MixtMode

The research and consulting division of Training Innovations

eGUIDANCE:
Frameworks, service models & emerging best practices

NETHERLANDS
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Session Goals

Review the Field's current knowledge base related to the use of ICT

Discuss challenges and practical benefits of e-guidance

Explore conceptual frameworks as a means for defining and expanding opportunities within local delivery contexts

Examine service models and examples from Canada as a platform for discussion about possibilities & opportunities

Consider lessons learned and apply the learning to a personal, emerging visions for e-guidance practice

Defining our Work

What is a Career Intervention?

Purposefully focused effort to enhance an individual's career development skills to enable an individual to make better career related decisions (Spokane & Oliver, 1983)

Guichard (2003) recognizes that these decisions expand beyond career choice to include decisions one makes in work-life transition a life span and in the social meaning making of one's existence

What is e-Guidance?

"An opportunity to give more guidance to more people, more often at a distance" (Offer et al, 2001, Madahar, 2)

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 (Goddard, 2007)

ICT Literature: key messages

Impact ▶ assumptions about what ICT can achieve in careers is being explored, but remains unproven. Therapeutic Counselling & Educational Technology research offers insights for our field to borrow from

Gap ▶ in understanding what comprises effective ICT-based careers guidance and what pedagogical models meet specific goals

Costs ▶ early indication that cost savings likely to be minimal; especially early on

Skills ▶ workforce development is a pivotal issue
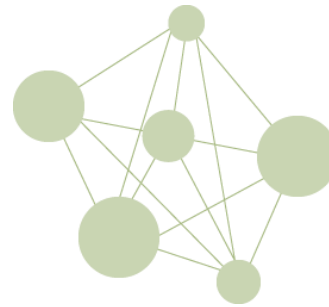
Uses of Technology in Career Services

Watts, 1986

- A tool
- An alternative
- An agent of change

Hooley, Hutchinson & Watts, 2010

1. Deliver Information
2. Provide an Automated Interaction
3. Provide a Channel for Communication
   - One-to-one
   - One-to-many
   - Many-to-many

Kettunen, J., Vuorinen, R., Sampson, J. P., Jr. (2013)

- means for delivering information
- medium for one-to-one communication
- interactive working space
- impetus for paradigm change and reform

ICT Career Guidance Adoption Models

Current Models ❯❯❯

Independent and Integrated Websites

Computer Assisted Career Guidance Systems

Ask an advisor, via email, live chat or phone

Social Forums for Users to share like experiences

Interactive Online Interventions

▸ **To approximate f2f or to embrace new methods?**

▸ **For cost savings or to extend access?**

ICT: a Resource or Service

Or
Transformation?

Vuorinen & Sampson, 2009

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What key factors are shaping your definition?
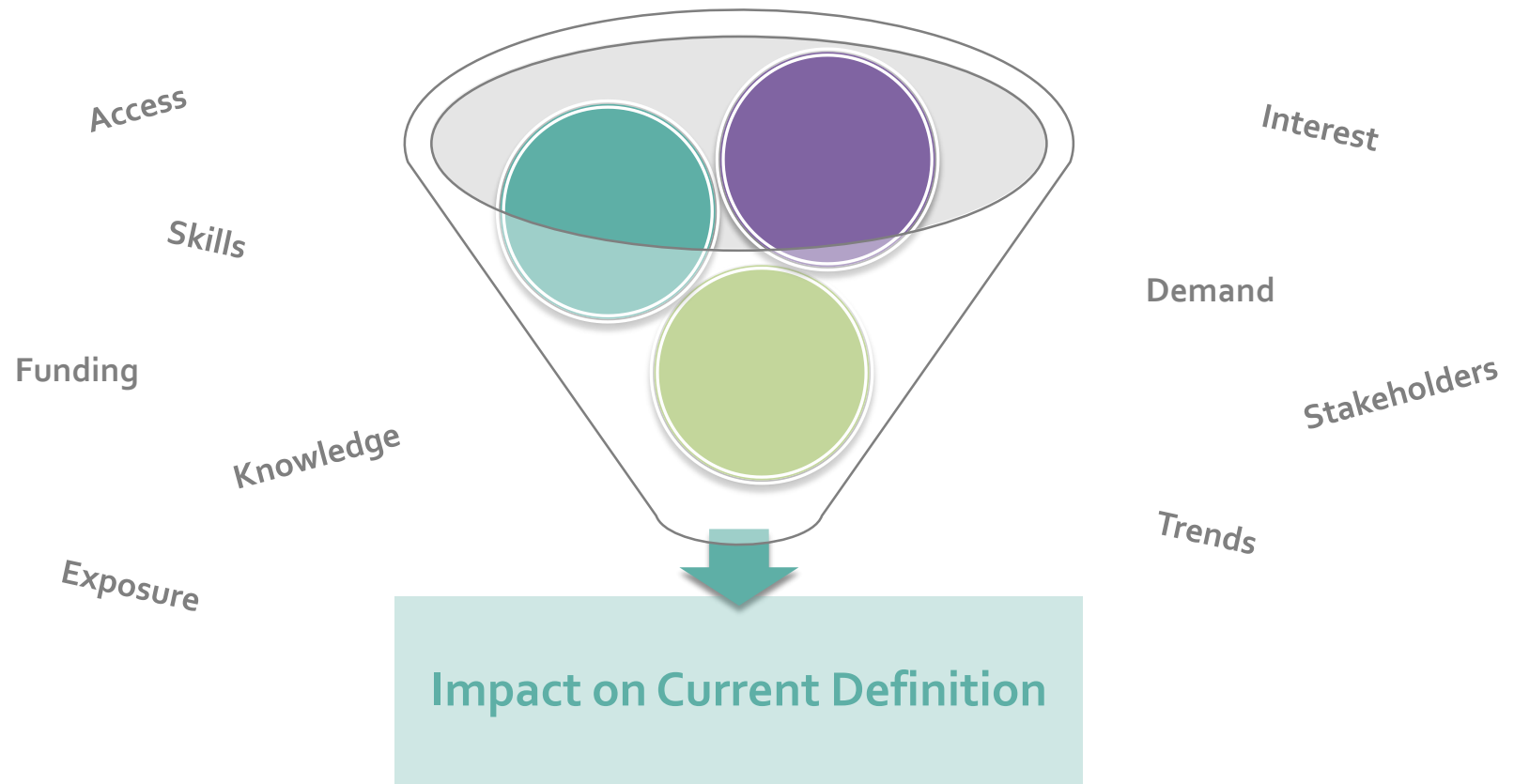
Access

Skills

Funding

Knowledge

Exposure

Interest

Demand

Stakeholders

Trends

Impact on Current Definition

In Your Experience

What are the challenges and limitations of e-guidance?

What are key benefits and affordances for e-guidance?

Affordance of Online Counselling: The Research Case

Convenience & Flexibility

Disinhibition

Working Alliance

Written Communication

Satisfaction

Designing eGuidance

Policy Context, Mandate, Purpose

Technology Access

Theoretical and Pedagogical Underpinnings

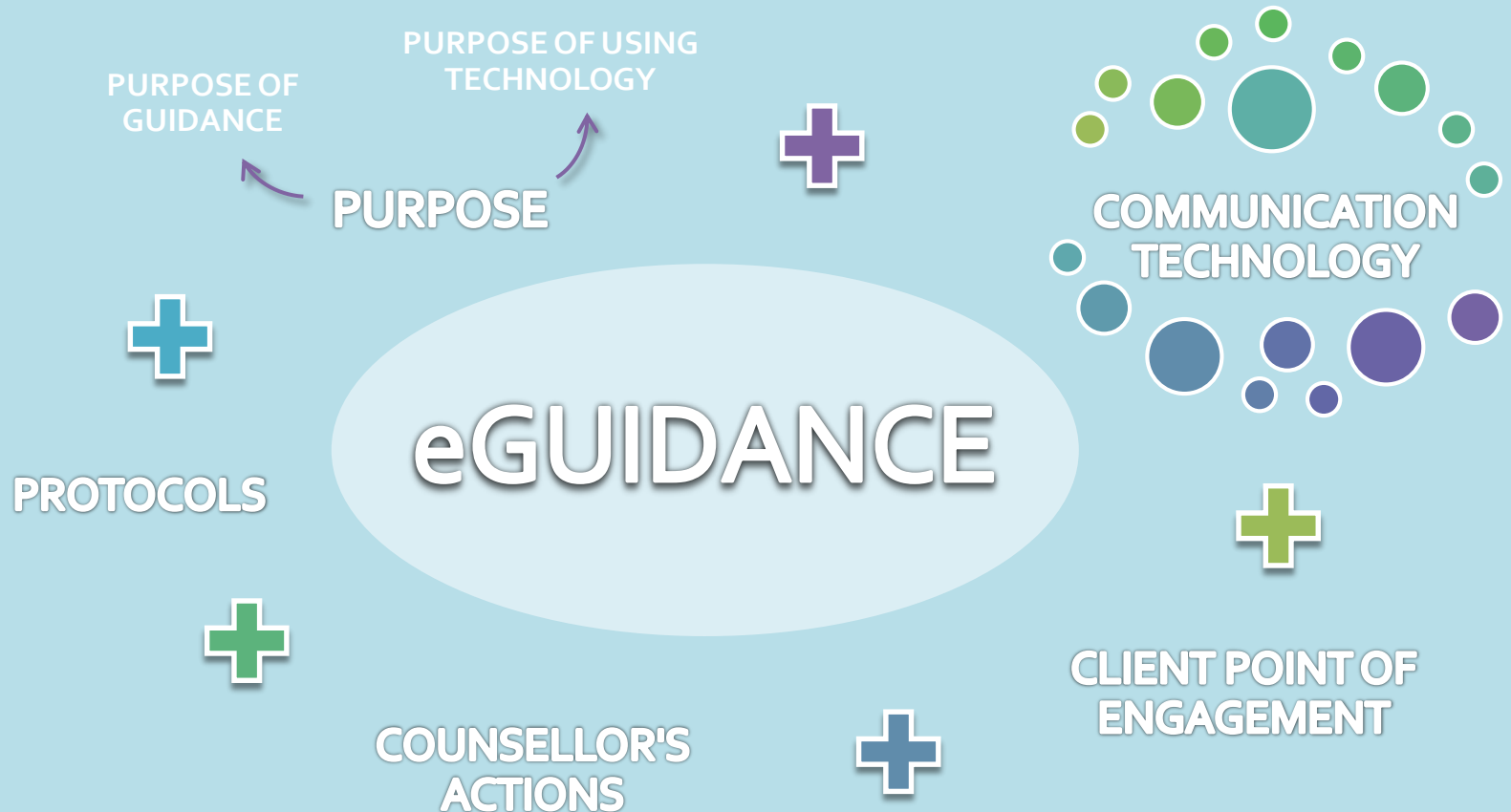Competencies (Organization, Practitioner, Supervisor, Client Users)

Outcome Expectations

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eGuidance – Conceptual Framework

PURPOSE OF USING TECHNOLOGY

PURPOSE OF GUIDANCE

PURPOSE

COMMUNICATION TECHNOLOGY

PROTOCOLS

eGUIDANCE

CLIENT POINT OF ENGAGEMENT

COUNSELLOR'S ACTIONS
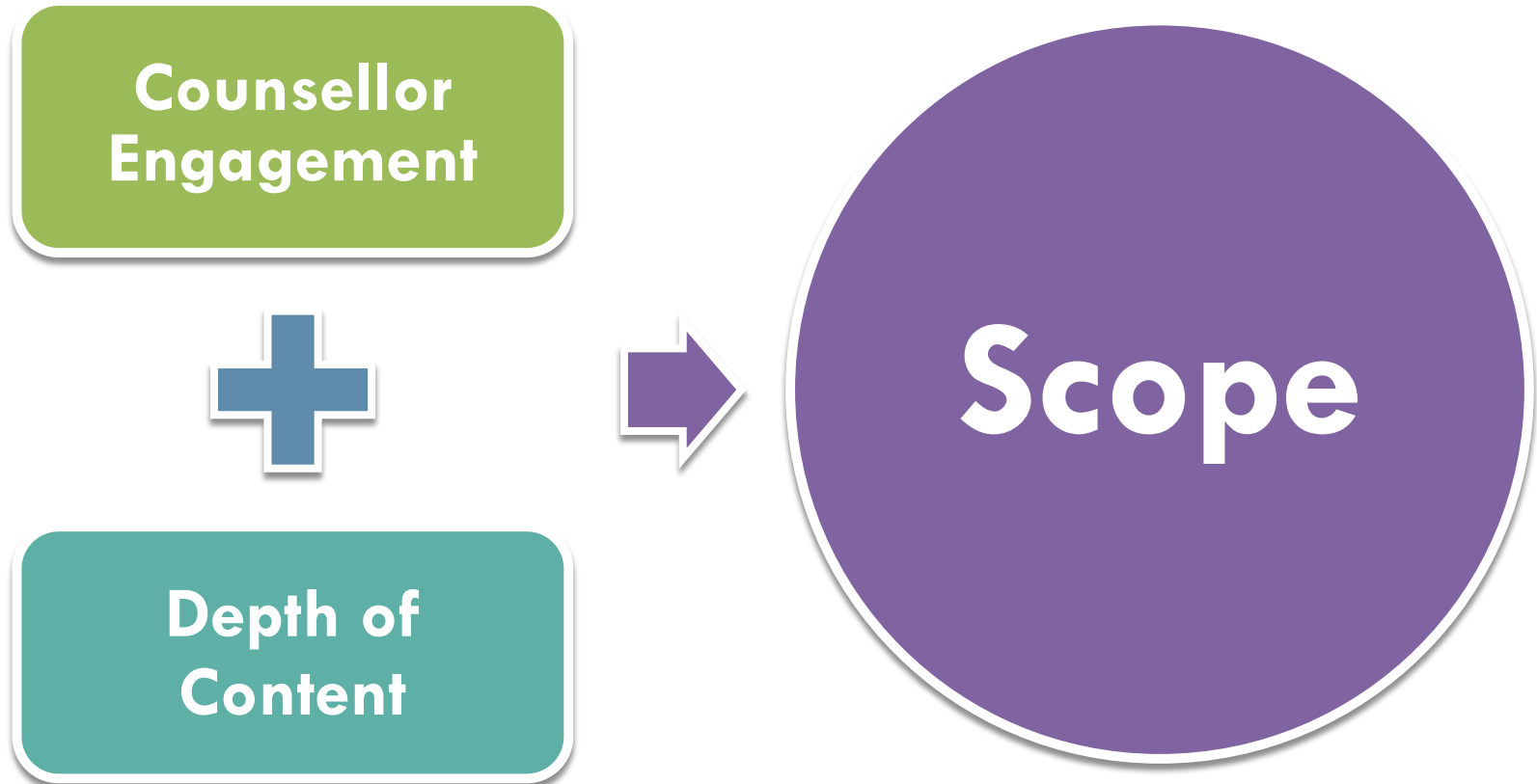
What are you factoring into your definition?

PURPOSE	COMMUNICATION TECHNOLOGY	CLIENT POINT OF ENGAGEMENT	COUNSELLOR'S ACTION	PROTOCOLS
☑	☑	☑	☑	☑
☐ Self Awareness	☐ Private Messages	☐ Repetitive: combine tools with the largest number of points of access - support two directional initiation	☐ Assessing needs	☑ Ethics
☐ Opportunity Awareness	☐ Pre-fabricated questions		☐ Administrating assessments	
☐ Decision Learning	☐ Written text	☐ On demand - Client Initiated: present tools designed to elevate "presence of counsellor" and easy, short access points for client	☐ Sharing resources	
☐ Transition Learning	☐ Video messages		☐ Presenting concepts	☑ Privacy
☐ Developmental Career Learning	☐ Audio messages		☐ Generating ideas	
☐ Action Planning	☐ Chat	☐ Mandatory: emphasize tools designed to support counsellor initiated guidance and rapport building	☐ Providing feedback	
☐ _____	☐ Text Messaging		☐ Developing career tools	☑ Policies
	☐ Video conference		☐ Modeling techniques	
	☐ VOIP	☐ Blended: introduce tools that can be coupled with f2f guidance	☐ Practicing techniques	
	☐ Peer-to-peer public posting		☐ Referring to services	☑ Security
	☐ Peer-to-peer private messaging	☐ Public Guidance: social tools that communicate to many at once	☐ _____	
	☐ Social communication tools (twitter, FB, blogs, YouTube)			
	☐ _____	☐ _____		☐ _____

Scoping Service Model

Counsellor Engagement

+

Depth of Content

→

Scope

Counsellor Engagement

Depth of Content

	Self-Directed	Light Guidance	In-depth Guidance
Personalized Content ▶			
Themed - Bite-Sized Content ▶			
Comprehensive Content ▶			
Technology Requirements ▶			

What is your scope?

Counsellor Engagement

+

Depth of Content

→

Scope
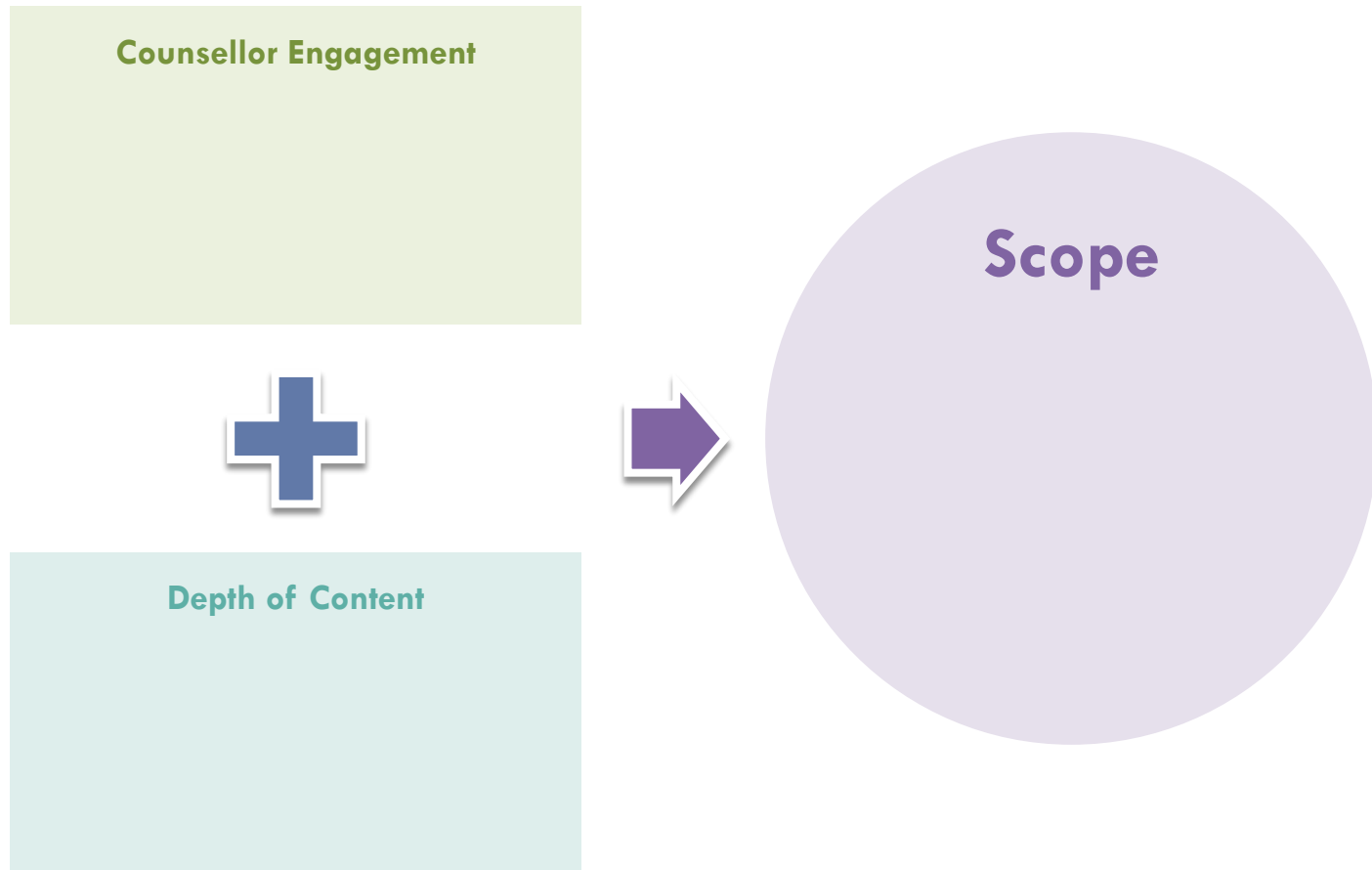
Service Models - Canada

Video

The Online Experience

Demo Login

Career Inc
Demo

eVolve Login

Login name

Password

Login

powered by eVolve
learning technology

Service Models - Canada

|	career evolutions	WorkBC Employment Services Centre	encore employment project	Skills Connect for Immigrants Program
Subject	Career Planning	Work Targeting / Job Search	Job Search 55+	Professional Immigrant – Work Targeting
Client Access	Repetitive Access	Repetitive Access – sometimes Mandatory	Blended Access	Blended Access
Content	Comprehensive	Personalized	Bite-sized	Comprehensive
Guidance	In-depth	In-depth	Light	In-depth
Structure/ Timing Logistics	▪ Cohort program of up to 15 clients, ▪ 4 weeks ▪ 25 learning units	▪ Cohort program of up to 15 clients, ▪ 2 weeks, 4 Learning Units **OR** ▪ Individual sessions, 1-2 weeks, 35 learning units as options	▪ Job search component of a Cohort program with up to 12 clients, 10 weeks ▪ 9 Learning Units (1/ week).	▪ Cohort learning with up to 18 clients ▪ 2 hrs in-person workshop followed by 2 weeks online completing ▪ 4 Learning Units focused on work targeting

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Our Pedagogic Approach

■ **Information:** Explore relevant career guidance concepts

■ **Personal Application:** Engage in activities to apply concepts to self

■ **Interaction:** Communicate with e-Practitioner and, potentially, other online participants to co-create meaning.
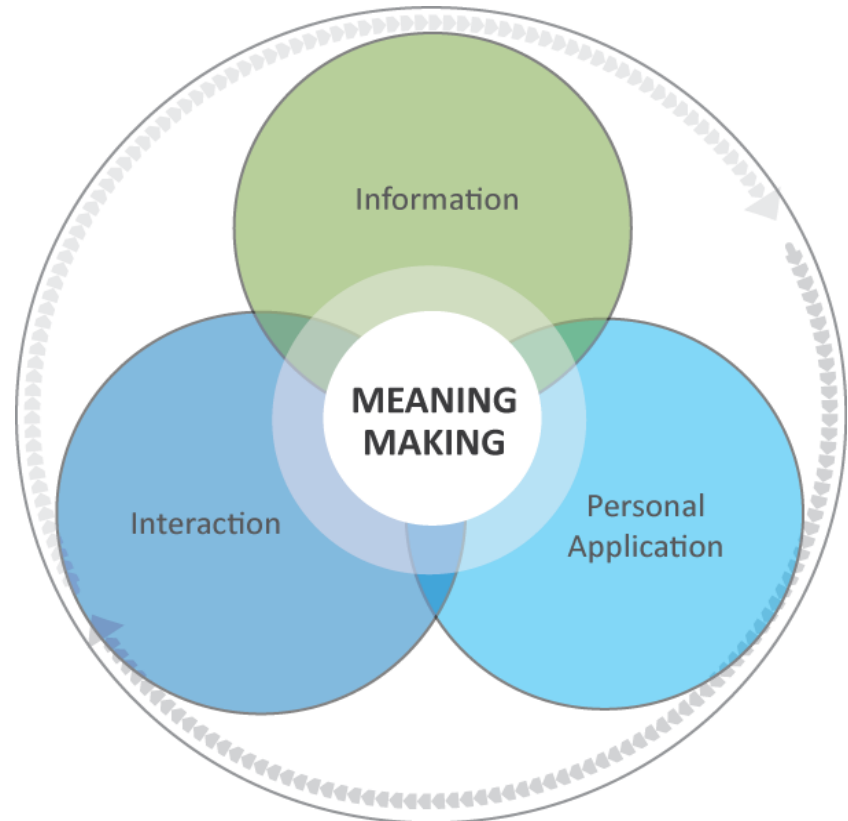
Impact on Practice

Records the **Client's current career story**

Access and timing is controlled by Clients, within a systematic structure

Allows for **thoughtful reflection** and **review** for **Practitioner** and **Client**

Client and Practitioner have the opportunity **to co-construct and make meaning** through the process

Targeted resources support personalized career learning

Perspectives can be **revisited throughout the process**

Revised career stories can be captured and potentially stored for **life-span service**

Building Practitioner Competencies

Guidance skills:
ability to transfer from f2f to online

Digital Skills:
social; personal; cognitive; technical

E-business skills:
ability to conceive how to integrate ICT to enhance or improve guidance and business opportunities

ICT Skills:
ability to design, develop and maintain web-enabled systems
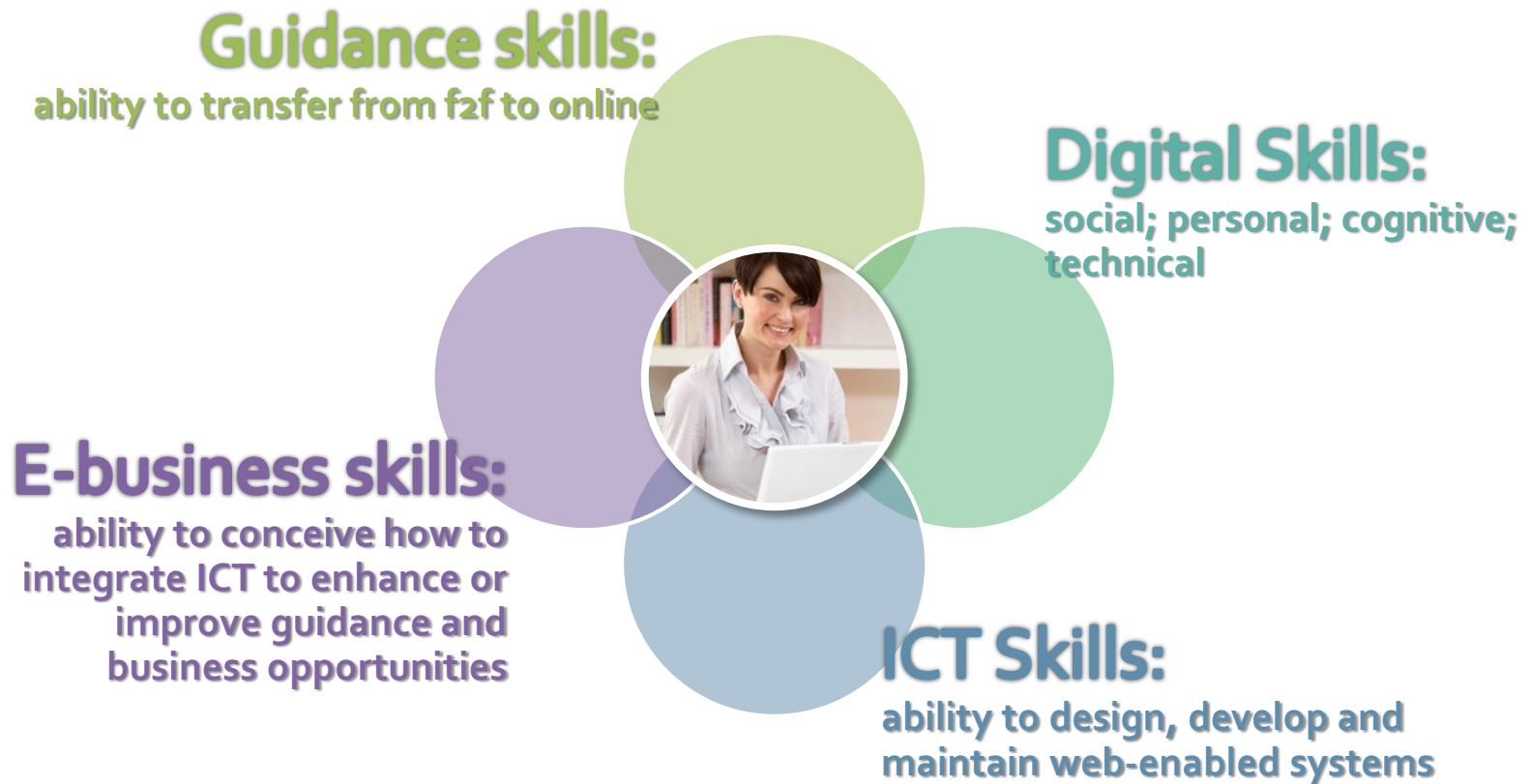
Service Models – Netherlands

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Emerging Lessons Learned

Purpose and Goals need to be understood throughout the organization and amongst stakeholders

The Practitioning Role is central within e-guidance

The e-guidance model needs to be derived from a theoretical and pedagogical position

Clients need forecast tools about expectations of engagement (for them and their guidance practitioner)

Interplay of technical tools has a significant impact on users

Opportunities to tailor and personalize content for individuals increases engagement

Integrating a Quality Improvement Model is critical . Much can be learned from Clients' feedback

Ongoing Workforce Development is essential; including Supervision of e-guidance practitioners

Security & Privacy Protocols

In the Client's Own Words...

"Indeed I was a little anxious in the beginning but once I got used to how the program was designed, I was amazed!"

"It was cool to have her 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"

"I like the fact that the workshop was on computer. This helped to get more of my thoughts down and I did not have to sit in a classroom and listen to people go over and over stuff I already know."

"Reflections made me focus on what was relevant at the time – it gave me an opportunity to expand my "thinking" on each topic and really reflect on how it relates to me"
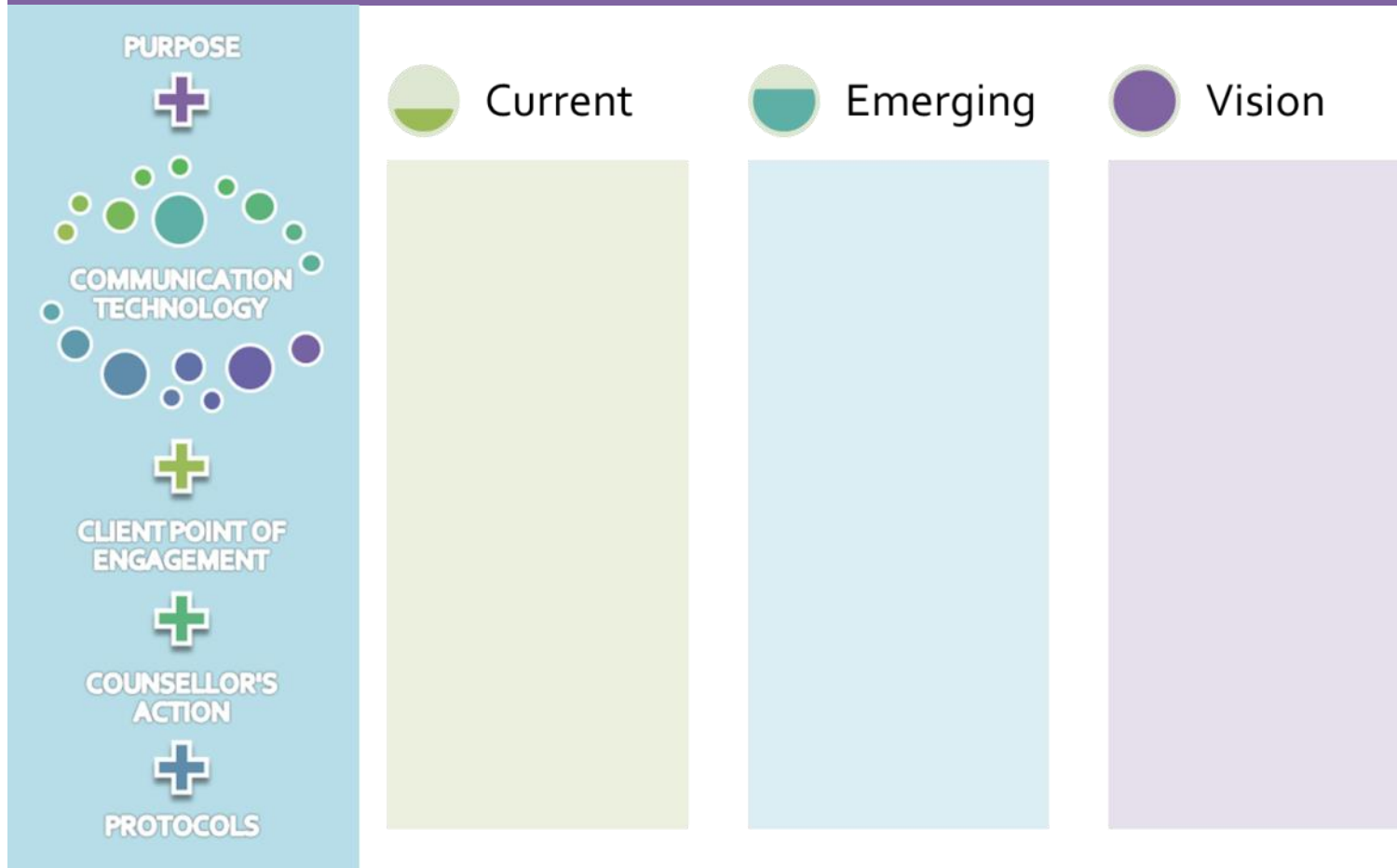
"The activities and reflections are very encouraging. I feel like this is going to be quite the journey of self-discovery."

"She posted and called exactly when she said she would, and she was always up to date with where I was at in the course. She always very promptly answered any questions that I had."

"This unit was fantastic at putting all the hopes and dreaming from previous units into perspective and a timeline."

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What is Your Emerging Vision?

PURPOSE
+

COMMUNICATION TECHNOLOGY
+

CLIENT POINT OF ENGAGEMENT
+

COUNSELLOR'S ACTION
+

PROTOCOLS

Current

Emerging

Vision

Bedankt!

Thank you!