

MAXIMIZE

IMPACT

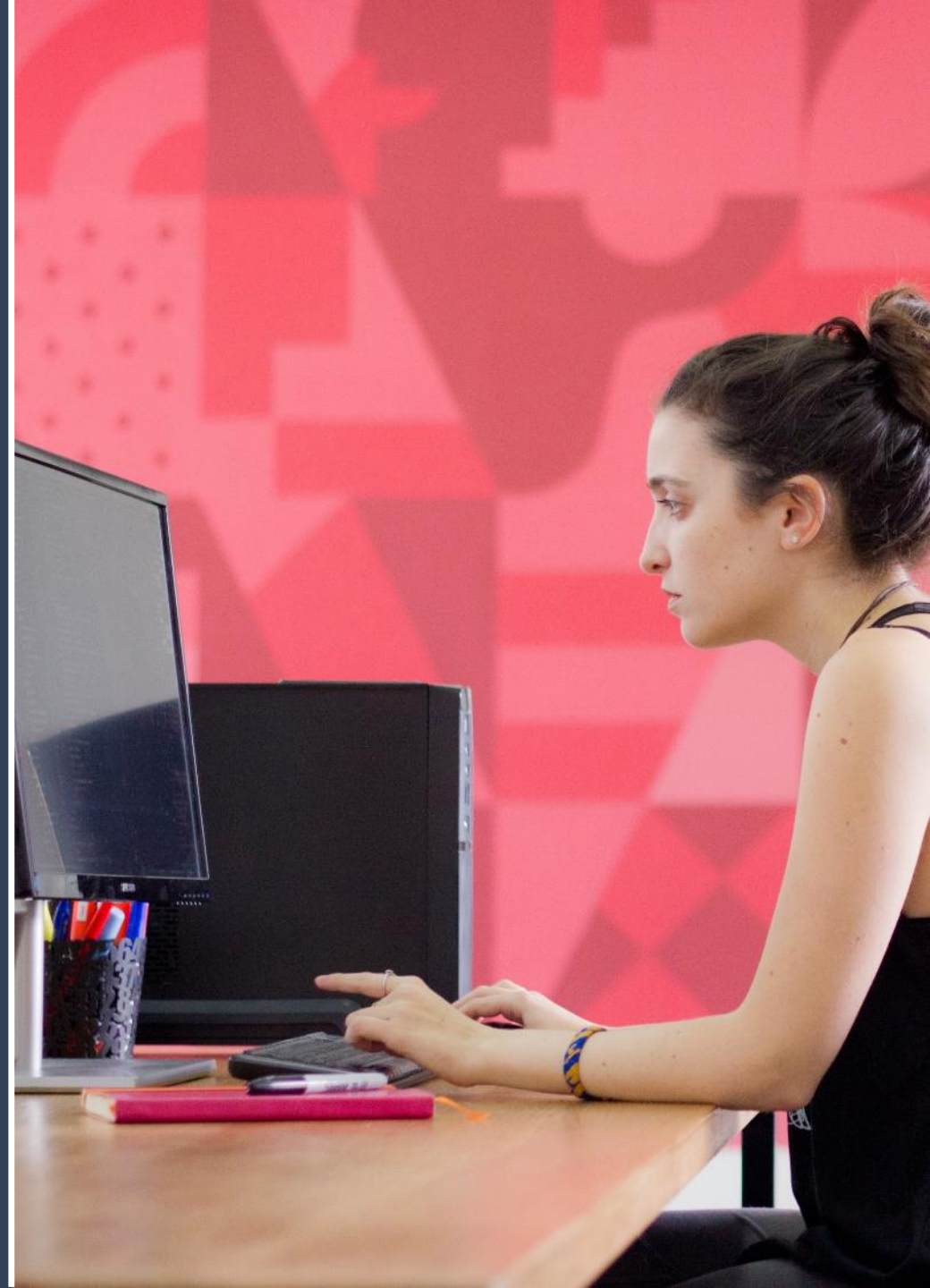
of e-Career

Services

▶ A Research-Based Model ◀

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Cannexus 2019
Ottawa • Canada



Session Goals & Structure



Research Motivation & Drivers



Research Methodology



Emerging Theoretical Model

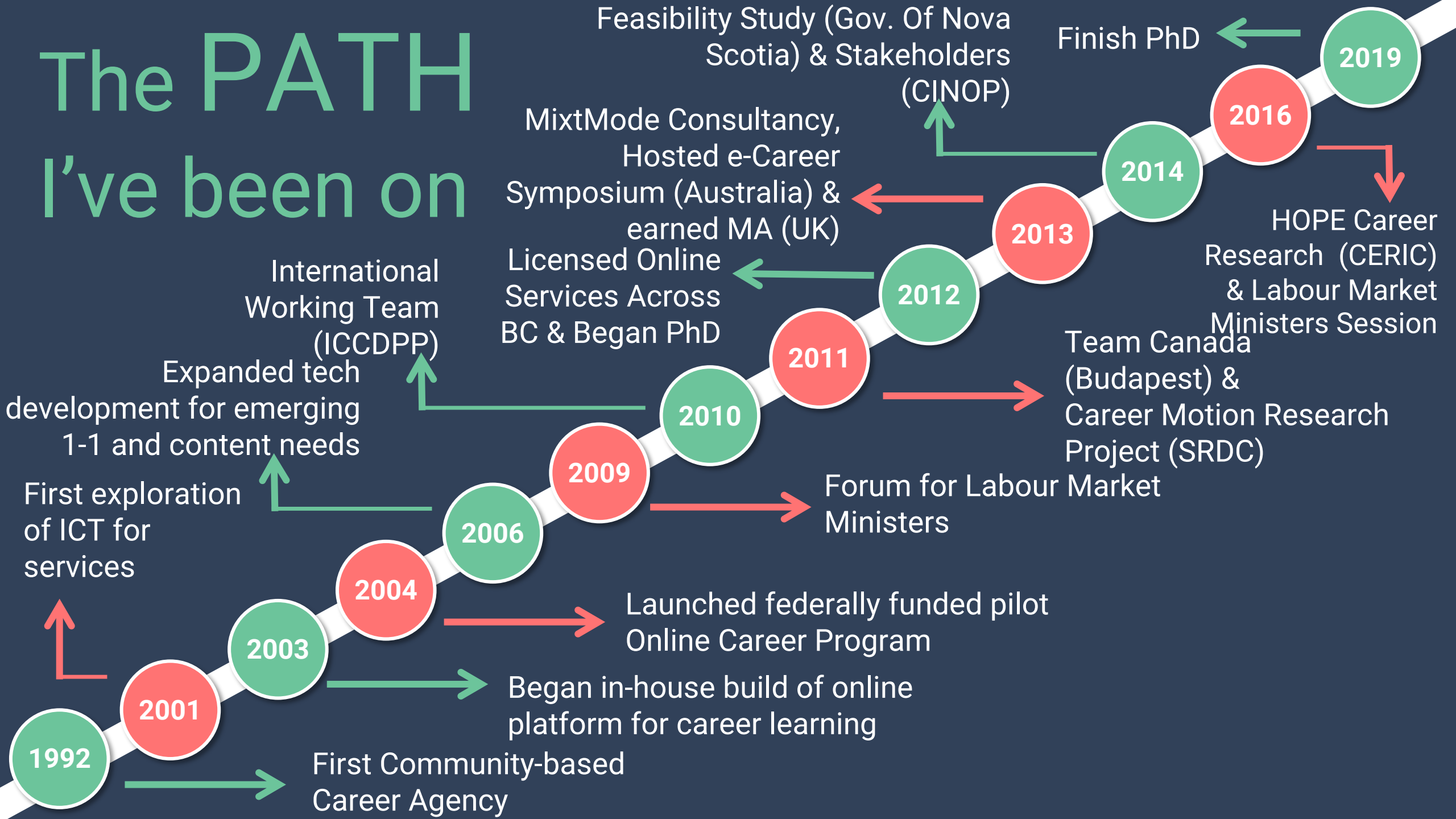


Field Considerations & Implications

Research Motivation & Drivers



The PATH I've been on



A person is shown from the chest up, holding binoculars to their eyes. The background is a soft, out-of-focus sunset or sunrise with warm orange and red tones. The person's face is partially obscured by the binoculars and the text overlays.

Economics demand more for less in career guidance

Greater focus of career development across life-span

Use of Information and Communication Technology (ICT) provides one way this may be achieved

A person is shown from the chest up, holding binoculars to their eyes. The background is a soft, out-of-focus sunset or sunrise over a body of water, with warm colors like orange and yellow blending into a darker blue. The overall mood is contemplative and forward-looking.

But... Let's Ponder....

What do we need to know to leverage our opportunity for using ICT... not just as a cost saving but as an opportunity to reach people differently and address their Career Learning in new ways?

PURPOSES for INTEGRATING TECHNOLOGY into Career

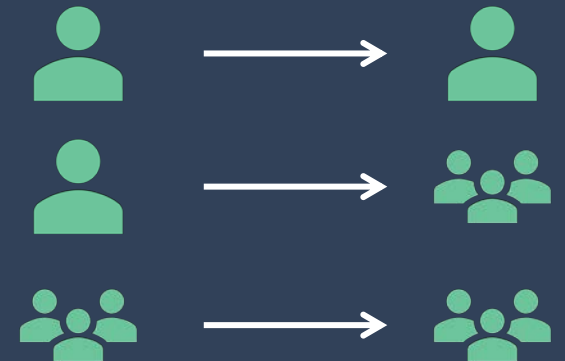
Deliver and Store Information



Development
Provide an Automated Interaction



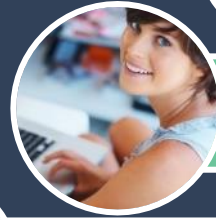
Provide a Channel for Communication



ICT Career Service Adoption Models



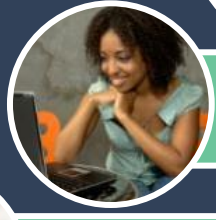
Apps for job search, interview practice, etc.



Social media spaces and interactions



Facilitated online career guidance/ learning interventions



1-1 Guidance (email, Web-meetings/Skype)



Ask an advisor: via email, live chat, or phone



Self-directed e-learning content/courses



Computer Assisted Career Guidance Systems (CACGS)



Websites – Information dissemination

Focus of previous research
studies

Barnes, La Gro & Watts, 2010

Bimro
Kettunen, Sampson, and Vuorinen
2015

Gati & Asulin-Peretz, 2011

Howie
Severy, 2008

De Ra

2012

Nota, Santilli & Soresi, 2016

Online intervention in tandem with group delivery in a computer lab

GAPS in

Further research to be
research
done:

Understanding how technical synergy can be
achieved; using differing tools for different
intents

(Watts 2001)

(Bimrose, K (IAEVG 2014) dard, 2014)



My PhD Research Questions

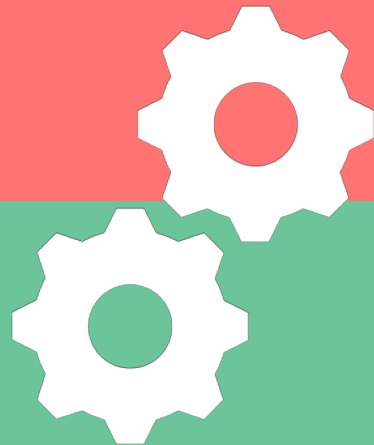
S

How does the **learning design** of a purpose built career intervention impact engagement, disengagement and perceived effectiveness?

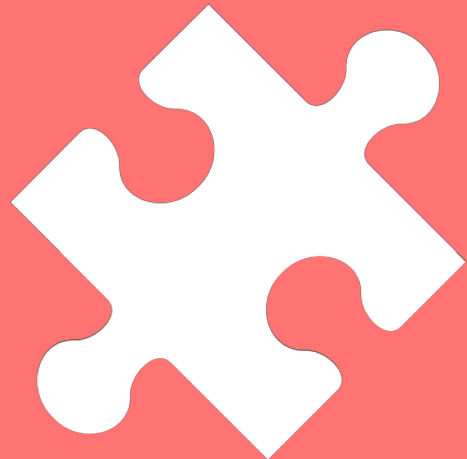
How do **client and practitioner relationships** form, develop, and function within the technology-enabled intervention?

How does the **usability** and **functionality** of the technology-enabled space help and hinder the experience?

Research Methodology



PhD Research Design



Qualitative Study: Grounded Theory Methodology

Constructivist Grounded Theory and Intervention Design

Setting

In Situ at 2 Government Funded Employment Service Centres in BC (Port Moody/Urban Context and Squamish/Rural Context)

2 Parallel Research Projects - HOPE Research Study and My PhD Study

Complexity of designing 2 studies simultaneously – working within the live delivery of an Employment Services Centre in BC (where I was both Researcher and CEO)

Parallel Studies

	Hope Research (CERIC Funded)	PhD Research
Premise	<ul style="list-style-type: none"> Design and deliver face to face and online career interventions targeting core career competencies from the HOPE Centred Career Development Model (Niles, Yoon, Balin & Amundson 2010) to investigate if targeted interventions could increase hopefulness, career competencies, and the ability for an unemployed job seeker to take action. Through the intervention delivery, enquire and compare the experience and efficacy between face to face and online delivery. 	Investigate how the learning design of a purpose built intervention impacts engagement ; how the Client-Practitioner relationship functions and how the usability of the technology helps and hinders.
Participants	Up to 30 (vs. 27 actual) face to face clients and Up to 30 (vs. 24 actual) online clients	Up to 30 (24) online clients (same participants as HOPE study)
Data Analysis Focus	<p>Psychometric assessments with pre-post administration for all clients</p> <p>Thematic summaries from Interview data of 10 clients</p> <p>The HOPE research study results can be reviewed at:</p> <p>http://cjcdonline.ca/download/hope-centred-interventions-unemployed-clients/</p> <p>https://ceric.ca/project/hope-centred-career-interventions/</p>	<p>Client and Practitioner entries into the learning platform (submitted activities, text-based exchanges with practitioners and clients)</p> <p>Complete transcripts of Interview data of all online clients</p> <p>Researcher notes from supervision and case conferencing with practitioners</p> <p>Practitioner learning journals</p>

Client Experience

Data Generated and Used in PhD Study

Practitioner Experience

Client Recruitment from Public Employment Centres

Demographic data to Understand Client Context

Training: Hope-Centred Model + Online Practice

HCCI for Hope Study (low hope scores) + other measures

Observation / field notes - Researcher
Quantitative measures not analyzed in PhD; but the HCCI selection establishes participants share common characteristic of reduced hopefulness

Supervision + Case Conferencing

Onboarding via phone meeting

- Debriefing recruitment
- HCCI
- Setting engagement expectations
- Intro to online environment

Learning Journals

Reflective Practice + Learning Journals

Engagement in 5 Online Interventions

Client Activities and Client-Practitioner Interaction

Engagement in Interventions

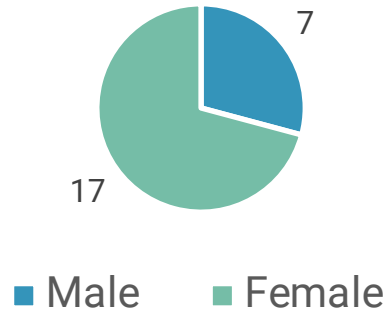
In Depth Interviews

Interview and Focus Group Transcriptions

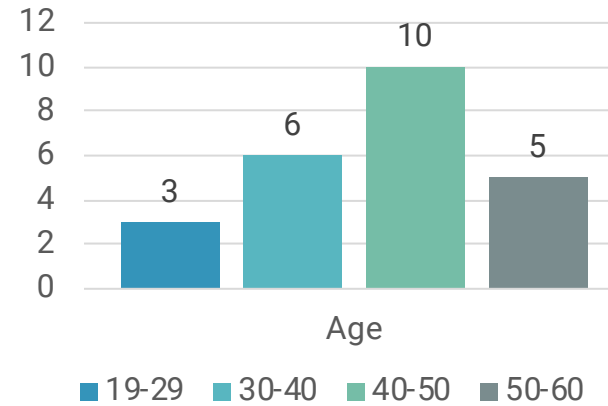
Focus Groups

Client Characteristics

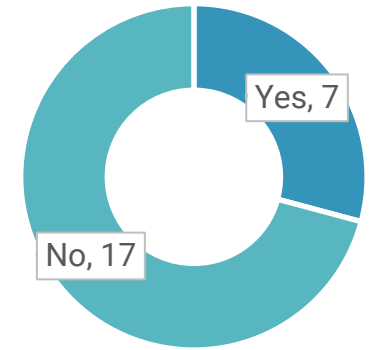
Gender



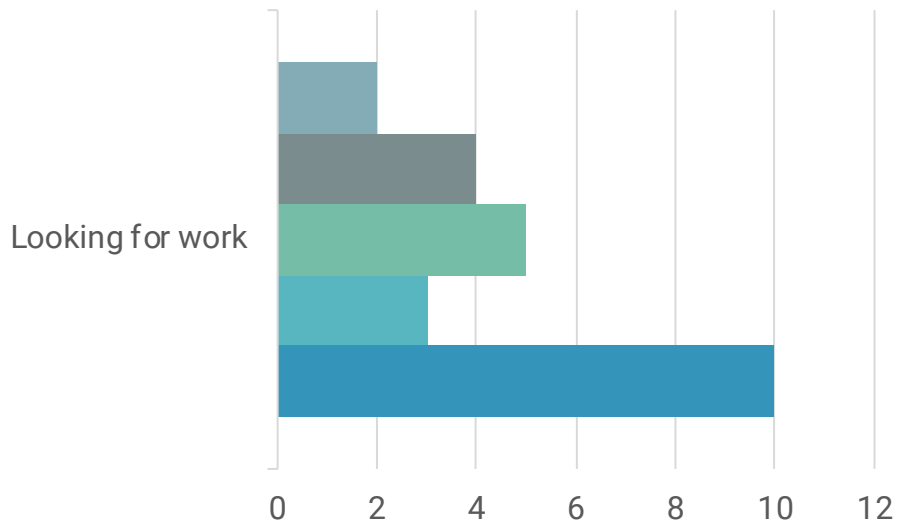
Age Range



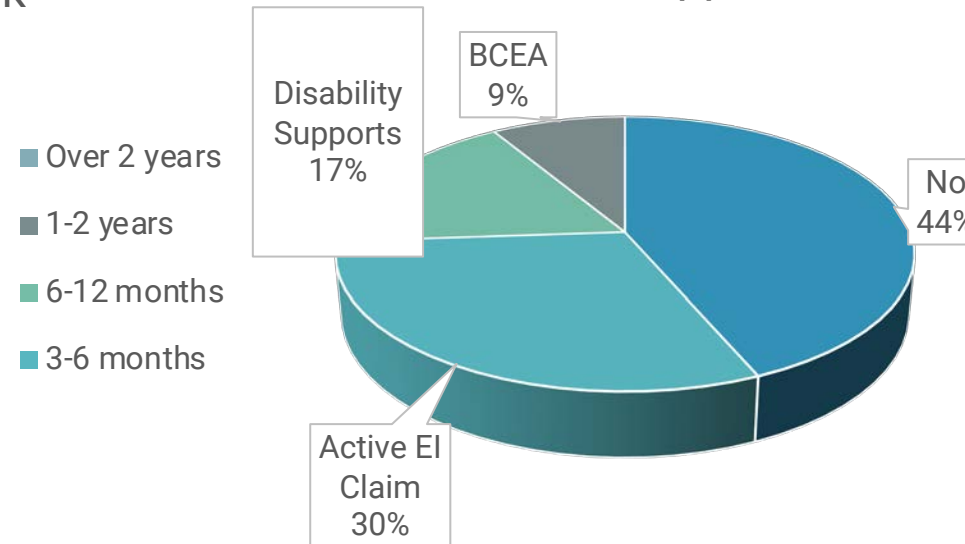
Immigrant



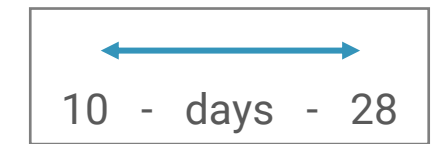
Length of time looking for work



Income Supports



Participation



participation in the intervention ranged between 10-28 days with **18 days being average**

Career Interventions

"any treatment of effort intended to enhance an individual's career development to enable the person to make better career-related choices"
(Spokane & Oliver, 1983)

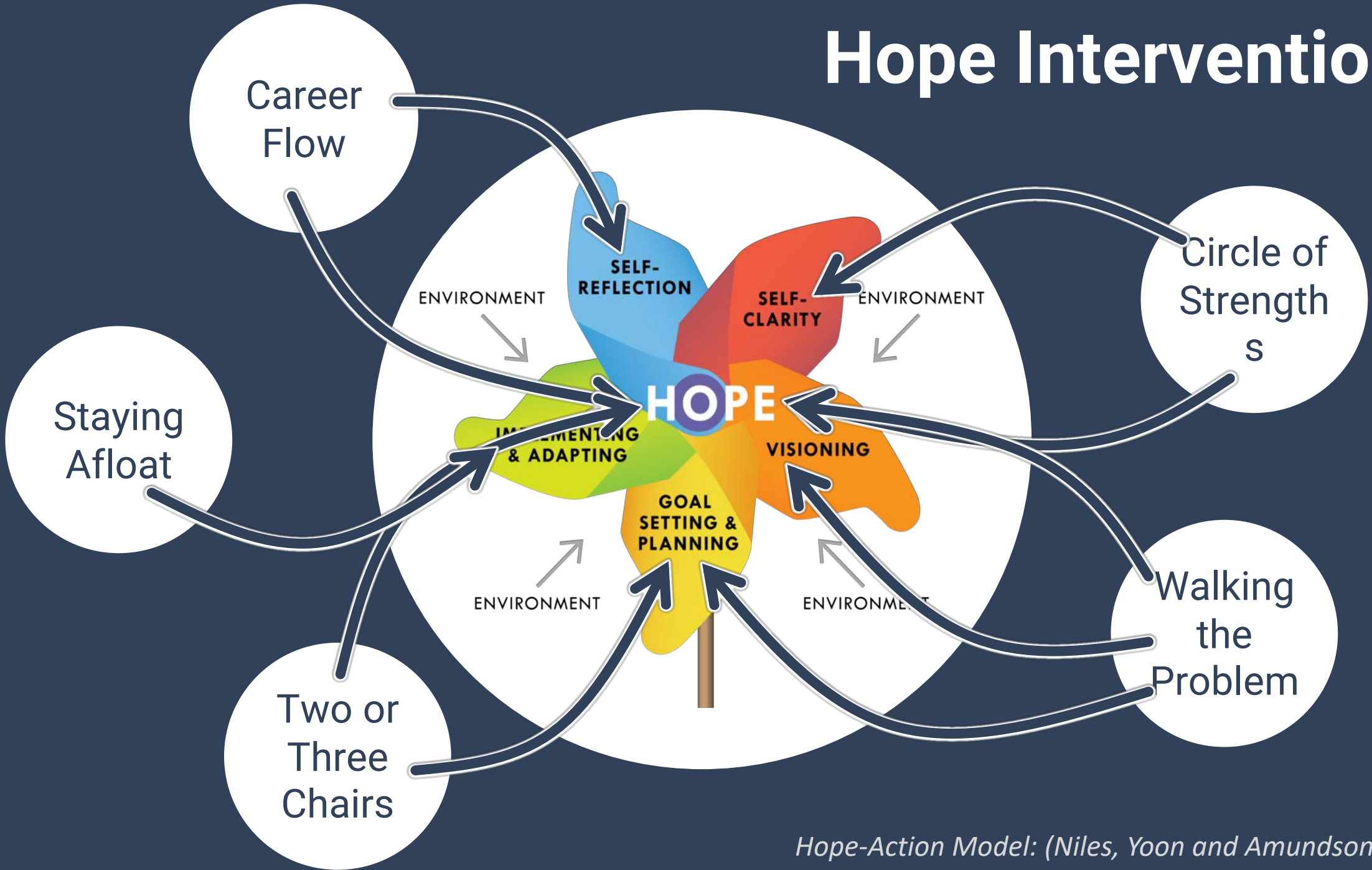
Sign Post	Field Impact
Industrial revolution: careers acted out in the context of organizations with predictable pathways.	Frank Parson: Support role to help individual "reach correct conclusions"
Corporate restructuring/downsizing 1980s and 1990s: redefined social contract between corporations and employees.	Protean Career: Assist individuals to make meaningful and personally satisfying changes in their career over their lifespan
Lifespan career development: increasingly important for individuals and government	Exploration: to meet increasing and changing needs for accessible interventions
Constructing Career Identity: Individuals as "actors" in their own career development	Integration of counselling and learning: Assimilating and understanding many stories of one's life in context
Technology in human oriented professions: "blossoming and polarizing"	ICT: Expand the use of ICT in the field...including purpose designed online interventions

The Research Intervention



Adapted from Active Engagement interventions,
written by Dr. Norm Amundson

Hope Interventions



Hope-Action Model: (Niles, Yoon and Amundson, 2010)

The Research Intervention

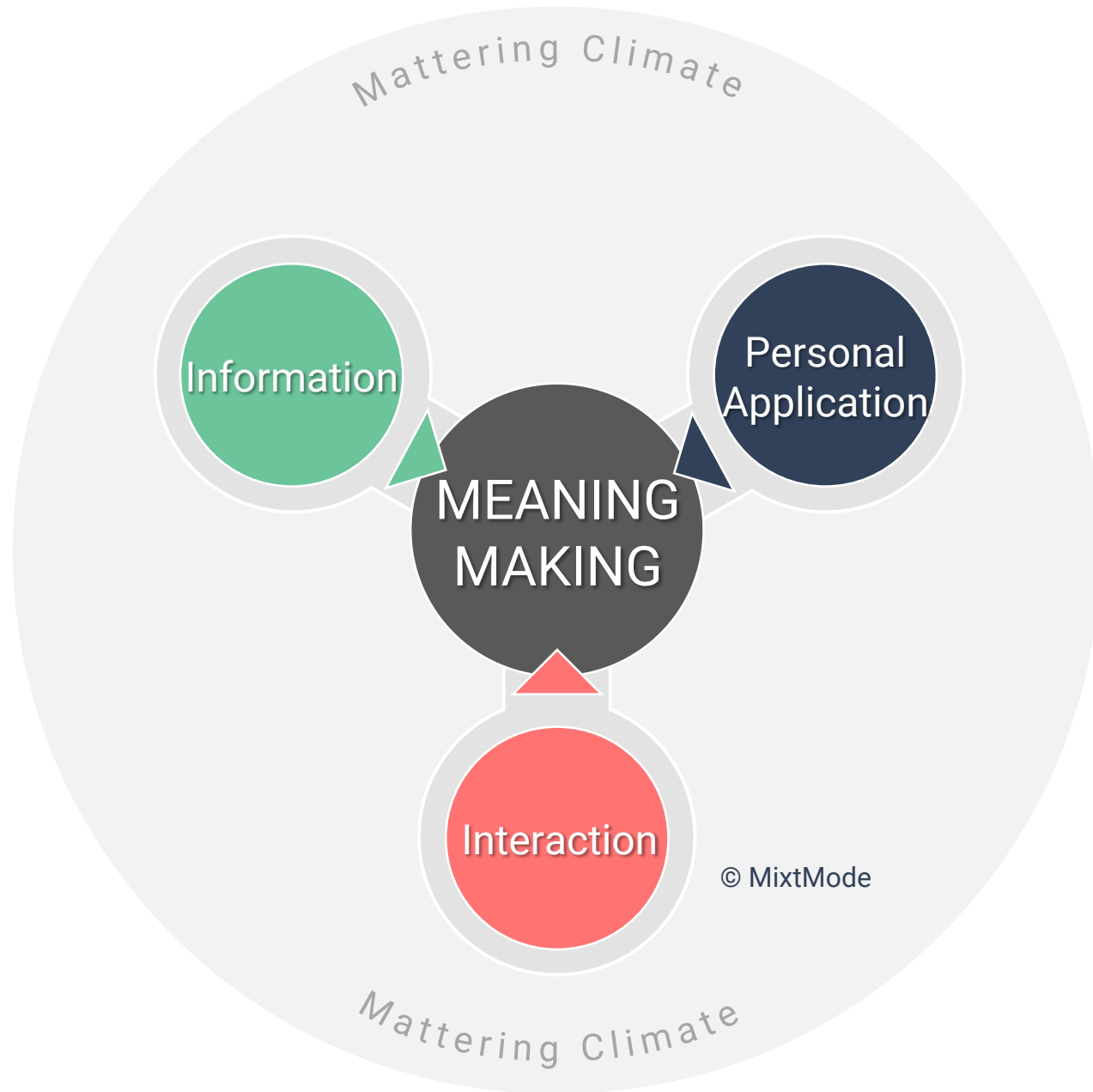
Adapted from Active Engagement interventions,
written by Dr. Norm Amundson

Multi-modal - Utilize mixed media technology to evoke a range of experiences (online reading, videos, a-synchronous communication, web-meetings, phone calls).

Focus on creating a mattering climate and forming a strong working alliance.

Applicable to wide age range and circumstances – recognizing that Clients engaging in the interventions are experiencing low hope

Focused on a creative approach to career development learning (including the integration of metaphors and images).



COSNTRUCTIVIST INTERVENTION PEDAGOGY

Information

Explore relevant career learning concepts, through creative presentation

Personal Application

Engage in activities to apply concepts to self

Interaction

Communicate with e-Practitioner verbally and in writing to access different reflective and meaning making strategies



Career Flow

Learning Focus:

Self-Reflection ▶ Capacity to examine your thoughts, beliefs, behaviours and circumstances.

ENTER ▶

▶ Summary ▼ **Development** ▶ Resources ▶ Messages

Units

+ LU Getting Started - M

- **LU Career Flow**

LU Career Flow

LU Career Flow Activity

LU Optimal Moments

LU Career Flow Wrap

+ LU Circle of Strengths

+ LU Walking the Problem - L

+ LU Two or Three Chairs

+ LU Staying Afloat

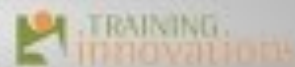
+ LU Career Flow Insight

Career Flow



**Career
Flow**

WALKING THE PROBLEM



Analyzing the DATA



Data Analysis Process

Open coding of all collected data

Organized data into related concepts; looking for patterns

Formed concepts into categories

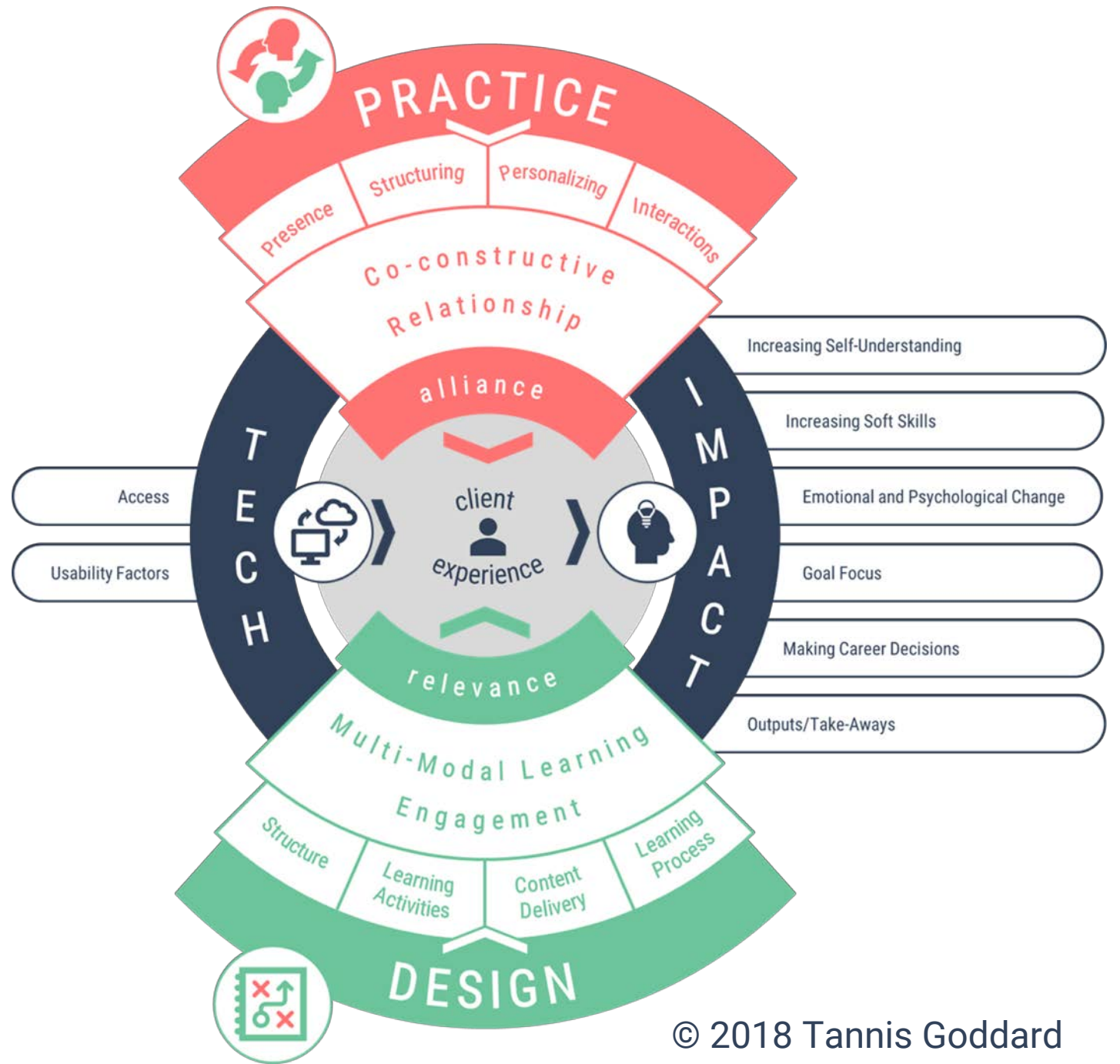
Sought patterns and linkages – related to my research questions, the literature, and my experience as a researcher

Forming a theoretical model to explain the social process of engaging in this online career learning intervention.

Emerging Theoretical Model



Relational Intra- Action Model of Online Career Learning



Relevance & Alliance as Core Principles for Engagement and Impact





RELEVANCE

The degree to which something is related or useful to what is happening

- Intervention Purpose & Goals
- Motivation
- Life Circumstances (Abilities, Distractions)
- Suitability for Online Learning

Human Relationship and emotional bond between the Client & Practitioner

(Bordin, 1979)

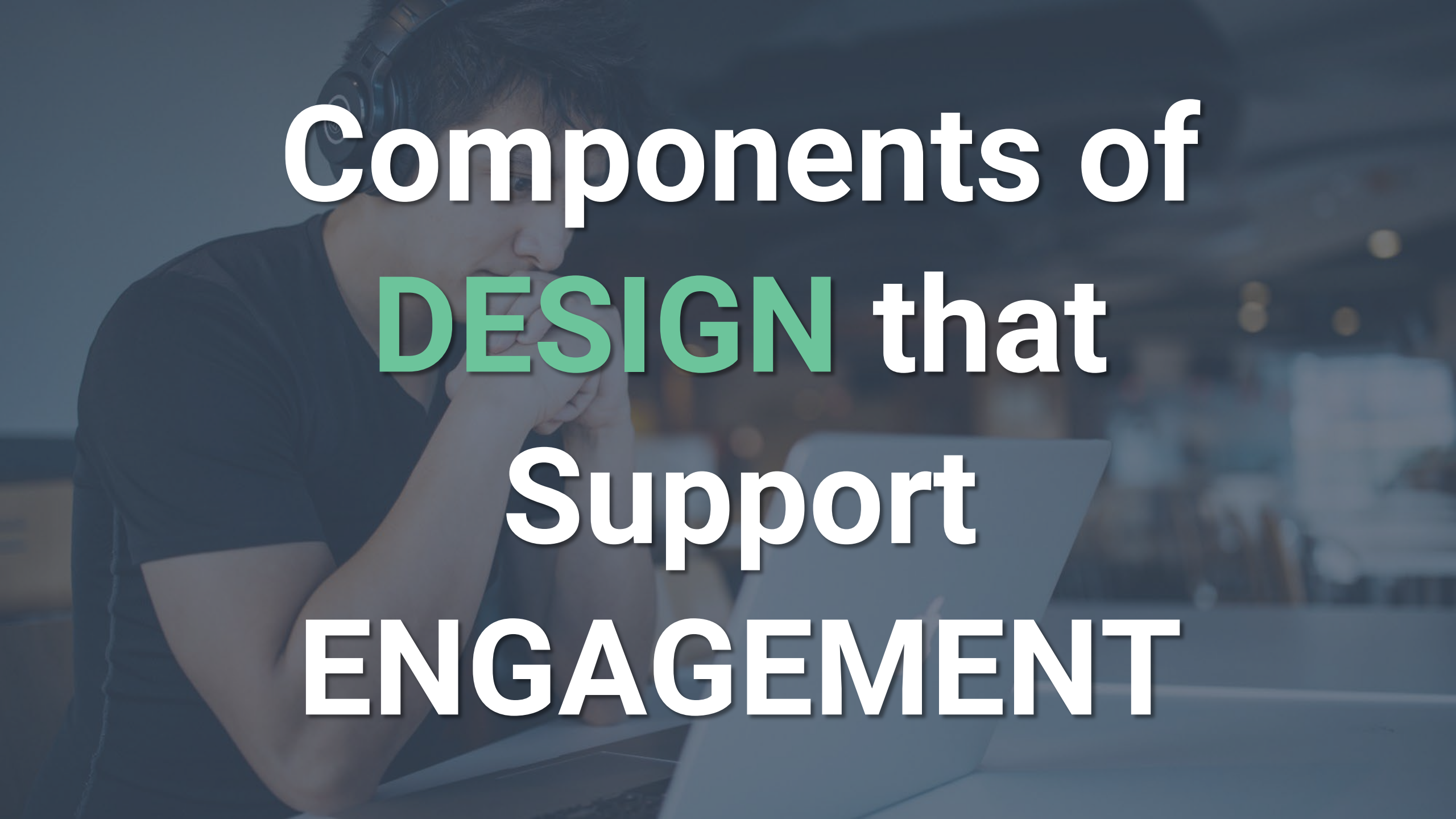
Client feeling seen, heard (in)visible

Factors Impacting Alliance:

- Acknowledgement and encouragement
- Being thought of by the Practitioner
- Genuine Curiosity and Emotion
- Immediacy of Response
- Whether the practitioner inputs were seen as valuable and helpful by the client
- Trust; unconditional positive regard
- Using language and writing in a manner appropriate for the client
- Personable and easy to talk to



ALLIANCE

A person wearing a headset and looking at a laptop screen, with text overlaid on the image.

Components of
DESIGN that
Support
ENGAGEMENT

1



- Confirm client learning goals and how the intervention does (or does not) align
- Explaining the design to Clients
- Establishing communication plan (timelines and process)

STRUCTURE

- Self-controlled access
- Flexibility to match pace of learning with Client needs
 - Providing guidance on learning flow and timelines



2

CONTENT

Visual Cues for Flow

- Icons, colour coding and consistent layout helped clients navigate the system and have confidence in the material

Metaphors & Figurative Language

Pictures/ Images

- Helped clients understand concepts and remain engaged
- Evoked reflective perspective and a way to describe emotions; previously not articulated

Mixed Media

- Tapped the creative side of some clients
- Helped clients convey their thinking
- Alienated other clients that found it “flowery” and simplistic”
 - Value of different content presentation formats. Video visualization singled out

3

Established and deepened the working alliance

Helped clients reflect more deeply

Expanded understanding and for articulating and solidified written and verbal thinking

Facilitated search for materials important to complete interviews on client's time frame

Development of Action Plan

Dialogue and Discussion

Generating Examples and the interaction with practitioner

Writing

Completing Activities (homework)

LEARNING ACTIVITIES

Video Visualization

Story-telling

- Provided time to reflect on answers
- Crystallized thinking
- Could be added to and revised

Empowering, instilled forward movement

- Felt like a walk in the forest – got clients out of their head

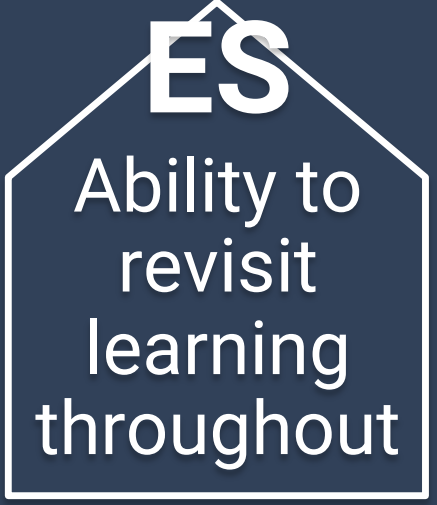
Linked to a deeper understanding of self

4

- Blending writing, reading, web-meetings and phone technologies
- Some fixed and some flexible communication points



LEARNING PROCESS



- Deep process
- During and between encounters with Practitioner
- Timing of a-synchronous learning facilitated reflection and thinking

- Reviewing materials to make new meaning and apply to evolving self-understanding
- Permeable process – enabling Clients to construct, revise and reconstruct self-understanding

- Reflecting on concrete experiences generated other memories and provided scaffolding to future stories



Components of
PRACTICE that
Support
RELATIONSHIP

1

Visibility

- Importance of Practitioner picture and initial phone contact to humanize the experience

Ongoing Contact

- Beyond scheduled phone meetings, regular contact using the ICT tools increased feelings of practitioner being present and a witness to the clients process.

Presence

Responding

- Timely and personalized responses increased a sense of the Practitioner "being there"
- Responses out of traditional work hours were appreciated

2

- Carving up learning into smaller chunks to address language and learning needs and feelings of overwhelm

Breaking Things Down

- Facilitates movement through the next stage of the learning process

STRUCTURING

Contracting

- Establishing and re-establishing work flow, timelines and process for responses and support strategies that meet client preferences.

Activity Clarification

- Helping clients understand activities and providing guidance on how to get started

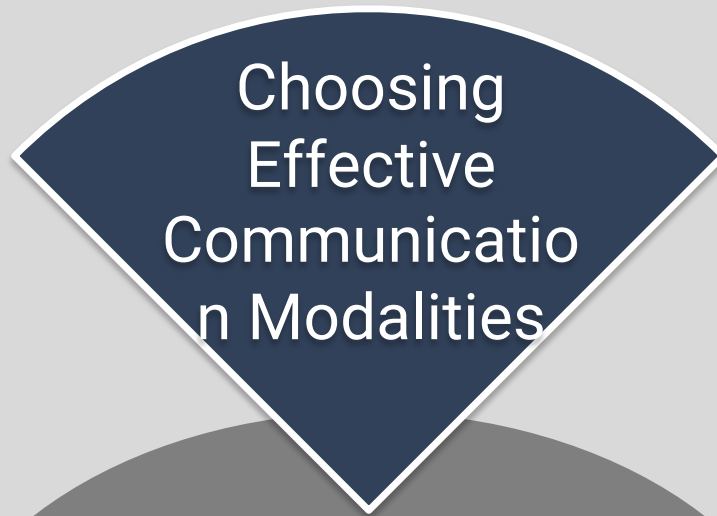
Concluding & Summarizing Discussions

3

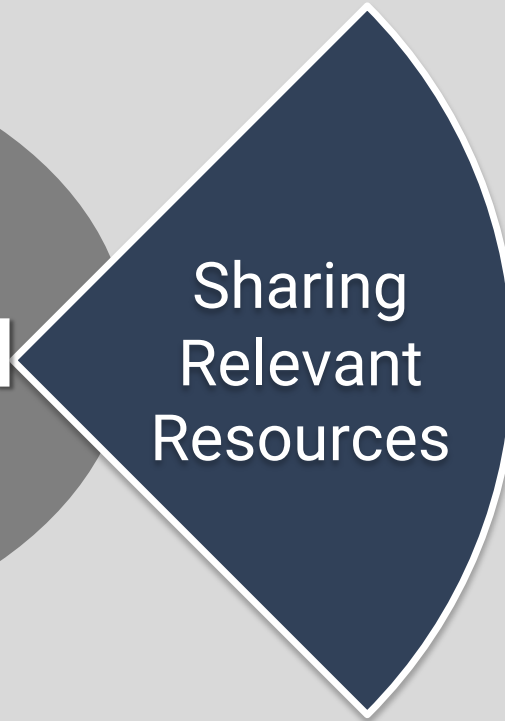
- Personalizing responses and feedback to demonstrate understanding of the client and the work they are doing



PERSONALIZING
G

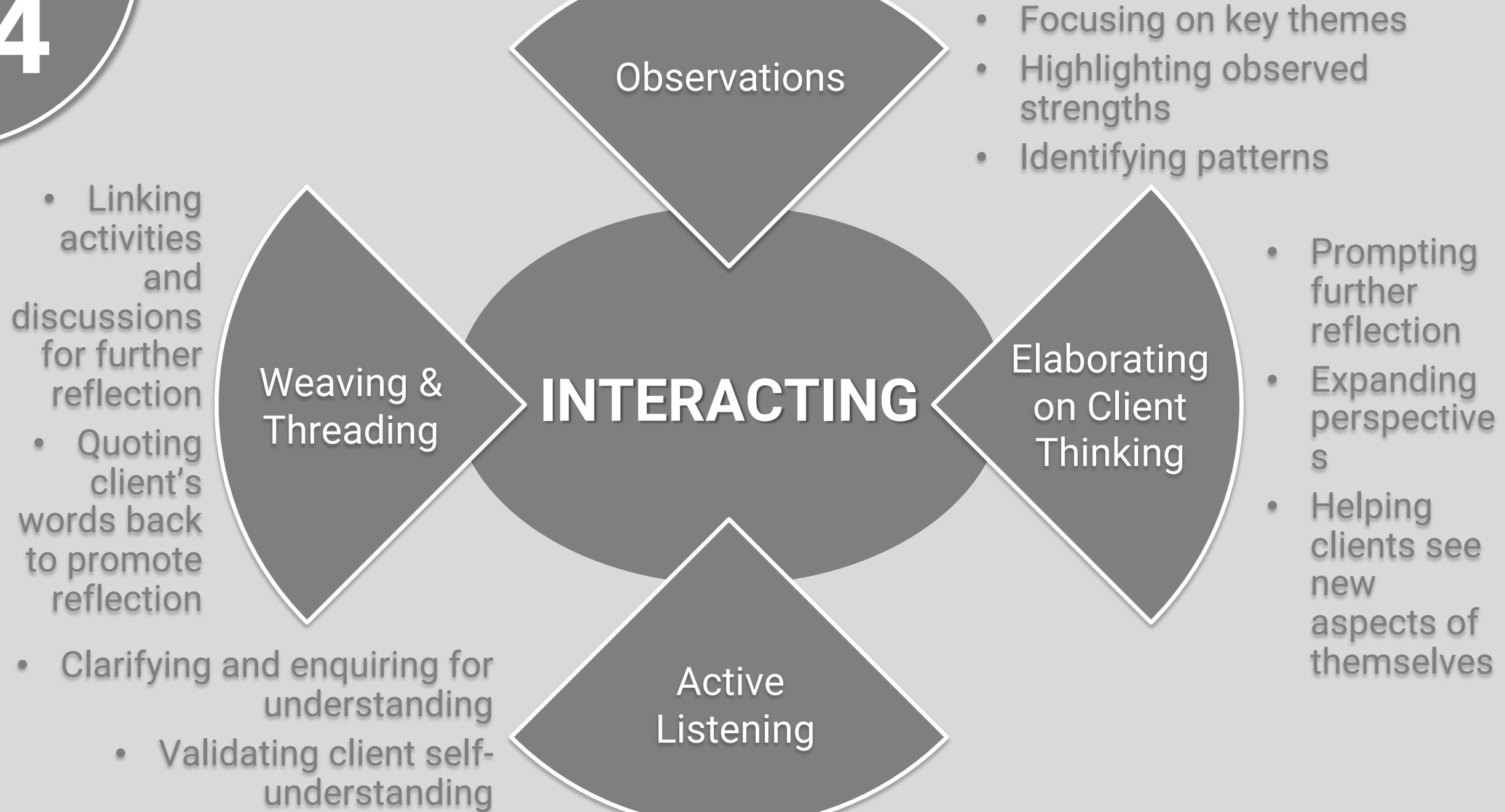


- Based on client needs/preferences and the topic being discussed



- Targeted resources to client needs
- Using famous/inspirational quotes to inspire and convey meaning

4



Technical Usability & Functionality

Access – Internet | Usability Factors



STRENGTHS

Simple, easy to navigate interface
Everything was in one location
Practitioners were seen as positive technical support, when needed

Quality of public computers
Some confusion that practitioner communication could be in two locations
Downloading the WebEx platform was confusing for some
Missed communication that the web meeting was using a conference line and a client incurred a cell phone charge



CHALLENGES

CLIENT LEARNING IMPACT

Increasing
Self-
understandin
g

Increasing
Soft Skills

Emotional
and
psychological
change

Goal Focus

Making
Career
Decisions

Outputs and
take aways
for future use

Field Considerations & Implications





Implications for STAKEHOLDERS

DESIGN

Scope and structure
content and participation

Training and education



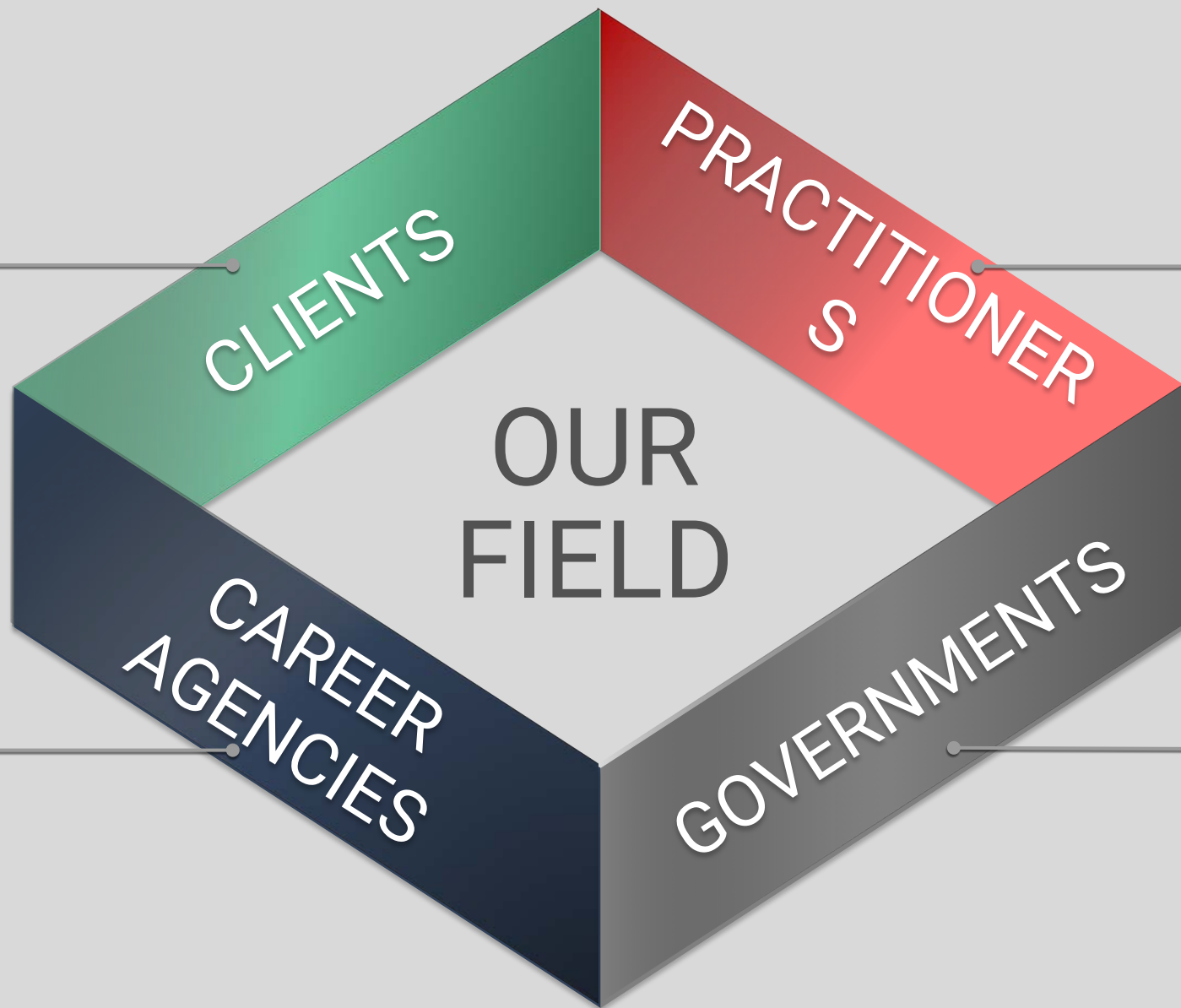
Multi-modal options for service design

Quality models and structures

RESEARCH QUESTION #2: PRACTICE RELATIONSHIPS

Over time and across communication channels

Dynamic integration of communication



Broaden human resources

Value of the practitioner presence

Research Question #3.

USABILITY/FUNCTIONALITY



THANK
YOU!

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