

**Telling stories about the developing to your best potential – an
interactive workshop on transitions from MSc to the grown up world
of OP**

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Feedforward

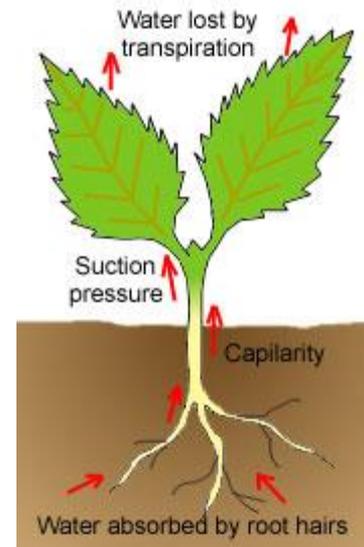
Not a new, or unique term



Treatment of Diabetes



***Feedforward algorithms in
exothermic batch reactor?***



'Feedforward' Interview (Kluger & Nir, 2006; 2010)

Rooted in:

- Recognition that you can't just rely on the fact that feedback will work
- Feedback has a more positive effect if people are in a positive mood
- Appreciative enquiry: eliciting stories that focus on positive experiences
- Goal setting and gap analyses: linking positive experiences to future plans and being open to change these
- Feedback Intervention Theory



Creating the right environment for *Feedforward*:

- Uninterrupted one to one **environment**
- Facing one another, very **open**; try not to distract (perhaps tape sessions after seeking consent?)
- Acknowledge openly that there are **positive** and **negative** experiences, but that the focus of *this* session is on positive experiences
- Coach/ feedback giver: active use of summarising, reflecting back
- Let coachee do the talking: needs to be in right frame of mind

Adapted Feedforward interview

- Elicit event: story, highpoint
- What does this event tell you about your strengths:
list three of these
- What conditions were necessary – list
- Rate conditions
 - 5-10 how crucial the conditions are in your story
 - 0-10 how they currently exist

A story from my MSc: surviving a life event!

Three strengths: adaptable, “thinking outside the box”, self awareness

List conditions	Contribution to my story (5-10)	Currently exists in my context (0-10)
Support from friends	10	5
Course staff went the extra mile	9	7
Able to put things in perspective	9	8
Love for the subject I was studying	10	10

Over to you

Work in threes, agree roles

One to be interviewed, one to interview, one observer

- 1) think of your best story from your MSc
- 2) what are your three strengths
- 3) conditions for the story

E-SURVEYS OF CURRENT MSC OCCUPATIONAL PSYCHOLOGY STUDENTS AND RECENT GRADUATES (2-5 YEARS POST MSC)

- The Division of Occupational Psychology (DOP) 8 Areas Review Project survey into:
 - The background, educational experience, and employment outcomes or future plans of students and recent graduates of occupational / organisational psychology
- Intention for the findings to inform the pending revisions to the Stage 1 MSc curriculum and feed into future DOP strategy to ensure that our students and graduates are adequately supported in the transition from education to employment
- Total of 145 respondents:
 - 67 were current MSc Occupational Psychology / Organisational Psychology students
 - 48 had completed their MSc within the last 2 to 3 years
 - 30 had completed their MSc within the last 3 to 5 years

The E-Survey

- Collected in June/ July 2013, asking about:
 - Your MSc Experience
 - Coverage of additional skills
 - Overall learning experience
 - Your Future
 - Chartership (Stage 2)
 - About You
 - Further Research

Focus

- Full project report containing all of the findings can be found on the DOP website
- Going to focus discussion upon some of the key findings here
- Aim for this to be interactive and to discuss the key findings with you
- Conclude workshop with group discussion asking for DOP priorities to take forward
 - Solution focused work on challenges presented in recent survey data

Key Findings

- Many survey respondents were very positive about the current MSc curriculum though there was a suggestion that some graduates were less enthusiastic about the MSc's value than current students (particularly in terms of preparation for employment)
- There was a high level of awareness for the Chartership (Stage 2) route and HCPC registration but few respondents said they would definitely be embarking on this journey
- While a large proportion of respondents had found employment post-MSc, the sample is not fully representative of the student and graduate population across the country
- In addition, the DOP could do more to complement the MSc experience in terms of further professional development and future plans

Now to data which we collected

- How does this resonate with you?
 - What have your experiences been?

Transition into work post MSc

Respondents to this section were the 78 recent graduates

- **Employment in an OP role:** 42 (53.8%) were / 36 (46.2%) were not
- **Employment status:** *The majority (54, 69.2%) were employed full-time / Very few (5, 6.4%) were working part-time or 'casually' (5, 6.4%) / a minority were self-employed (11, 14.1%)*
- **Time it took to find employment post-MSc:** (n=43)
 - *21 (48.8%) gained employment in an occupational psychology role within 3 months of completing the MSc or returned to the occupational psychology role that they had been in whilst studying*

Key Finding: Around 50% of graduates find it easy to find work, whereas the other 50% don't.

- Why do you think this is?
- What are the issues faced during the transition?

Transition into work post MSc

- **MSc as a requirement of the role:** 26 (33.3%) respondents said yes, required / 16 (20.5%) said yes, desirable / 30 (38.5%) said no / 6 (7.7%) said not applicable
- **Industry or sector:** 41 (52.6%) respondents indicated that they work primarily for the private sector / 29 (37.2%) work for the public sector / 3 (3.8%) work for the voluntary sector / 5 (6.4%) said not applicable
- **Job title and current role:** responses included:
 - *'Research analyst / analyst legal consulting / marketing analyst'*
 - *'PhD student'*
 - *'Consultant psychologist'*
 - *'Learning and development manager'*

Key Findings: the majority gained experience in a full-time occupational psychology related role, and this tends to happen fairly quickly within three months of graduation for most, in the public sector. Individuals go into varied roles, from R&D to consultancy.

- Are your experiences / expectations similar?

How well does the current curriculum and teaching of other skills prepare individuals?

- **Knowledge / Teaching of research skills and the 8 areas:** We asked respondents to indicate:
 1. How well they felt they had been taught research skills and each of the eight knowledge areas within occupational psychology during their MSc studies.
 2. How well they felt knowledge of research skills and each of the eight knowledge areas within occupational psychology prepared them to enter an occupational psychology role.

Key Findings:

- Assessment & Selection and Quantitative Methods are seen as the best preparation, Human-Machine interaction and Design of Workplaces rated least.
 - Qualitative Research Skills, Counselling and Personal Development and Human-Machine Interaction were rated as being least well taught.
 - Personnel Selection and Assessment, Organisational Development and Change and Performance Appraisal and Career Development were rated as being the best taught.
 - Good teaching and preparation for the research dissertation and on how to think critically and evaluate evidence also reported, but less so on the nuts and bolts of business skills.
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- What are your opinions?

How well does the current curriculum and teaching of other skills prepare individuals?

- **Other skills and topics:** We asked respondents to describe any other skills or topics that, based on their experience, would be a valuable addition to an MSc in Occupational / Organisational psychology. Responses included:
 - 'Employment law'
 - 'Need to learn and practice facilitation skills. It would be useful to have more academic view of models'
 - 'More soft skills training'
 - 'Using syntax in SPSS'
 - 'Internship opportunities'
 - 'Coaching'

Key Findings: People would value, in future revisions to the current curriculum, more emphasis on soft skills, including coaching, hard statistical skills including writing syntax and also learning more about business context including employment law.

- What are your thoughts?
- Do you have any ideas or suggestions?

Views about Chartership and Professional Issues

Respondents to this section were the 67 current students

- **Both current students and graduates were asked about their intention regarding chartership.**

Current Students: *Yes, I intend to enrol = 30 (44.8%) / Unsure = 24 (35.8%) / No, I do not intend to enrol = 13 (19.4%)*

- Reasons for no included: Majority related to the role they are doing (not a psychologist) / eligibility (do not have GBC or accredited MSc) / where they are practising (outside the UK). The prohibitive cost of undertaking Chartership (n=3), effort and low value to clients were also mentioned

Graduates:

- Have completed the QOP Stage with the BPS = 4 (5.1%)
- Yes, I am currently enrolled upon the QOP Stage 2 with the BPS = 13 (16.7%)
- Intend to enrol upon the QOP Stage 2 with the BPS = 16 (20.5%)
- *Unsure = 27 (34.6%)*
- Began the QOP Stage 2 but discontinued the qualification = 4 (5.1%)
- No, I do not intend to enrol = 14 (17.9%)

Views about Chartership and Professional Issues

Key Findings: Nearly 60% of respondents said that they received sufficient information about Chartership.

- The information on the BPS website about the QOP-Stage 2 is seen as not very valuable.
- Results also show that only a limited number go on to progress to Stage 2, and it also seems that employers are unlikely to support the qualification process.
- Responses indicated great uncertainty over whether Chartership is valued by clients and employers.
 - What are your current thoughts regarding the Chartership process?
 - Is this something you plan to pursue / are currently pursuing?
 - Do you think being chartered is important and why?

Way Forward

- Split into small groups and come up with 3 messages for the DOP to take forward
 - What feedforward would you like to give to the DOP / your institutions?
 - What does this mean for our practice?

Record your messages on the post-it notes provided



References:

- Kluger, A. N., & Nir, D. (2010). The Feedforward Interview. *Human Resource Management Review, 20*, 235-246.
- *Avi Kluger's web-site, dedicated to Feedforward:*
- <http://www.feedforward.co.il/>
- DOP report: http://dop.bps.org.uk/dop/psychologists/about-dop/8-areas-review-project/updating-the-evidence-base/student-and-graduate-research/student-and-graduate-research_home.cfm