as social factors and processes an individuals are subjected to. The article is an attempt to establish relationship of subjectivity, identity, agency and relatively new ideas of workplace learning.

The analysis is based upon four proposals:

1. The process of individual engagement with the social world is based upon a relational interdependence between the person and the social world.

Individuals' experience can be defined as intentional and active engagement if it includes social suggestions that are encountered in the conduct of daily life. Social interactions of interpersonal or proximal kind aim to secure shared understanding between a more and less experienced social partner. Social norms and practices represent more sophisticated ways social suggestions operate upon. Both forms of social suggestions not only shape behaviour but also evoke semi-permanent or permanent changes in individuals which constitute learning.

2. The process of engaging in activities requiring deployment of knowledge produces changes to the knowledge deployed. This process is shaped by individual identities but also shapes individual identities.

How learning at the workplace occurs might be understood based on analysis of social processes that individuals get involved in and the social sourcing of the knowledge. The process of learning due to using existing knowledge and combing it with new knowledge is influenced by individuals' identities and also changes or shapes those identities.

3. Personal experience is mediated by individuals' knowledge and sense of identity with its attendant values. The construction of concepts, objects, and procedures is shaped by what the individuals have experienced before in their lives.

The degree to which individuals engage with social world and their social encounters depends on an individual cognitive experience, so it is unique and based upon distinct and individual experiences and personal histories. The construction of self is person-dependent individual transformation of social experience.

4. Cultural change that is taking place at the workplace results from interactions between activities that are socially driven and involvement of an individual into these activities.

Individuals are not only subjected to social and cultural change but may be actively engaged with remaking cultural and work practices. The learning that results from new events depends on how individuals direct their intentionality's when experiencing these events. The individual experience of workplace practices will at times contribute to changes in the individual way of knowing and sense of self: identity.



Implications for policy and practice

The presented arguments refer in majority to relational interdependence of:

- ✓ The social world including paid work
- ✓ Individuals' personal agency that is shaped by socially derived practices and subjectivities.

Work constitutes situations in which engagement and negotiation that form the relational interdependence are likely to be intense because they are salient to individuals.

As indicated by some researchers today the focus in policy formulation is misplaced because it is based upon assumptions about the self as being compliant to governmental objectives and not so much to personal goals that reflect individualized subjectivities and identities. In policy formulation greater interest should be given to individuals' intentionality, identity and subjectivity in learning and developing throughout their lives, which will humanise the lifelong learning processes. Lifelong learning should thus be seen as a reciprocal process with individuals entitled to participate in the change of working practices.

Reference to coaching and networking: All the practices involved in lifelong learning processes as for example coaching activities or networking activities should be perceived in the way suggested above. The acknowledgement of individual intentionality's and identities are to be an inherent part of those activities and processes.