



“Different approaches to vocational identity- notes from a VET-pedagogical-perspective”

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Conference on VET research
Stockholm University
May 2015



Office clerks, apprentices
in 2nd year of training



Industrial electricians, in
2nd year of training

Is vocational identity still relevant?

- Traditional: Learning „Beruf“ means encoding of special knowledge, clothing, way of thinking and behavior in a status of society (Kutscha 2007, Beck/Brater/Daheim 1980)

A man with a clear point of view



- Current influence on vocational identity: tasks, knowledge, time, clothes, qualification contexts, status, branches and aims (Kaiser, Brötz 2015)

A checklist of relevant qualifications



Is vocational identity less important?

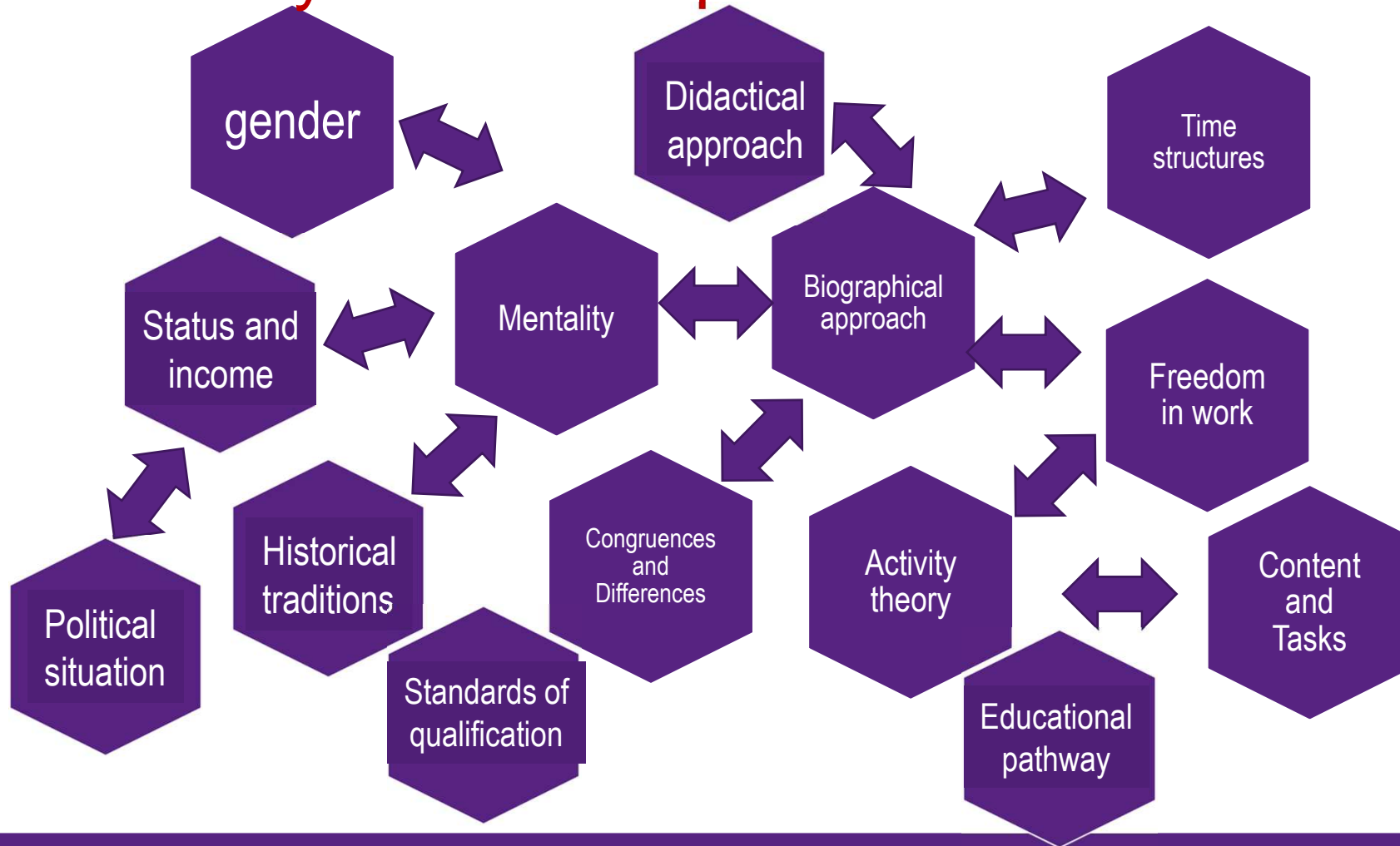
Flexible work identity: stability at work? Create your life in spontaneous experience time, ... weekly!

The corrosion of character? (Sennett)

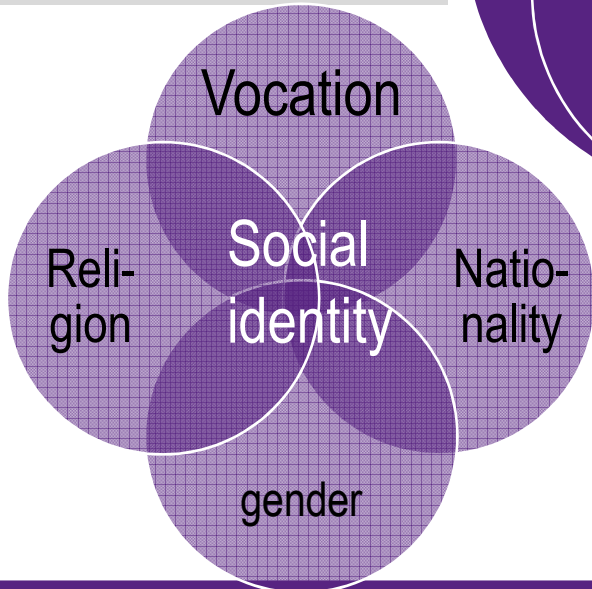
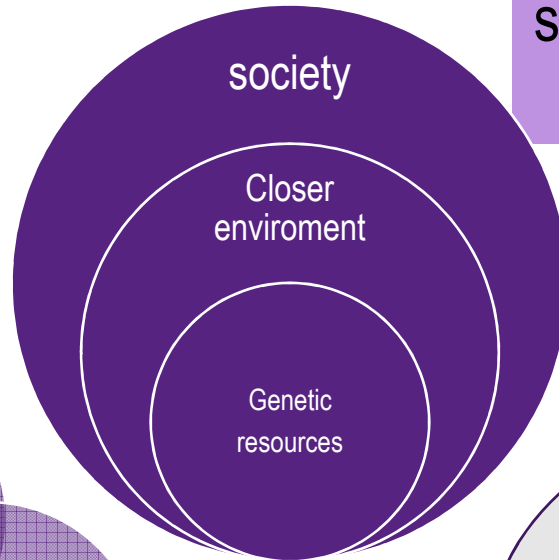
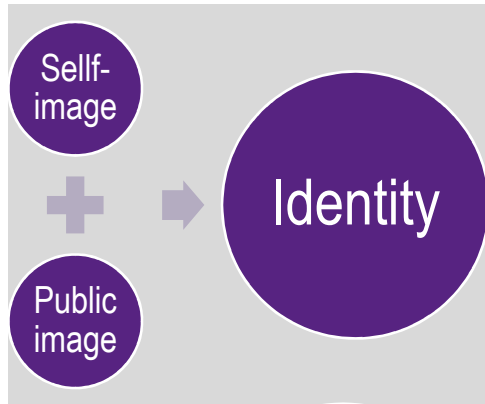
What does that mean for personal commitment, coherence and responsibility for quality of work and forming social affairs and workplace conditions?



So many relevant aspects of research



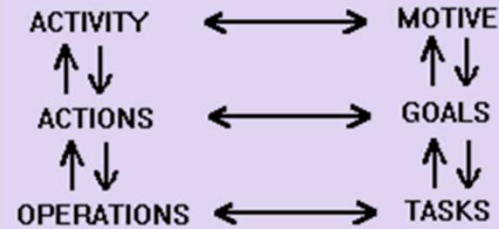
Models of understanding



Forming identity as a self-reflexive creative construction

Reinvent yourself

Personal development



Historical conditions

Own and new studies and findings

- Occupations as „Life in a subcultural context of time“ – A hermeneutical – biographical reconstruction-study focused on time in very different occupations ([2007](#))
- The knowledge and mentality of employees in business and administration occupations (2012)
- Development of Vocational identity in Swiss apprenticeship (Reichenbach 2013)
- „Between technical knowledge and pedagogics“ – creating the identity of technical VET-teachers (2018)

Time and vocational identity I

Tramdriver



“If you deviate from the time of travel,
the message appears at the display:

‘Please keep to the timetable’”

Photographer

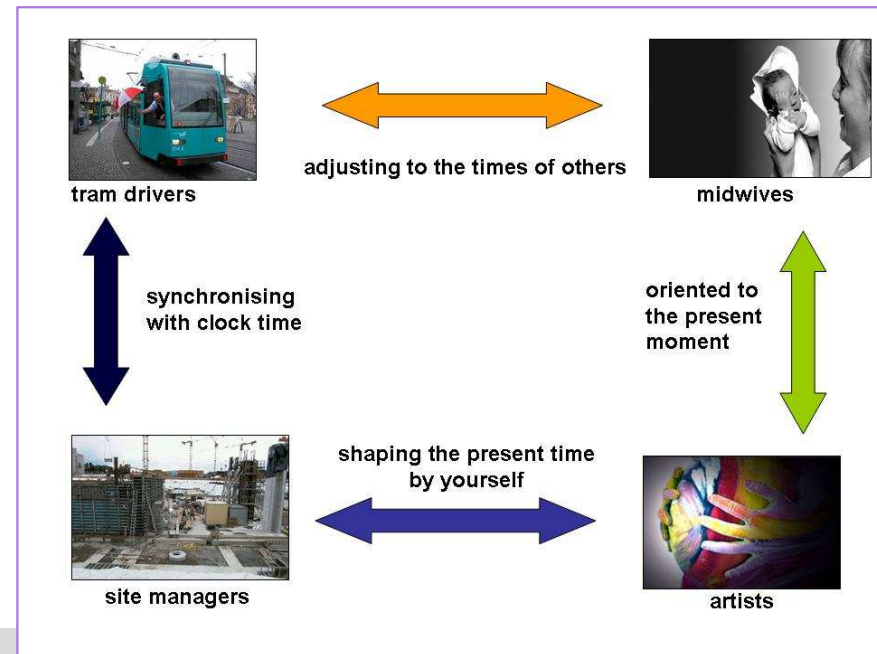
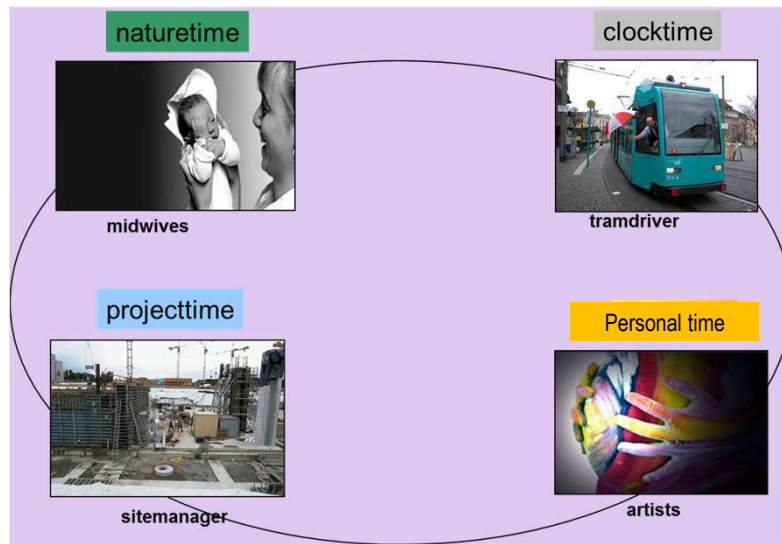


„The best way of dealing with time
is to ignore it“

„Always in search of the light“

Time and vocational identity II

- Occupations are embedded in branch-cultures and have a specific disposition to deal with time

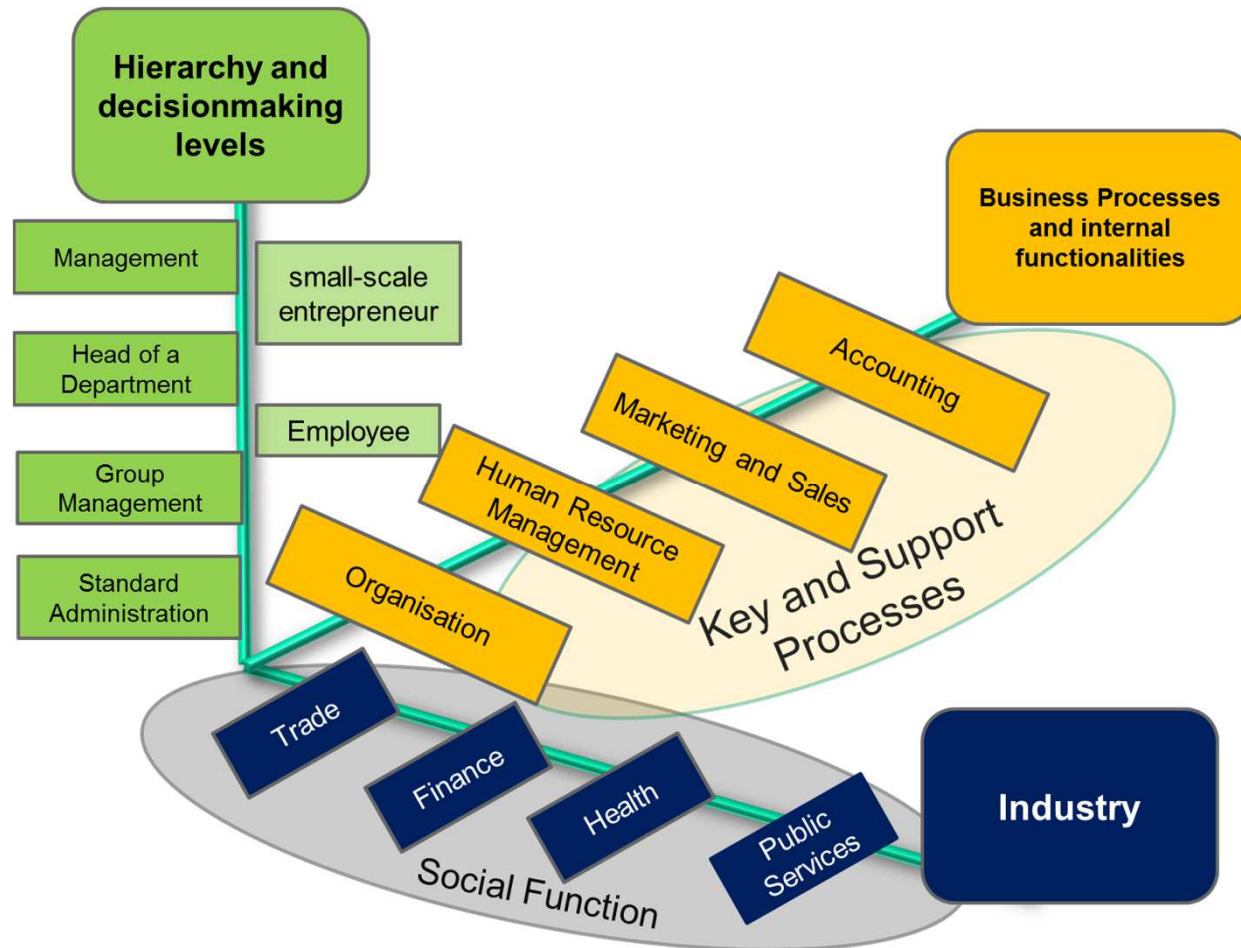


Relation between attitude to life and temporal structures in occupations

Analyzing training regulations and survey of the employees

- Forming identity is influenced by tasks, knowledge and the circumstances of practice (cultural historic school)
- Although there are 54 different initial training regulations and 35 further training regulations in b&a, we could show a lot of similarities
(www2.bibb.de/bibbtools/tools/fodb/data/documents/pdf/eb_42202.pdf)
- And a survey confirms the high rate of similarities of vocational identity depending on the working conditions

Influencing factors on tasks and mentality



The case of b&a occupations and the influence of status, branche and processes

Reichenbachs discrepancy model

The aims of [his study in 2013](#) was the validation of a model of vocational identity. It has three dimensions:

1. Ought to (subjectively perceived requirements)
2. Want to (vocational motivation)
3. Be able to (vocational competence)

He used a lot of dependant variables with high relevance to identity such as expectation of self-efficacy, fearing failure, motivation ... to messure his model in 1600 cases of young people in apprenticeships in Switzerland.

Assumption: The higher the alignment between the expectations and the real work and training conditions, the higher the vocational identity

Findings from Reichenbachs research

- There is no significant difference in gender, but boys have less vocational motivation
- There are some significant differences between the branches
- During the apprenticeship motivation is decreasing
- Trainees in larger companies feel more competent than in smaller ones

In a nutshell: There is a model to measure vocational identity and if we are successful we will use it for research to vocational identity of VET-teachers with different educational and employment careers

Self-reflexive biographical learning with interaction (TCI)



Key situations in the past for
being in an apprenticeship
now



Experience in cooperation -
what is my standard
behavior in such situations?

Why can you trust
a blind leader?



Contact and further information

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