

Project Summary for IAL Website

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| Project Title: | The effectiveness of coaching to support ICT workplace learners' transition between institutes of higher learning (IHLs) and workplace |
| Project Number: | GA22-02 |
| Year of Approval: | 2023 |
| Funding Source: | WDARF |
| Objectives and intended outcomes of the project: | <p><u>Objective:</u> The aim of this project is to ascertain if coaching had a desired impact on workplace learners who received either professional coaching or educator-coaching as compared to the control group, namely in terms of maintained academic performance, decreased attrition rates, stress levels, and improved resilience, time management skills, and goal attainment.</p> <p><u>Intended Outcomes:</u></p> <ol style="list-style-type: none"> i. Improved understanding of the coaching process from workplace learners' perspectives, and identify the possible coaching mechanisms contributing to personal development, improved goal setting, and improved well-being. ii. Establish a framework for coaching workplace learners that details best practices for using coaching as an intervention for workplace learners based on our findings. It includes findings on the topics commonly discussed, types of goals that workplace learners choose to work on, and coaching strategies to consider. iii. Establish a framework for receiving coaching conversations support by educators that will detail findings from qualitative interviews about receiving coaching support from educators. We will include materials used for training educators and samples of case studies that are contextualised to academic settings. iv. Generate guidelines for selecting and preparing professional certified coaches to work with workplace learners. The guidelines include the selection criteria of certified coaches and how external coaches should be prepared before working with workplace learners. |
| Project Team | |
| Principal Investigator: | Lim Sok Mui May |

Summary of Project (up to 300 words)

This project focuses on understanding the effects of coaching in helping ICT workplace learners achieve deep-level changes and transformed learning, for a more positive experience transitioning between their student-employee roles. Through this research, we would better understand the academic trajectory (e.g., whether coaching had a long-term impact on how well students maintain their grades) of workplace learners who received coaching, and motivational trajectory over their course of study (e.g., assessed/indexed by a myriad of measures such as dropout rates, resilience, confidence, and stress levels). As coaching represents an approach that requires active participation (and attention) from the learner, is highly personalised or individualised, and highly transferrable to areas of work, family, and learning, it may be an effective solution to support and retain workplace learners in their upskilling and reskilling endeavours and develop a propensity for lifelong learning.

An experimental study design is used to investigate the effects of coaching by comparing participants randomly assigned to one of three conditions (professional coaching condition, educator-coaching condition, or control condition) on various outcome measures over time between the three conditions. With our results, we would be able to ascertain if coaching had a desired impact on workplace learners who received either professional coaching or educator-coaching as compared to the control group, namely in terms of maintained academic performance, decreased attrition rates, stress levels, and improved resilience, time management skills, and goal attainment. Semi-structured interviews with all participants from all three conditions will be conducted at post-intervention. These interviews with participants will help us understand the coaching process from workplace learners' perspectives, and identify the possible mechanisms contributing to personal development, improved goal setting, and improved well-being.