



# Transformational Technology –

## Designing Online Career Development Services

CANNEXUS 2012

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# Session Objectives

- ➔ Learn about the work of an **International Technology Team** and the key themes our industry needs to address to advance the **effective use of new technologies** within Career Development Services
- ➔ Examine how **interactive online spaces** can be utilized as a method for **delivering career guidance services**
- ➔ Develop an awareness of **pedagogical models** and considerations when **designing and delivering in this space**
- ➔ Recognize how **relationships** are developed and guidance provided through **text-based dialogue**

## Engaging with the idea!

How can we use technology to enhance and expand our Career Development Services?



What concerns do you identify when you think about using technology in your Career Practice?



## What are Practitioners Asking?

- Can a Practitioning relationship form online?
- Does it work? If yes, how?
- Is it Ethical?
- Can online work be professionally rewarding?



Transformational Technology Team –  
Hosted by ICCDPP (International Centre  
for Career Development and Public Policy)

- Ireland – Linda Darbey
- England – Dr. Tristram Hooley
- Denmark – Kristen Hahn Larsen
- Finland – Dr. Raimo Vuorinen
- USA – Dr. Jim Sampson
- Canada – Tannis Goddard
- New Zealand – Bernie Burrell & Julie Thomas
- Australia – Graham Honey
- ICCDPP Chair – Dr. John McCarthy



# Access

- Investment in broadband ICT infrastructure
- Improving citizen access to government services
- Challenges regarding equity of access
- Mobile technology possibilities
- Models of accessible delivery for rural and urban contexts

# Pedagogy of Virtual Career Learning

- Technology integration based on sound learning and development principles
- Planning for effective blend of services
- Developing a common language for understanding

# Emerging Technological Tools

- Web 2.0 – applications, principles, and practices that facilitate participatory information sharing, knowledge generation & collaboration on the Web
- How should Career Development Services be present in these multiple channels?
- Who pays? Who ensures ethical standards are upheld? Who designs strategic and purposeful service models?



# Social Media

- Influence on economic and job search for Individuals  
Career Professionals need to consider how to support this reality  
Requires new competencies  
Increases the visibility of services and practitioners  
Requires guidelines for effective use

# Organizational Competence & Interest

- Belief in the efficacy of e-learning
- Capacity Building includes: management commitment, service designers; online supervisors, online practitioners, administrators

# Practitioner Competence & Training

- Knowledge of how to choose and appropriate technology to suit a particular purpose and need
- Identifying websites that provide accurate, reliable and valid information
- Teaching others to use and interact with virtual resources and spaces
- Communicating in writing while conveying sound Practitioning principles

# Citizen / User Competence

- Increasing the digital literacy skills of Individuals to support career transitions and workplace functioning

# Evaluation

- Impact of technology use in the career development process
- Increased academic research focus
- Showcasing examples and models being used

# Policy Maker Interest

- Encourage a shift away from “information only” approaches
- Integrate interaction
- Need to demonstrate to policy makers how virtual career services can help achieve public policy goals







The screenshot shows a web browser window titled 'Electronic Web Space' with the URL 'www.electronic-web-space.com'. The main content area features a 3D-rendered virtual living room with a beige sofa, a coffee table, a floor lamp, and framed art. The text on the page reads:

## Virtual Career Learning

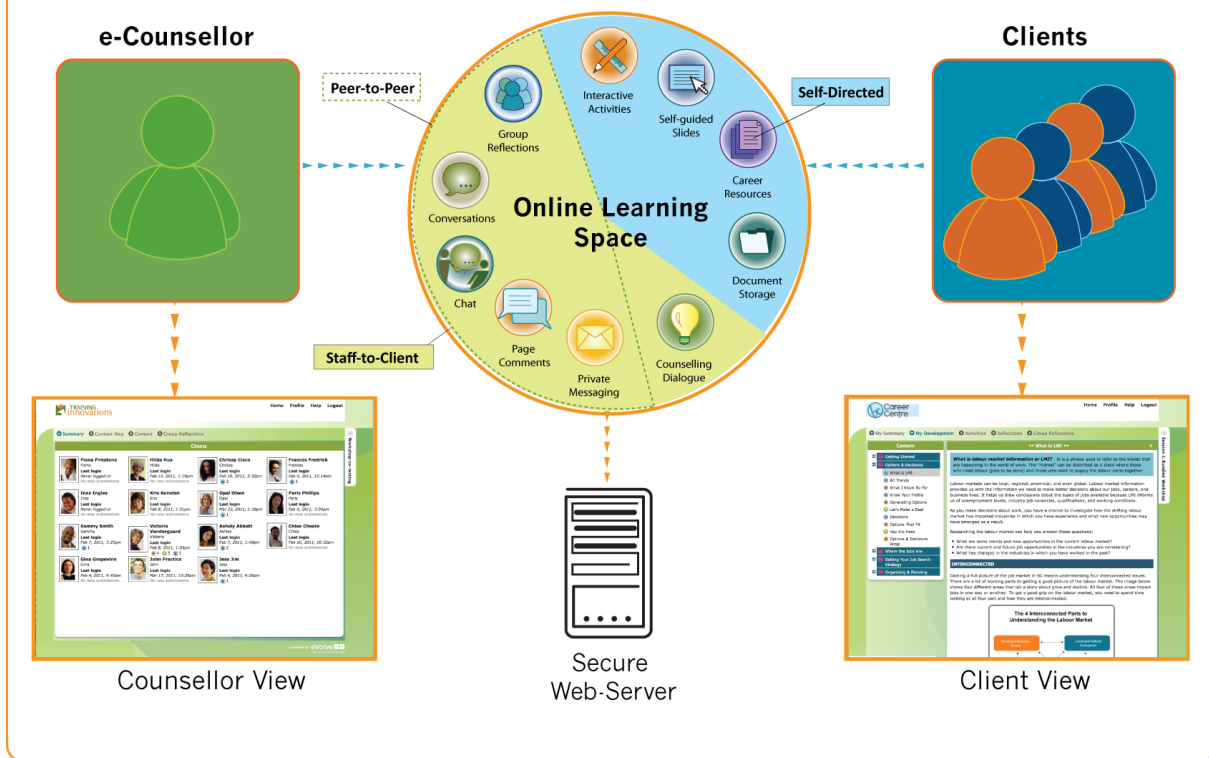
Interventions delivered over an electronic web-space, where the helping relationship occurs through the use of synchronous and a-synchronous communication methods.

Individual Clients:

- Access targeted information
- Complete online activities
- Engage in interactive communication with his/her Career Practitioner to create understanding and make meaning

The browser's address bar shows 'www.electronic-web-space.com' and the page title is 'Electronic Web Space'. The browser interface includes standard navigation buttons and a search bar.

## A Collaborative + Self Directed Process



# Online Practitioning

“The rapport between counsellor and client in cyberspace is developed not by reacting to another person’s physical presence and spoken word, but by entering the client’s mental constructs via the written word” (Anthony, K. 2000)





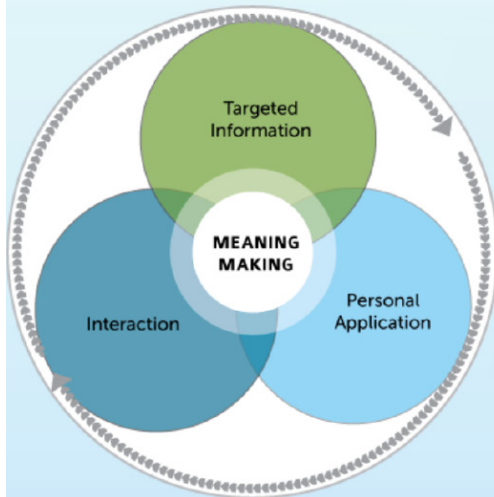


## Why Consider Online Career Services

- Distribution across time and space
- Multi-modal and needs-based delivery
- User controlled engagement
- Text-based, narrative communication & counselling
- “Writing is thinking that can be stopped and tinkered with”  
(Gage, J. 1986)
- Permanent and permeable process
- Reusability and re-repurposing
- Affords transparent supervision

# Pedagogical Model for Virtual Career Learning

"In order for questioning of personal assumptions and self-reflection to occur, the environment must provide the support and the ability to dialogue and critically reflect on the material presented and on the self" (Cranton, P. 1994)



## Targeted Information

Career content addressing specific learning/development objectives – targeted to user groups. Information can be displayed as screen text, video, audio, PDF's or selected secondary reference sites.

## Personal Application

Learning strategies for engaging with the information and applying it to one's personal context and developmental process. Examples include: informal assessments; online workbook exercises; written reflections, storying, visioning; research activities; community based activities, journaling.

## Interaction

Process and strategies for Clients and Practitioners to engage in text-based communication and co-construct meaning. This interaction can be:

- Client to Practitioner
- Clients to Client
- Client to Guest Facilitator

INFORMATION	PERSONAL APPLICATION	INTERACTION
Content Slides, PDFs, Graphics Resource links to external websites Document Storage Audio or Video Files	Reflection Exchanges Dynamic Activities Standardized and Informal Assessments Group Discussion Journaling	Private Messaging (My Comm) Live Chat Counselling Exchanges Group Discussion



## Scoping Program Models

	Self-Directed	Light Facilitation	In-depth facilitation
Personalized Content	Client can self-select content and activities to complete.	Pre-assessment can determine the most applicable content and activities for the client.	Practitioner can assess content and activity needs throughout client participation.
Themed - Bite-Sized Content	Content and activities are organized and made available by theme or objective.	Dialogue between practitioner and client is most likely to occur before or after client engages with content and activities.	Practitioner can serve as a thread to support the meaning making of a series of bite-sized modules.
Comprehensive Content	Content and activities can aim to serve as a source of facilitation through the career learning process.	Practitioner can support meaning making as client navigates through content and activities.	Dialogue with practitioner and/or other clients is a key component in a client's experience.

**All possibilities can:**

- be blended with F2F or V2V (phone) learning experiences
- include client-to-client interaction
- support long term or short term access

## Considering Virtual Delivery Methods

When you consider the context of your Career Services, what opportunities do you see for integrating virtual service delivery?

What Challenges does it present?



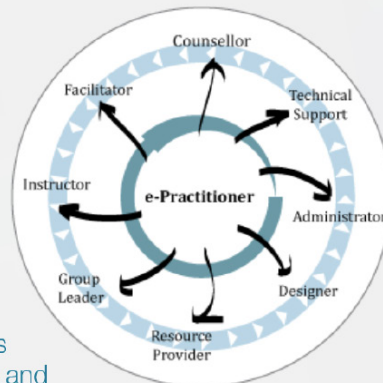
# Virtual Career Practitioning

## Presence

Is your visual and textual availability – its how you show up online and let your clients know you are actively involved in their process

## & Positioning

Is the reasoning behind your presence. It is defined by your role in the clients' process and the nature and intent of your working relationship.



## Establishing Rapport & a Working Alliance

- **Provide information** about the **online program design**, and the **staff involved** in all marketing materials
- Conduct a **personalized needs assessment** and openly **explore the delivery medium** – establish mutual goals
- **Make yourself visible** through photos, bios & videos
- Share **working timelines, contact options** and **reasonable expectations**
- Demonstrate **enthusiasm** and **confidence** in the medium
- Respect the **power of the written word**
- **Frame back information** and **stories** you've understood from the client, in your first communications

## Facilitating a Client's Process

- **Engage pro-actively** and with curiosity in client's stories, activities and progress
  - **Pay attention to online cues** and collective responses... demonstrate your awareness through hearing the client, further discussion, providing resources & matching your response behaviours
  - Utilize opportunities to enquire about and **revisit the development and changes in client's online textual narrative**...providing constructive support in the re-authoring of their career story
- Return to and **revisit counselling goals**

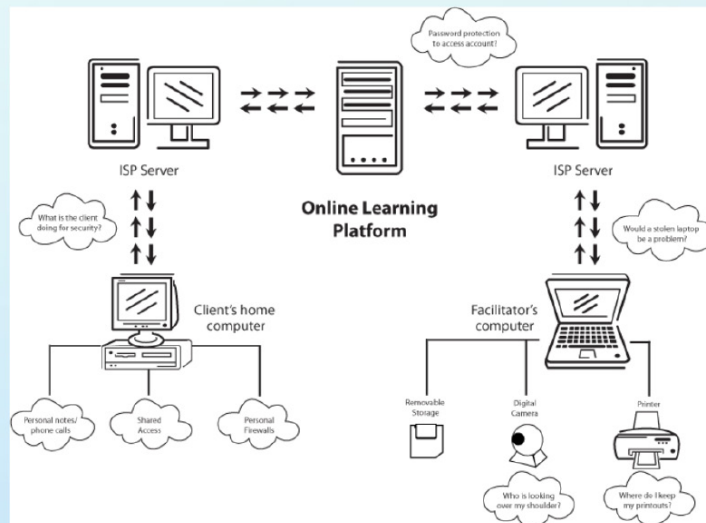
# Counselling in Text

“...when I write, I think”

- **Think about your client** – their goals, where they are in their process – **scan earlier communication**
- Assess the clients' and your own **emotional and cognitive frame of reference**
- **Assess** your available **time** and the **urgency** of the situation
- Consider the **most effective communication strategy** for the situation
- Determine a **'matching' strategy** with clients
- Consider **tone, clarity & rhythm** in your message

## Ethics, Standards and Security

- Adhere to your ethical codes & standards of practice.
- Ensure informed consent, share limits of confidentiality, & educate clients on security and legal jurisdiction.
- Provide honest, detailed information about practitioners; ensure alternative contact methods are provided; and include information about local f2f support services
- Store online information with passwords, using encrypted software, in a secure physical space.



# Client Feedback

"I just felt very satisfied overall, I never had done an online program like this before and I felt pretty unsure and anxious doing this for the first time but once I got used to how the program was designed, I was amazed."

"It was cool to have my faciitator comment directly on what I wrote and be given the opportunity to write back. It was good to look back on what we wrote as it can be easy to forget exactly what was said."

"Everything I wanted to discuss was in her mind already and she was ready with insight and suggestions."

"It was inspiring, uplifting and empowering."

Information & Application Activities

91% highly effective

Personalization of Learning Process

96% highly effective

Practitioner Interactions & Responses

100% highly effective



Cannexus12

National Career Development Conference  
January 23-25th, 2012  
Ottawa, Ontario

