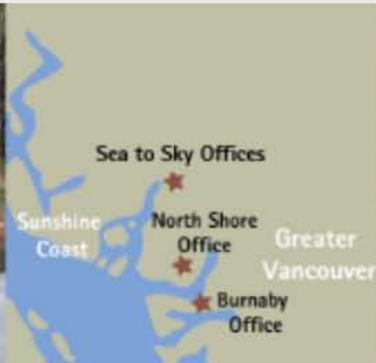




Interactive Online Career Learning – embracing text-based narrative dialogue

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Session Objectives

- 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**
- Identify **challenges and opportunities** for using interactive online services within **cross-cultural and multi-cultural contexts**

Engaging with the idea!

What do you think is important when engaging in a career counselling conversation with a client?



What opportunities and concerns do you see when considering the use of an online space for hosting career conversations?





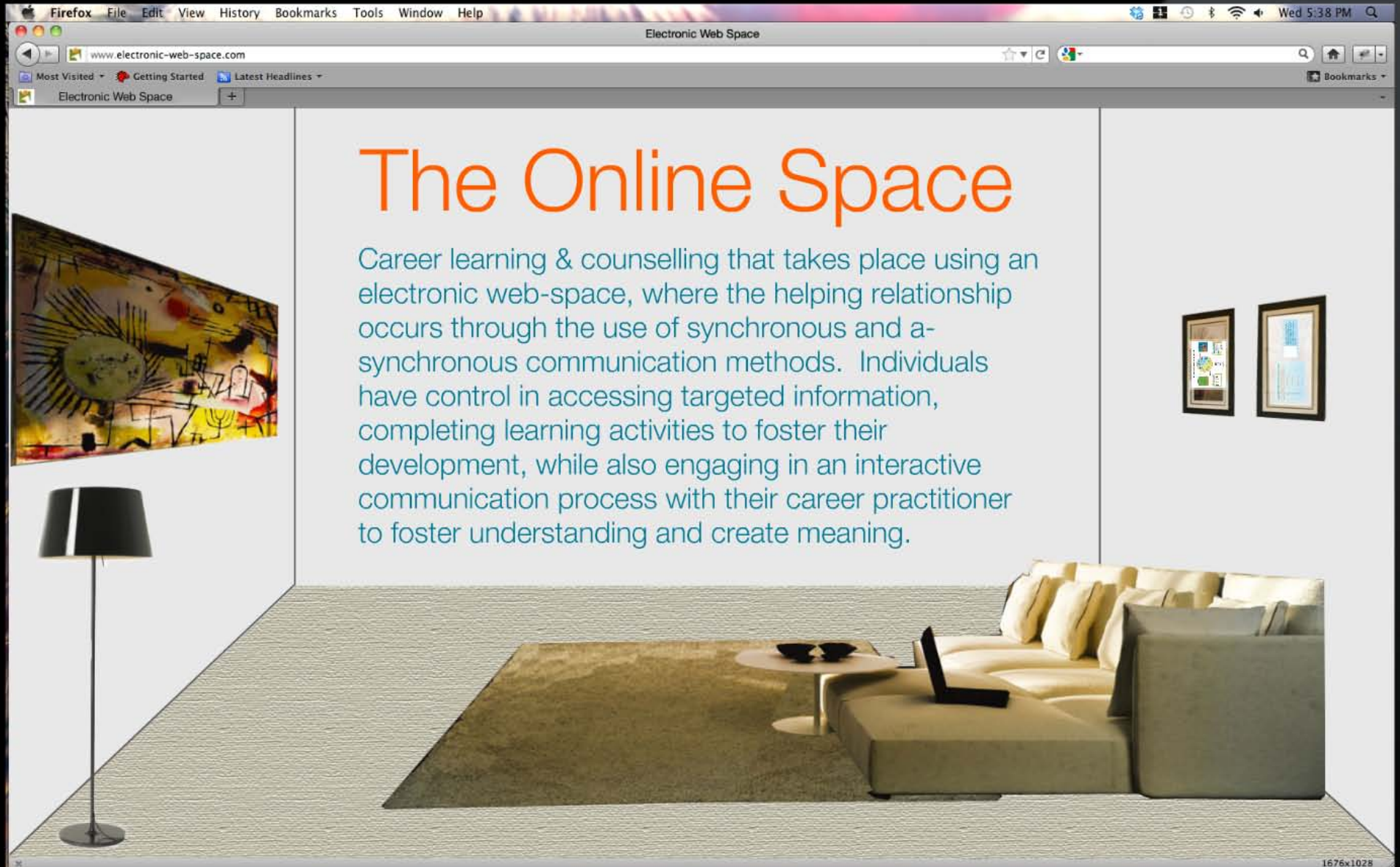
Career Learning

“Career-learning thinking is an account of how people learn to manage working life. It speaks for what they find, what they think and feel about that, the sense they make of it and the bases they find for acting on it.” (Law, 2010)

“Career development learning in its broadest form relates to learning about the content and process of career development or life/career management. The content of career development learning in essence represents learning about self and learning about the world of work. Process learning represents the development of the skills necessary to navigate a successful and satisfying life/career.” (McMahon, Patton & Tatham, 2003)



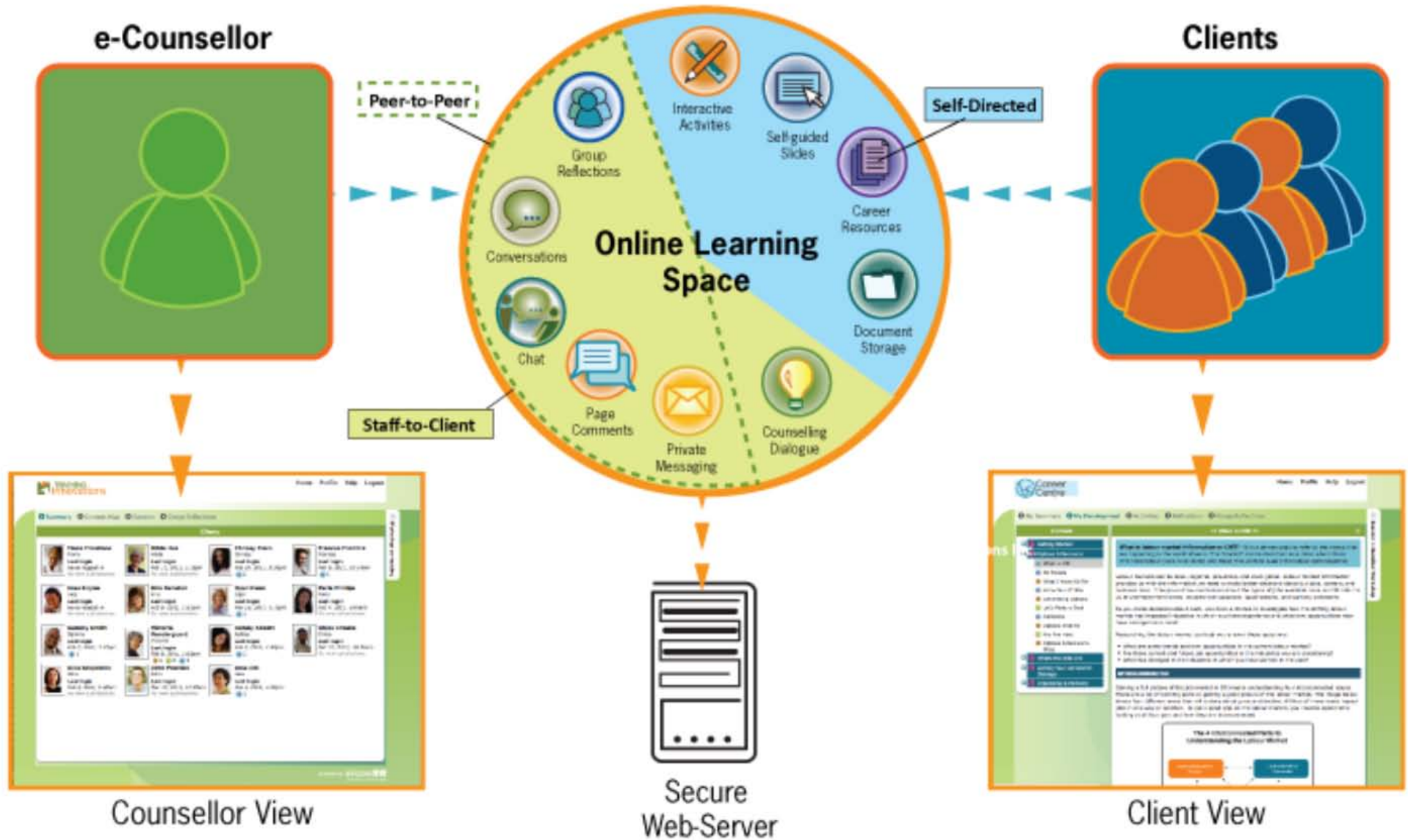




The Online Space

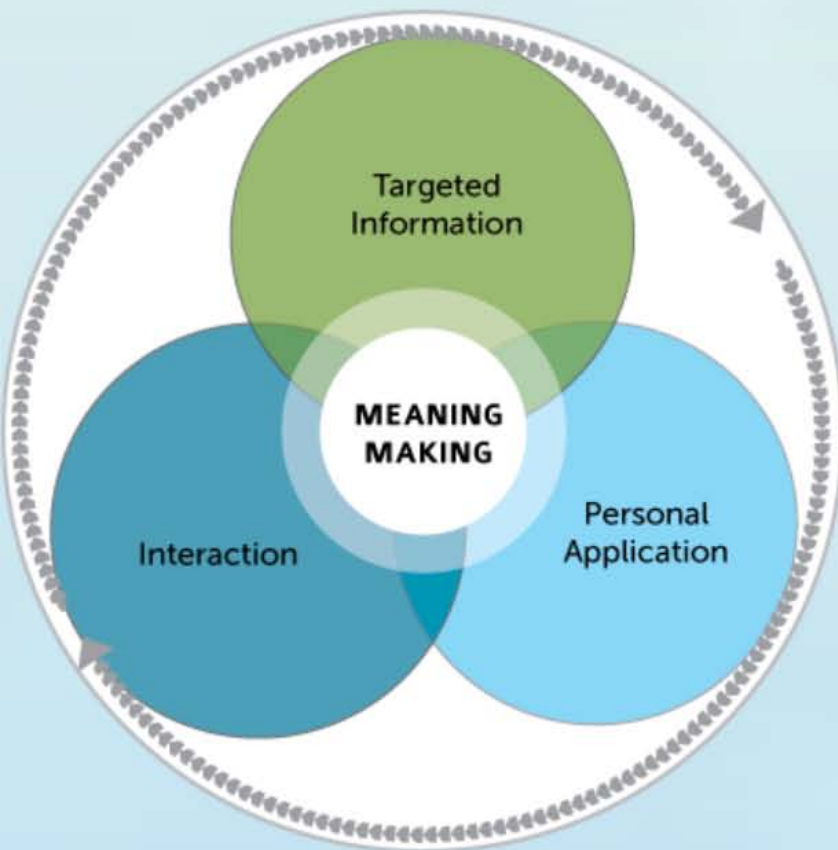
Career learning & counselling that takes place using an electronic web-space, where the helping relationship occurs through the use of synchronous and a-synchronous communication methods. Individuals have control in accessing targeted information, completing learning activities to foster their development, while also engaging in an interactive communication process with their career practitioner to foster understanding and create meaning.

A Collaborative + Self Directed Process



Pedagogical Model for Online 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.

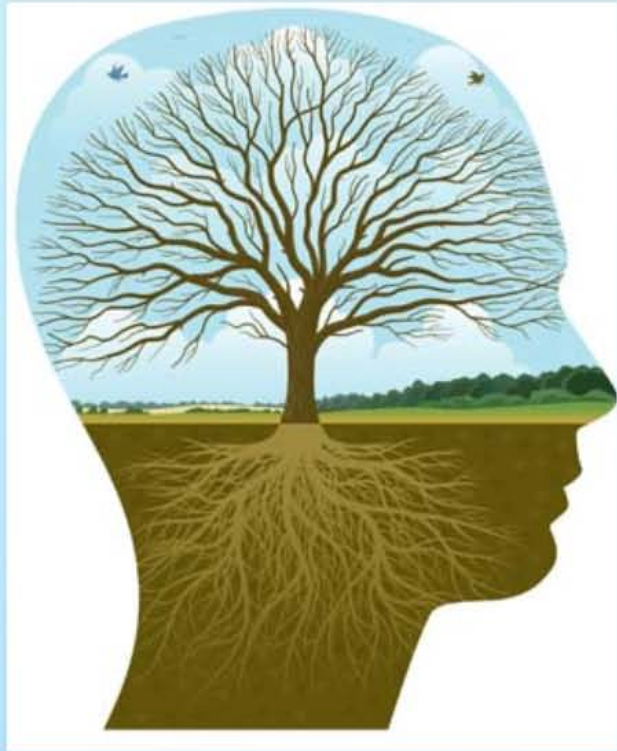
Personal Application

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



Turner (1986) defines this meaning-making process as bringing what “culture and language have crystallized from the past together with what we feel, wish and think about our present point in life”.

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)



Practitioning Benefits of Online Narrative Dialogue

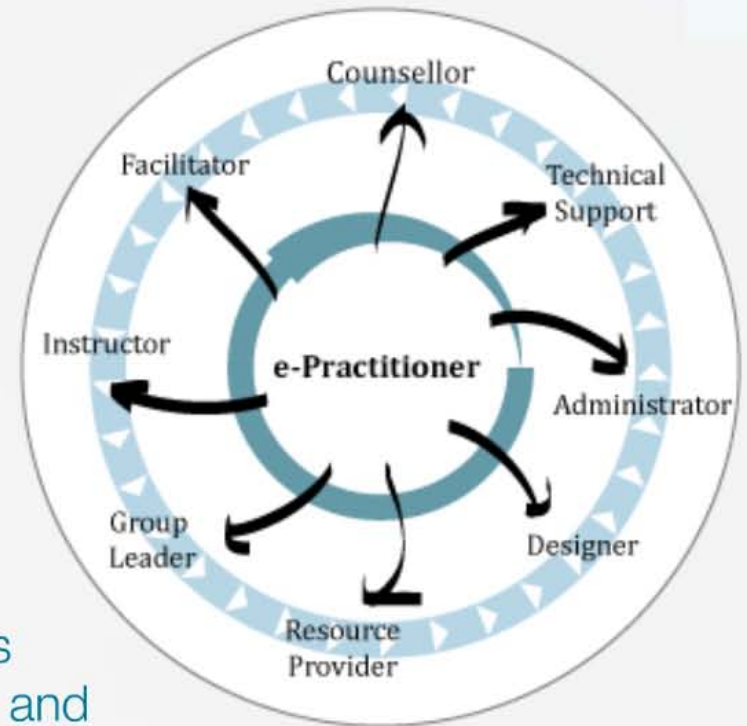
- Records the **clients' current perspectives** on his/her career story
- Allows for **thoughtful reflection** – for the practitioner and the Client
- Provides opportunity to be **highly purposeful** in selecting the desired counselling approach
- **Timing is controlled by the Client** within a systematic structure
- Ability to **draw on other resources** when writing a response to Clients
- Opportunity to **revisit perspectives** and **witness changes** in patterns
- The **services can be securely stored** and potentially accessible in programming models over the lifespan
- **Supervision of practice** occurs in full context of the services and **case conferencing** can occur in-the-moment of service delivery

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.





The Online Experience

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

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 facilitator 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



CAPE TOWN



Thank You

