

A Thesis Submitted for the Degree of PhD at the University of Warwick

Permanent WRAP URL:

<http://wrap.warwick.ac.uk/156331>

Copyright and reuse:

This thesis is made available online and is protected by original copyright.

Please scroll down to view the document itself.

Please refer to the repository record for this item for information to help you to cite it.

Our policy information is available from the repository home page.

For more information, please contact the WRAP Team at: wrap@warwick.ac.uk

**Online Career Learning:
Integrating ICT for Service
Transformation**

by

Tannis Goddard

A thesis submitted in partial fulfilment of the
requirements for the degree of
Doctor of Philosophy in Employment Research

Institute for Employment Research, University of Warwick, UK

January 2021

Table of Contents

Abstract	iii
Chapter 1. Introduction	1
1.1 Research Questions	2
1.2 Career Interventions – Context of Practice	3
1.3 Location and Context of the Research Study	9
1.4 Research Approach	12
1.5 Researcher Motivation & Positionality.....	14
1.6 Thesis Structure	16
Chapter 2. Literature Review	18
2.1 Introduction.....	18
2.2 ICT in the Careers Field: Usage & Definition	19
2.3 Ethics & Quality Assurance.....	23
2.4 Practitioner Attitudes, Skills & Training	27
2.5 Career Interventions & Working Alliance.....	31
2.6 ICT and Career Intervention Research	34
2.7 Conclusion.....	40
Chapter 3. Methodology	42
3.1 Introduction.....	42
3.2 Research Paradigm	42
3.2.1 Why Grounded Theory?	43
3.2.2 Constructivist Epistemology.....	43
3.2.3 Use of Literature	45
3.2.4 Researcher Positioning.....	45
3.3 Research Procedure.....	46
3.3.1 Introduction.....	46
3.3.2 Setting	47
3.3.3 Planning for and Entering the Field.....	48
3.3.4 Researcher Role Reflections	54
3.3.5 Project Participants.....	56
3.3.5.1 Client Participants.....	57
3.3.5.2 Practitioner Participants.....	63
3.3.6 Data Collection Methods.....	65

3.3.6.1	Demographic and Descriptive Information	68
3.3.6.2	Career Intervention.....	68
3.3.6.3	Practitioner Learning Journal.....	71
3.3.6.4	Case Conferencing & Supervision	71
3.3.6.5	Enhanced Critical Incident Interviews – Client Participants.....	72
3.3.6.6	Focus Group – Practitioner Participants	76
3.4	Ensuring Quality in Qualitative Research.....	77
3.4.1	Introduction.....	77
3.4.2	Ethical Considerations.....	77
3.4.3	Trustworthiness	78
3.4.4	Conclusion.....	80
Chapter 4.	Data Analysis & Theory Building.....	81
4.1	Introduction.....	81
4.2	Organising and Preparing the Data.....	81
4.3	Reflexivity	81
4.3.1	Journal: Field Research.....	82
4.3.2	Pilot Process: Post-Intervention Interviews	82
4.3.3	Memo Writing: Data Analysis.....	82
4.4	Coding.....	83
4.5	Conceptualising the Data & Creating a Theoretical Model	86
4.5.1	The Relational Intra-action Model of Online Career Learning: An explanatory overview.....	89
4.5.1.1	Design	90
4.5.1.2	Practice	90
4.5.1.3	Technical Considerations & Learning Outcomes	91
4.5.2	Expanding the Theoretical Model	92
4.6	Conclusion.....	94
Chapter 5.	Design Findings.....	95
5.1	Introduction.....	95
5.2	Relevance of Intervention Design	96
5.2.1	Alignment of Intervention Purpose and Goals.....	96
5.2.2	Suitability for Online Learning.....	97
5.2.3	Personal Circumstances Impacted Engagement	98

5.3	Design Factors	100
5.3.1	Structure.....	100
5.3.1.1	Intake Process.....	101
5.3.1.2	Flow and Pacing.....	102
5.3.2	Content Delivery	103
5.3.2.1	Metaphors	104
5.3.2.2	Pictures and Images.....	105
5.3.2.3	Visual Cues	105
5.3.2.4	Mixed Media	106
5.3.3	Learning Activities	107
5.3.3.1	Story Telling	107
5.3.3.2	Writing.....	108
5.3.3.3	Generating Personal Examples	110
5.3.3.4	Video Visualisation	111
5.3.4	Learning Processes.....	113
5.3.4.1	Reflecting and Thinking.....	113
5.3.4.2	Constructing Meaning from Past Experiences	115
5.3.4.3	Revisiting Learning.....	116
5.4	Conclusion.....	117
Chapter 6.	Practice Findings.....	120
6.1	Introduction.....	120
6.2	Working Alliance.....	121
6.2.1	Genuine & Personal Communication	121
6.2.2	Providing Acknowledgement and Encouragement.....	123
6.3	Practice Strategies for Effective Online Practice	124
6.3.1	Creating Presence.....	124
6.3.1.1	Visibility	125
6.3.1.2	Responding	127
6.3.1.3	Ongoing Contact.....	128
6.3.2	Structuring the Experience	130
6.3.2.1	Contracting.....	130
6.3.2.2	Clarifying & Breaking Things Down	131
6.3.2.3	Summarising Discussions.....	133
6.3.3	Personalising the Career Learning.....	134

6.3.3.1	Choosing Effective Communication Modalities	134
6.3.3.2	Detailed Practitioner Responses.....	136
6.3.3.3	Sharing Relevant Resources	141
6.3.4	Interacting.....	142
6.3.4.1	Active Listening	143
6.3.4.2	Sharing Observations	144
6.3.4.3	Elaborating on Participant Thinking	146
6.3.4.4	Weaving and Threading.....	148
6.4	Conclusion.....	151
Chapter 7.	Discussion	153
7.1	Introduction.....	153
7.2	Design	153
7.2.1	Relevance	155
7.2.2	Structure.....	156
7.2.3	Content Delivery	158
7.2.4	Learning Activities	160
7.2.5	Learning Processes	163
7.2.6	Design Conclusion.....	165
7.3	Practice	166
7.3.1	Alliance.....	166
7.3.2	Creating Presence.....	167
7.3.3	Structuring the Experience	170
7.3.4	Personalising the Career Learning.....	172
7.3.5	Interacting.....	174
7.3.6	Practice Conclusion.....	175
7.4	Learning & Development Impact.....	176
7.4.1	Increased Career-related Self-understanding	176
7.4.2	Growth in Emotional & Psychological Awareness	177
7.4.3	Skill Development.....	179
7.4.4	Goal Focus.....	180
7.5	Technical Implications	181
7.6	Conclusion.....	184
Chapter 8.	Conclusion.....	186

8.1	Introduction.....	186
8.2	Field Contributions.....	187
8.2.1	Design	187
8.2.1.1	Role of Relevance	188
8.2.1.2	Centrality of the Relationship.....	188
8.2.1.3	Asynchronous, Written, and Blended Learning	189
8.2.1.4	Structure and Flexibility	190
8.2.2	Practice	190
8.2.2.1	Building a Working Alliance	190
8.2.2.2	Seeing and Being Seen.....	191
8.2.2.3	Guiding the Learning Experience.....	192
8.2.2.4	Listening, Sharing and Weaving the Learning.....	193
8.2.3	Technology Implications	194
8.2.4	Conclusion.....	195
8.3	Field Implications.....	196
8.3.1	Social Justice	196
8.3.2	Governments and Funders	198
8.3.3	Career Organisations.....	199
8.3.4	Practitioners	200
8.3.5	Clients	200
8.4	Study Limitations & Recommendations for Future Research	201
8.4.1	Study Limitations	201
8.4.2	Recommendations for Future Research	202
8.5	Final Observations.....	204
8.5.1	Personal Observations	204
8.5.2	Professional Observations.....	205
	References	208
	Appendices	233
	Appendix 1: Sampling online exchange.....	234
	Appendix 2: Participant Information Leaflet	251
	Appendix 3: Client Consent Form	253
	Appendix 4: Practitioner Consent Form.....	256
	Appendix 5: HOPE Centred Career Interventions Information	259
	Appendix 6: Selected Online Intervention Content	267

Appendix 7: Reflective Questions in Online Intervention.....	270
Appendix 8: Participant Interview Guide.....	271

List of Figures

Figure 3.1 Client Participation Path.....	58
Figure 3.2 Practitioner Engagement Path	64
Figure 4.1 The Relational Intra-action Model of Online Career Learning.....	88
Figure 7.1 Career Learning Pedagogy Model	154

List of Tables

Table 3.1 Research Roles	52
Table 3.2 Client Participants	61
Table 3.3 Data Collection Methods by Type and Study.....	67
Table 4.1 Design & Practice Factors.....	92
Table 5.1 Design Factors.....	100
Table 6.1 Practice Strategies	124

Acknowledgments

As I come to the end of a decade long research and life journey, I have much I am reflecting on and very special people to acknowledge. Spending my professional life working in the careers field has allowed me to witness the great challenges people encounter in their lives and the tremendous resilience of the human spirit to live through loss, redefine oneself, move forward and grow in another season.

Never did I imagine, as I neared the end of my doctoral journey, that on a sunny spring morning my world would change completely. On May 28, 2018 I suddenly and unexpectedly lost my dear husband of 24 years. He was my life and business partner, the present and primary carer giver to our daughter (then 15), my very best friend and my greatest PhD encourager. My world stopped in time.

I write these acknowledgements, as I now finish my thesis, grateful for so many that have encouraged me and contributed to this process.

The love and support of my amazing daughter has sustained me through the writing process. We had a relationship to re-define in so many ways. It wasn't always easy, yet through perseverance and love we have come to create a deeply meaningful relationship and newly defined family with our sweet puppy, Luna. Kaia, I am so proud of who you are becoming, feel so blessed to be your Mom, and am so grateful for all of your support!

Completing this research would not have been possible for me without the incredible support of my supervisors, Professor Jenny Bimrose and Dr. Sally-Anne Barnes. When I spoke with them after losing my husband, they assured me the university would support me with the time I needed and that when I could return they would walk along side-me to the end. They have been with me all the way offering their wisdom, guidance, kind support and friendship. Jenny and Sally-Anne, I have so much gratitude for all you've both given me, for having faith in me, and for truly being with me through the entire journey, every step of the way.

Heartfelt thanks also go to my parents for being so supportive physically and emotionally as I navigated the sudden loss in my life. As I tried to manage so much on my own and write this thesis, they found ways to contribute, create space for me, and continually encouraged me. To my best friends, Jenn and Chris you have been so supportive and helpful through this journey, I am eternally grateful. I have so much gratitude for my dear friend Dr. Roberta Borgen who helped guide me through the quagmire of grief and provided much inspiration and encouragement to complete my

thesis. And to my MixtMode colleagues who have been there for and with me throughout, please know how grateful I am to work with you and to carry the research in this thesis forward in the field together.

This study exists because of the tremendous effort of the practitioners who gave so much of themselves and the client participants who engaged so fully in the research. It was an honour to sit with them, through their stories and encounters. I am so grateful for their efforts and contributions.

I would also like to express my sincere thanks to CERIC who funded the HOPE research project that provided the genesis for my doctoral research. I would also like to acknowledge Dr. Norm Amundson whose Active Engagement work has always inspired me and shaped the creation of the intervention for this study. It was an honour and privilege to be in the field together.

Lastly, I would like to acknowledge the work of Professor Jim Sampson who has contribute such a rich base regarding ethical considerations in the use of ICT in Career Guidance. I first began working with technology-enabled interventions in 2004 and I have relied on his work as a guide in so many ways.

I dedicate this thesis in loving memory to my dearest husband, Peter Davis, whom I miss so deeply and to my daughter, Kaia Goddard, who brings me joy and love everyday.

Declaration

I confirm that this thesis is my own work and has not been submitted for a degree at another university.

Abstract

Reflecting the historical, social and economic shift away from bureaucratic, hierarchical organisational structures, careers have more recently been described as “the evolving sequence of a person’s work experiences over time” (Arthur, Hall, & Lawrence, 1989, p. 8). While the definition may evoke a linear sequence, career theory has developed to account for the “evolving sequence” of one’s career changes across social and economic spaces and impacted by the decisions and actions an individual takes as they respond to the external environment where they live their lives. As the understanding of careers has evolved, so too has the way in which career practitioners engage with individuals to support their career development needs.

This doctoral study aimed to increase understanding of technology-enabled career practice. Specifically, the research goal was to explore how clients and practitioners engage in an online career intervention utilising multiple modes of communication and engagement. Through the participation in a purpose-built online career intervention in Canada, the primary aim of the study was to understand how the design and delivery was experienced by the study participants (the clients) and their practitioners. Building from a constructivist perspective, the study sought to understand how the intervention “encourages individuals to actively reflect on, revise and reorient their life-career relationship” (McMahon & Patton, 2006, p. 7).

Through a qualitative approach, utilising the Grounded Theory Method, the study queried numerous data sets to uncover the impact of design and practice factors within the online intervention. From the data an emerging theoretical model was developed, referred to as the Relational Intra-action Model of Online Career Learning. The relationship between the client participant and practitioner was found to be central to the experience of the intervention. A strong working alliance was formed online which was a central quality of the relationship, just as it is in face-to-face practice.

The key finding of this study is the inextricable link between design and practice. Specific design factors were identified as the foundation upon which the practice engagement occurred. Working at a distance from each other required that new structures and pathways were created to allow meaningful engagement to occur. No longer was any of the practitioner’s time spent conveying content; all of their time was spent engaging with their clients in a co-constructive process, supporting their meaning-making and application. It appears that the mixing of the content, activities

and interactions is what enabled the intervention to provide a deep and rich experience to unfold. This suggests that engaging in online career practice requires far more than endeavouring to replicate existing practices through technology; it suggests that we need to bring new approaches and practices to a new space (Magnusson, 2015).

Chapter 1. Introduction

As the world adapts to a new career and work context amidst the COVID-19 pandemic, the use of Information and Communication Technologies (ICT) as a vehicle for communication and collaboration has exploded in both professional and mainstream consumption. Amidst structural labour market changes and escalating unemployment, the demand for career guidance services continues to grow. While this study was conceived and conducted before the COVID-19 pandemic, its timely relevance is evident as career guidance has adopted remote, online practices.

Prior to the pandemic, ICT was largely used within career guidance as a vehicle for delivering information and for one-to-one communication operating with little infrastructure or strategy that would enable transformative service delivery (Barnes, Bimrose, Brown, Kettunen, & Vuorinen, 2020). However, my long-standing interest with ICT and career guidance has been focused on its collaborative and transformative potential (Kettunen, 2017; Kettunen, & Sampson, 2019). For me, the delivery of online career guidance has always been routed as a means through which to activate socially just service delivery that can widen access, both physically and psychologically; however, established literature largely tracks the integration of ICT into career guidance as a factor of necessity and convenience (Sampson, & Bloom, 2001). Certainly, amidst a pandemic, the necessity of turning to the use of ICT for career guidance delivery is undeniable. However, what is largely absent from careers literature is an exploration of how technology-enabled services can expand and/or shift the psychological access for individuals, ultimately leveraging its transformational potential.

The impact and benefit of using differing learning and processing domains has been documented in educational technology and online counselling literature (for example, Bimrose, Kettunen & Goddard, 2015). While there is a strong base of research in educational technology and online counselling to draw from, these disciplines have not been examined within the context and delivery of online career intervention. There is an opportunity for the career guidance field to reflect and consider how increased integration of technology-enabled services can widen access and perhaps expand and create new practice approaches, to support individuals as they navigate the journey of their careers. However, many questions remain regarding how the integration of ICT into careers practice can be effective and efficacious for the client

(the recipient of career guidance). This is the focus of this doctoral research, comprising an in-depth investigation of the adoption of ICT into practice, through multiple perspectives.

1.1 Research Questions

Reflecting the historical, social, and economic shift away from bureaucratic, hierarchical organisational structures, careers have more recently been described as “the evolving sequence of a person’s work experiences over time” (Arthur, Hall, & Lawrence, 1989, p. 8). While the definition may evoke a linear sequence, career theory has developed to account for the “evolving sequence” of one’s career changes across social and economic spaces and impacted by the decisions and actions an individual takes as they respond to the external environment where they live their lives. As the understanding of careers has evolved, so too has the way in which career practitioners engage with individuals to support their career development needs.

This doctoral study aimed to increase understanding of technology-enabled career practice. Specifically, the research goal was to explore how clients and practitioners engage in an online career intervention utilising multiple modes of communication and engagement. Through the participation in a purpose-built online career intervention in Canada, the primary aim of the study was to understand how the intervention design and delivery affected the experience and perceived usefulness of the intervention from the perspectives of the study participants (the clients) and their practitioners, within this specific delivery context. Building from a constructivist perspective, the study was designed to explore and understand how the intervention “encourages individuals to actively reflect on, revise and reorient their life-career relationship” (McMahon, & Patton, 2006, p. 7). These are the questions that guided the research:

- i. How does the career intervention learning design impact engagement, disengagement, and perceived effectiveness?
- ii. How do client-practitioner relationships form, develop and function within the technology-enabled intervention?
- iii. How does the usability and functionality of the technology-enabled space help and hinder the experience?

1.2 Career Interventions – Context of Practice

To situate this study, it is important to sign-post the transformation that has occurred in the field of career development and the nature and focus of professional support being provided. During the industrial revolution and into the mass-commercialisation of the 20th century, careers were recognised as a social phenomenon objectively acted out in the context of organisations, with predictable pathways through “positions, offices, statuses and situations that served as landmarks for gauging a person’s movements through the social milieu” (Barley, 1989, p. 41). In 1909 Frank Parsons wrote the Career field’s seminal text, *Choosing a Vocation*, setting the agenda for the early practice of career guidance. Parsons believed that the choice of a vocation mattered. He believed that if individuals (in this era, this referred to boys and men) worked in an area well-suited to their abilities, that success in the occupation would increase. He further argued that there were three broad factors in choosing a vocation: a clear understanding of oneself, knowledge of the conditions for success in various lines of work, and the ability to match each of these factors to an ideal selection. To achieve this, he identified that a career practitioner’s role was to help an individual “reach correct conclusions” (Parsons, 1909, p. 33) and an objective understanding of themselves, with little consideration for the impact of the environmental context. Following from Parson’s work, trait-and-factor career theories (see for example, Holland, 1966, 1973, 1985, 1992) guided the development of psychometric and vocational assessments that were used as the first tools and materials for career guidance interventions for the next several decades. Career practitioners largely focused on the administration and interpretation of these assessments to help individuals transition from compulsory education and choose an occupation, with the assumption that further vocational development and growth would happen in the stable construct of organisations where people worked.

Industrial changes through the 1960’s and 70’s led to corporate restructuring and downsizing in 1980’s and 90’s, which redefined the psychological and social contract that existed between corporations and employees. Employees found themselves betrayed through lay-offs and thrust into social flux and financial uncertainty, needing to make sense of a shattered career identity and find new work. For the generation entering the workforce, the reliance on simply selecting the “correct” occupational path and trusting an organisation would take care of career growth, was

fractured and a new social construct of careers began to emerge. Hall (1996, p. 20) described this as the protean career:

“...a process which the person, not the organization, is managing. It consists of all the person’s varied experiences in education, training, work in several organizations, changes in occupational field, etc. The protean career is not what happens to the person in any one organization. The protean person’s own personal career choices and search for self-fulfillment are the unifying or integrative elements in his or her life.”

The protean career “replaces the notion of a linear and progressive career path with one that acknowledges flexible and idiosyncratic career movement” (Richardson, 2000, p. 202). As this reality took hold, new questions about the essence and nature of career, and what it meant for individuals and organisations emerged (Arnold, 1997; Arthur, & Rousseau, 1996). With technological advances, globalisation, new organisational structures, changing work patterns, and expanded workforce diversity, it became more difficult to capture and define only one, representative career norm (Amundson, 2005; Stead, 2004). To address this changing context, career theories began to place greater focus on constructivist approaches for understanding individuals’ career realities (Cochran, 1997; Peavy, 1998; Savickas, 1993). The notion of career as an organisationally bound experience, with linear and hierarchical movement, shifted to career being conceived as a subjective experience with its meaning personally derived by individuals within their own life context, rather than “an objectively observable phenomenon of paths and patterns of promotion” (Mallon, & Walton, 2005, p. 469). The new reality of multi-directional, dynamic, and fluid career paths requires individuals to define and manage their careers without the external physical or psychological structures that organisations previously provided for career management.

This economic and social restructuring required individuals to approach their career decisions and on-going career management in fundamentally different ways. Because of this, the field of career guidance needed to re-examine how it understood itself and, ultimately, how interventions could best assist individuals to make meaningful and personally satisfying changes in their career, using interpretive approaches, over their lifespan (Collin, & Young, 1992).

Career interventions can be generally defined as 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). The evolving understanding of career interventions reflects the notion that interventions should be focused on supporting clients to develop and construct storylines of career identity, drawn together from a society and workplace made up of episodes and fragments (Collin, 2000). This focus on assimilating and narrating a cohesive understanding of the many stories of one's life, invites the career field to integrate creative counselling and learning process (Amundson, 2017; Lengelle, Meijers, & Hughes, 2016; Valverde, Thornhill-Miller, Patillon, & Lubar, 2020). This process provides a framework to help individuals understand their contextual possibilities and personal patterns to gain new career-life perspectives by creating and making sense of personal career narratives (Savickas, et al., 2009).

With the recognition that career interventions are required over a life span, not simply at occupational selection points, having effective and accessible interventions that meet a variety of needs and contexts are becoming increasingly important not only for individuals, but also for governments who are recognising the importance of helping individuals attach to the economic needs of the labour market (Arthur, & McMahon, 2019; Arthur, Neault, & McMahon, 2019; Bimrose, 2017; Hooley, Sultana, & Thompson, 2019). As acknowledged earlier, the impact of the current world health pandemic has catapulted the need and demand for accessible and effective interventions that leverage the use of information and communication technologies as the communication and engagement space for online career practice.

In 2015, the British Journal of Guidance and Counselling published a special symposium focused on online practice in guidance and counselling. The guest editors (Goss, & Hooley) set the tone for the publication by noting that the use of technology in human oriented professions provokes highly polarised reactions (Goss, & Anthony, 2003); stating that even though "online provision is blossoming onto the mainstream of practice in the helping professions...technologies are not inevitable and neither are their implications for practice" (Goss, & Hooley, 2015, p. 1-2). This set the tone for further field research. If online provision is indeed blossoming, what do we need to know to better understand what works and does not work, how, for whom, and why? At a time when the career development field is being pressed to do more for less, especially in the context of a pandemic, questions about the use of ICT to add value abound. As a field, the careers guidance profession requires greater evidence about

how to design and deliver effective and efficient online career services, in ways that enhance and improve current provision.

For several decades, the career field has utilised ICT in substantive ways for administering career assessments, disseminating career and labour market information, and sharing knowledge and experiences through social media. What is more difficult to determine is the extent to which purpose-designed online career development interventions are being integrated into main-stream practice because few examples have been tested, researched and published. In 2001, Boer published "Career Counselling over the Internet: An emerging model for trusting and responding to clients online". This book significantly influenced my early work. Since Boer's work, there have been few publications exploring online practice along-side technical considerations. A review of the ICT literature from then until now, reveals studies primarily focused on: practitioner competencies (Barnes, La Gro, & Watts, 2010; Bimrose et al., 2010; Gough, 2017; Kettunen, 2017; Kettunen, & Sampson, 2019; Sampson et al., 2020);, practitioner perceptions of ICT and social media (Cedefop, 2018; Hooley, Hutchison, & Watts, 2010; Kettunen et al., 2015); the use of career websites, online resources, and assessments (Gati, & Asulin-Peretz, 2011; Howieson, & Semple, 2013; Milot-Lapointe, Savard, & Paquette, 2018; and ethical considerations (Boer, 2001; Sampson, 2002; Sampson, & Bloom, 2001). Although these studies do not examine career development interventions, they do provide insight into critical concerns the field is exploring.

Other studies (Severy, 2008; de Raff, Shek-wai Hui, & Vincent, 2012) explore the use of purpose-built self-directed online guidance interventions that do not include practitioner engagement. One study explores the use of an online career intervention in tandem with group-based delivery in a computer lab (Nota, Santilli, & Soresi, 2016). All of these intervention studies report positive outcomes for the participants in the online intervention; however, they represent the use of ICT as a self-directed stand-alone intervention or as a mechanism to integrate with face-to-face delivery. The de Raff et al.'s 2012 study examined how intentionally pedagogically designed career learning interventions could support students as they transitioned from post-secondary to relevant careers. I was the designer of these modules and while there was a positive effect from the career intervention, a strong recommendation coming from the researchers was that further research be conducted with the integration of communication and counselling between practitioners and clients. All of these studies

did not explore online career guidance as an interactive communication relationship between the client and the practitioner.

Two recent quantitative studies (Amundson, Goddard, Yoon, & Niles, 2018; Pordelan et al, 2018) compared delivery of face-to-face and online career interventions. Both studies found comparable experiences between the face-to-face and online delivery; with both identifying some unique, positive online nuances. Amundson et al. (2018) noted that online participants benefited by writing down their thoughts and having more flexible access to the program. Whereas Pordelan et al. (2018) found that the variables of career attitudes and knowledge were greater for online participants. These studies both demonstrate progress toward the inquiry of online career interventions in career guidance. However, both studies were primarily concerned with measuring outcome gains of the participants between modalities and to a lesser degree were looking for impact within the practitioner/client relationship. In both instances, the research provides additional pieces of retrospective, experience-based data that emerged from their studies; not as a driving focus of the study methodology.

As argued above, the dominant discourse in the careers field, when this doctoral research study began, focused on ICT as an add-on to existing face-to-face services. What was lacking in the literature was an exploration of purpose-designed online career interventions for the purpose of exploring the experience and perceived efficacy of online practice. The demand to transfer practice online amidst a global pandemic has amplified this research gap in the career guidance field. In my professional role first as a career practitioner, then as an organisation leader, educator and a career learning consultant to organisations and governments, I have been interacting with many since the pandemic started who are scrambling to find ways to deliver online career services. In nearly all instances, I have seen organisations attempting to transpose face-to-face work online; largely by seeking to replicate face-to-face delivery over web meetings. My doctoral research indicates that there is so much more that can be done by thoughtfully integrating and blending of technologies to expand and transform services. This research study, therefore, represents a timely and unique contribution to our field by addressing a gap in our understanding as we navigate these unprecedented times.

Different research priorities have been discussed within the literature and within field publications. Goss and Hooley (2015) identified research priorities to be: evaluating risk; measuring efficacy and understanding practice specifically in relation to

the fit of online services for specific clients; the functioning of the online helping relationship; and the use of blended technologies. Additional research priorities emerged from the International Technology Team (for which I was Canada's nominated representative from 2009-2011), formed out of the International Symposium on Career Development and Public Policy. Key research priorities included: gaining an understanding of who and why clients access online services; developing pedagogical models that effectively support online guidance delivery; understanding the impact ICT tools have on the provision of guidance; and identifying competencies required for practitioners and clients to successfully engage in an online guidance relationship (International Symposium, 2011). This International symposium discussion was extended in 2019, when Kettunen and Sampson investigated "career development experts' conceptions of challenges involved in the implementation of ICT in career services" (p. 1) with International Symposium delegates. Through the review across 16 countries, their findings largely align with previous studies regarding implementation challenges. In this study, Kettunen and Sampson (2019) found the challenges to be inadequate access to ICT and information; inadequate skills and competencies, related to citizens and practitioners; and inadequate integration.

Complementing these findings, Bimrose, Kettunen and Goddard (2015) identified the gaps in research related to the full integration of ICT into career guidance practice, with a focus on the need to develop policies, increase practitioner competencies, and design interventions that will support the development of effective online career guidance relationships. Further, at the IAEVG 2014 Symposium titled, "Integration of ICT within Career Development & Guidance Practice" the presenters (Goddard, Vuorinen, Sampson, Kettunen, & Schmidt, 2014) identified critical research priorities for the field which included reconceiving models of service, practitioner competencies, choice of technologies for service delivery and implications for transforming the essence of career guidance practice.

These research agendas share common themes which point to the importance of considering and understanding how the design, delivery, and facilitation of online career interventions is experienced by individuals and practitioners. The careers field, however, has so far largely neglected the imperative need to explore and develop a deeper understanding regarding the factors that impact the delivery and efficacy of online career guidance interventions and how the utilisation of technology enabled learning environments can create opportunity to evoke the development of new

perspectives in a way that differs from the face-to-face environment (Wu, Lee, Chang, & Liang, 2013). While considerable insight can be drawn from research conducted within the bodies of educational technology and online counselling, career guidance development represents an intersection between learning and counselling where interventions are often focused on the need of participants to learn context and content and then be able to apply that knowledge to themselves, shift mental models and take action for change. The design of this research study brings together sound theoretical underpinnings from career development with influences from the neighbouring fields of e-learning and online counselling.

This doctoral research study contributes to the field by providing new knowledge and insights that has the potential to stimulate and support developers of future online career development interventions. The intent of this doctoral study is to explain, describe, and interpret this phenomenon in a specific context (Maxwell, 1992). The overall goal is to gain insights and generate new knowledge that could further suggest areas for continued research, pilot testing and navigating radical service changes due to COVID-19 in the career development field.

1.3 Location and Context of the Research Study

My doctoral research study emerged along-side another study that my business was funded to undertake, the HOPE Centred Career Interventions Research Project (HOPE study). The HOPE study was funded by the Canadian Education and Research Institute for Counselling (CERIC) and was hosted by, and within, my organisation where I oversaw the research design, implementation, and delivery, with my co-investigator, Dr. Norm Amundson of University of British Columbia. The HOPE study was concerned with the impact HOPE focused interventions had on perceptions and actions of job seekers. The study was funded to extend the understanding of the Hope centred career development model (Niles, Yoon, Balin, & Amundson, 2010). The HOPE study was a mixed-method design with qualitative and quantitative methods that expanded on earlier Hope centred research. The four specific HOPE project objectives were:

1. To establish a baseline of unemployed job seekers' career hope measured by the HCCI (Hope Centered Career Inventory) and to create a career hope profile for unemployed adult job seekers reporting low hope and high barriers;

2. To develop and evaluate HOPE based interventions delivered face-to-face and through a practitioner led online counselling process to measure improvements in Hope centred career competencies;
3. To understand how Hope centred interventions can help or hinder the actions of low hope job seekers facing significant barriers to employment through pre-post measures and in-depth interview; and
4. To obtain practitioner feedback about the delivery of the interventions and the differing/similar experiences of the online and face-to-face practice to inform any adjustments to the interventions.

As the HOPE study was being structured, it became evident that the research components were aligned to areas of research I wished to explore in my doctoral study. Specifically, I wanted to research the impact of the design, delivery, and engagement activities in online career interventions. The research premise behind the HOPE funding was to design and deliver face-to-face and online career interventions targeting core career competencies in the HOPE model to investigate if targeted interventions could increase hopefulness, career competencies, and the ability for a client to take action. Once I understood that I would be designing the online interventions and that the content and exchanges generated through the interventions were not data that would be explored in the HOPE study, I engaged in discussions with my co-investigator of the HOPE study and my doctoral supervisors to explore if it might be possible to conduct two studies in parallel.

Because the research aims of both studies were distinctly different, it offered an opportunity to build a methodological design that addressed the specific research goals of each study. All parties agreed that both study aims could be accomplished through a comprehensive research design that considered the needs of both projects. Thus, my overarching research design considered how to meet the aims of both studies. Throughout this thesis, any reference to the 'research project' will refer to the overarching research design that encompassed the two studies: my doctoral study and the HOPE study.

The field location for the research was at Employment Service Centres (ESCs) operated, at the time, by my company. These centers were publicly funded by the Province of British Columbia and provided free-of-charge public employment services (PES) to unemployed or part-time employed individuals. One ESC was located in an

urban city-center and the other in a smaller rural town, both in the Vancouver area. Most clients access ESC's voluntarily, although a small percentage of clients are mandated to seek services from the ESC as part of their social service benefit entitlement. Participation in this research was offered to clients who were beginning their services at the ESC and to clients who were already engaged in services at the ESC who displayed difficulty maintaining momentum in their return-to-work activities. The decision to participate was voluntary and in no way impacted the services they could receive at the ESC.

The location of the research presented numerous operational complexities. This influenced the decision to create an approach that would be streamlined for practitioners and clients. Rather than attempting to construct two distinct recruitment and engagement processes, the overall research design was built to have the studies share the same clients through one recruitment process, which reduced procedural burden for clients and ESC staff. Ethical protocols guided the design of the methodology, so that when describing the research project, potential participants were informed and consented to their information being used in both my doctoral study and the HOPE study.

Below is a brief summary of how the research project was designed to accommodate both studies to set context for this thesis; further design details are provided in the Methodology chapter. To meet the funding requirements of the HOPE research project, five HOPE based modules were designed for both face-to-face and online delivery and I was the lead designer of these interventions. Each of the modules were focused on career competencies to help clients increase hope and consider their career concern in new, creative, and more hopeful ways. Clients were assigned into one of the delivery modalities, which is further outlined in the methodology chapter. Prior to beginning their intervention, clients completed psychometric assessments consistent with those used in previous HOPE research, including the (HCCI), which is central to the HOPE model and its research. These quantitative assessments were used as a pre-post measure for the HOPE project and are not data that are integrated into my doctoral study. After participants completed their interventions and post-assessments, a selection of clients was interviewed from each delivery modality and the practitioners shared their perspectives through a focus group. The data sets for each project were handled independently. The qualitative HOPE data were analysed by the co-investigator and me. Subsequently, a report was written for the research funder

and results disseminated through various mechanisms such as conference presentations and publications (Amundson, et al., 2018). I undertook all the analysis of the data for my doctoral study independently of the HOPE study.

My doctoral study focused exclusively on the client participants and practitioner participants (these groups of participants will be referred to as client participants and practitioners throughout the thesis to clarify distinction) who engaged in the online interventions through the HOPE study. To enrich the quality and integrity of the data collection for my doctoral study, additional research procedures were integrated into the design for the online participants:

- All clients engaged in the online intervention were invited for an interview, which increased the online interview sample size from 10 in the HOPE study to 17 in my doctoral study.
- My doctoral data analysis was conducted from the full transcript of the interviews, not thematic summaries (as was the case for the HOPE research).
- The online practitioners engaged in a supervision and case conferencing process with me (where I maintained field notes) and the practitioners also maintained learning journals, which provided important data for my doctoral study.

Further, the data generated in the delivery of the online intervention (activities completed by participants and the text-based dialogue between practitioners and client participants) were not utilised as a dataset in the HOPE study; it was a critical data set for my doctoral study (see Appendix 1 for an extracted example; redacted of personal information and anonymised through pseudonyms). Thus, while the recruiting and intervention delivery procedures for the HOPE study and my doctoral study were the same, the treatments applied in the interview data analysis, the engagement with practitioners and analysis of online activities, and transcripts for my doctoral study occurred completely independently of the HOPE study.

1.4 Research Approach

A qualitative approach was selected to address the research questions because qualitative research is a careful, rigorous inquiry into the social world that produces conceptual frameworks and theories that extrapolate knowledge and meaning from lived experiences. This provides new ways of understanding a social phenomenon in a

format that can be “understood and applied by those working in and around the same field” (McLeod, 2001, p. 3). A qualitative approach supports this study’s aims due to: a) the lack of research on the specific topic, b) the research questions being *what* and *how* focused, and c) and my ability to access a variety of data sources to generate an interpretation of the social phenomenon.

My doctoral research approached the research questions and the design of the intervention from a constructivist perspective viewing individuals as agents of their own learning (Denzin, & Lincoln, 2005) that actively engage in a “process of meaning-making by which personal experiences are ordered and organized” (Mahoney, & Patterson, 1992, p. 671). The notion behind the approach is not that constructivism has a prescriptive set of techniques, but rather that it is a “worldview”, “a way of thinking” and a “set of values” that guide an approach (McMahon, & Patton, 2006, p. 10). Approaching the study from this perspective, enabled the client participants and practitioners to have, experience, and make meaning first by participating in an intervention that utilised a variety of constructivist activities and then to make meaning about the experience of the intervention through discourse.

The study set out to understand the experience of the client participants and practitioners engaging in an online career intervention to learn how differing communication tools, interactions, learning activities and social context impact the perceived usefulness and effectiveness within the intervention. The individuals engaging in the intervention were all unemployed adults, accessing services through a local employment center, who displayed low hope for their current career situation. The goal of the intervention was to increase a sense of career hopefulness by supporting clients, through creative constructivist activities, to reflect on and build a more cohesive understanding of current career concerns to engage individuals to move forward with new alternatives.

Grounded Theory Method (GTM) was chosen as the research framework because it supports a focused and flexible enquiry into a social phenomenon through the data collected. This allowed me to work in a structured, systematic pursuit while engaging with my own perceptions and prior knowledge. Within the tradition of grounded theory, this study has been guided by Charmaz’s (2014) model of constructivist grounded theory that integrates the “inductive, comparative, emergent and open-ended approach of Glaser and Strauss’s (1967) original statement” (p. 12), while addressing postmodern epistemological critiques by recognising research as

“constructed not discovered” (p. 13). Unlike the earlier stance of Glasser and Strauss, I do not believe that the researcher can be removed from the research context and I share Charmaz’s assumption “that social reality is multiple, processual, and constructed”, which requires that “we must take the researcher’s position, privileges, perspective, and interactions into account as an inherent part of the research reality” (2014, p. 13). From my professional work, I am familiar with literature related to career development, online learning, and online counselling and this influenced my desire to query the experiences participants (clients) and practitioners have when engaged in a purpose designed, constructivist career intervention. Further, I am conscious that it has influenced my questions and the lens through which I view and interpret the data. Utilising GTM analytic processes has provided a structured approach to be reflexive and reflect on my own biases, values and assumptions (Cresswell, 2005) while allowing the interplay between my own positionality and the data to move beyond perception to reveal the underlying processes.

1.5 Researcher Motivation & Positionality

I have been working in the careers field for 30 years. I initially trained to become a high school English and History teacher. My early career path found me teaching adult education courses while I completed my Bachelor’s degree. The moment I stepped in front of a diverse group of adult learners, I was captivated by the stories of their lives and the diversity of learning needs. This quickly led me to shift my career focus to working in adult education which initially led me to becoming an employment counsellor (as was the language of 1991). Within a few years I launched a community-based career agency that proposed, secured and delivered many provincial and federally funded career programmes across urban and rural communities in British Columbia, Canada until 2017. I had the honour of employing and leading many career practitioners and the opportunity to create innovative programming and interventions. This backdrop provides insight to the professional experience that guided and inspired me to engage in doctoral studies and the weight I place on the importance of the experience and efficacy of career interventions for both clients and practitioners.

My motivation for conducting this study was to build on these experiences to develop a theoretical understanding that may contribute to future integration and utilisation of online communication tools and spaces within the delivery of career interventions. I was an early adopter of online learning, completing Masters’ course

work online in 1997/98. Since then, I have been involved in designing and researching online programming for career development learning locally and internationally. In my work with PES, I was granted funding from the Government of Canada in 2004 to pilot the first fully facilitated online career decision making intervention in Canada. This programme ran for eight years and following this, I have had the opportunity to experiment with the use of online career delivery in numerous other federally and provincially funded programmes. Through this experience, I became a student of the craft, learning much from my colleagues and participants as we endeavoured to learn through best practices and feedback.

During this time, I enrolled in doctoral studies and began the process of framing my practical learning into a research guided framework with a goal of learning anew through a structured and rigorous process. It is important that I declare that my experience has led me to believe there are many benefits that online learning and counselling can bring to career clients. I am equally committed to recognising that online career interventions cannot be a one-size fits all approach in a field where users (participants and practitioners) have significantly different skills, abilities, and needs. It is with this balanced awareness that I approached my study. The location of my doctoral study, along-side the HOPE study, created a structure that helped prevent my potential bias from influencing client recruitment, data collection and data analysis as the co-investigator and other employees were involved in this process as well.

I have learned a great deal about myself through this journey; as a researcher, a student, a leader, a practitioner, a parent and a widow. I began with plotted timelines and a reasonable set of expectations for the research process...nothing unfolded as I planned. The opportunity to co-locate my doctoral research along-side my first, funded research project, was a fortunate career and educational happenstance (Krumboltz, & Levin, 2004) that ultimately allowed me privileged access to so many deep, heartfelt stories and rich, complex data sets. Timelines, for the publication of my thesis, were delayed due to the sudden and unexpected death of my husband. After a two year leave of absence, I resumed the writing of my thesis in May 2020, amidst the COVID-19 pandemic. Never could I have imagined, when I started this research journey in 2011, that my thesis would be published a decade later in a global pandemic that illuminates the importance of career development delivery through technology-enabled learning. I am humbled to have a research story to share that may shed a small light on

our path forward in the careers field as we seek to understand how to build and deliver engaging and effective online career learning interventions.

1.6 Thesis Structure

Below is a summary of the thesis structure and the key presentation of each chapter. Chapter Two: Literature review expands on the research briefly presented in the Introduction. The literature review begins with an exploration of ICT usage within the careers field and provides differing interpretations and definitions. The chapter further explores ethics, quality assurance along with practitioner attitudes, skills and training. The chapter concludes with an examination of career interventions, the importance of the working alliance and a summary of ICT career intervention research. The literature situates the gap in research that this thesis seeks to address.

Chapter 3: Methodology details the research design of this study. It locates the decisions for the adoption of a qualitative, constructivist approach and locates the researcher within the paradigm. The chapter provides the research procedure in detail, carefully documenting the relationship between this doctoral study and the HOPE study and providing transparent details on the procedures and the participants. The chapter concludes by focusing on measures for ensuring quality in qualitative research with a specific focus on ethical considerations and trustworthiness.

Chapter 4: Data Analysis and Theory-Building provides a procedural and reflexive account of the data analysis process from organising, preparing and coding the data. The process of uncovering and conceptualising the grounded theory is explored to account for the process and the reflexive journey to identify the theory as the Relational Intra-action Model of Online Career Learning.

Chapter 5: Design Findings provides a detailed account of the design components of the theory presented in chapter 4. This begins with a discussion regarding relevance which emerged as central to design impact. The four main design factors are then presented: structure, content, learning activities and learning processes. The findings are presented through verbatim quotes throughout to privilege the study participants' voices and to transparently indicate how the data categorising is directly linked to the participants' thoughts and experiences.

Chapter 6: Practice Findings is written in the same format as chapter 5, presenting, from study participants' contributions, the practice strategies that impacted the intervention experience. The chapter begins with an examination of the working

alliance which was central to the relationship formation. This is followed with the main practice strategies that impacted client participant experiences: creating presence, structuring the intervention, personalising and interacting.

Chapter 7: Discussion explores the implications of the data presented in chapters 5 and 6 in relation to established research. In addition, the learning and development impact of the intervention is explored. Followed by a discussion regarding the technical usability and functionality and the impact on client participants' experiences.

Chapter 8: Conclusion revisits the research questions and provides a summary of findings as relates to the impact of the design, practice and technical experience of the intervention. The chapter then identifies field implications related to social justice, governments/funders, career organisations, practitioners and clients. This is followed by study limitations and recommendations for future research. The chapter ends with my personal reflections regarding the research experience and professional observations of how the research data resonates for me.

Chapter 2. Literature Review

2.1 Introduction

This doctoral research explores the use of a purpose-built technology enabled learning environment for the delivery of an interactive, facilitated, career development intervention in Canada. The intervention was designed to create a coordinated integration of information and communication technologies (ICT) that enable clients to log into the learning space at any time to engage with the content and learning materials within the system while also interacting with their practitioner using synchronous and a-synchronous communication. The broad community of career practice has used ICT in substantive ways to: manage information; administer career assessments; disseminate career and labour market information (LMI); and share knowledge through social media. What is lacking in the literature are robust accounts of investigations into how technology can, and is, being used for the interactive delivery of targeted proactive career interventions that involve planful learning design based on established career theories, with electronic communication between clients and practitioners.

While the careers field can consider and adapt evidence-based knowledge from the educational technology and online counselling fields to inform service design and practice, the psycho-educational nature of career development and guidance (Whiston, Rossier, & Baron, 2016) combined with governmental funding pressures to serve unemployed individuals across lifespans (Barnes et al., 2020; Belot, Kircher, & Muller, 2019), suggests the need for context and age specific studies using technology as an enabler of the career guidance and counselling process. This doctoral study examines how the design of a purpose-built intervention impacts client and practitioner engagement and explores how relationships between clients and practitioners develop online within the technology-enabled learning space (see research questions above, 1.4). To situate this research, the literature review will first trace the ICT discourse in the career field and identify how ICT has been utilised and integrated into careers practice including: channels of delivery; advantages and disadvantages; and the ethical considerations that have been identified and debated. Second, while the skills required for practitioners to be effective in the integration of ICT into practice have been documented, there are concerns that practitioners are not receiving adequate training related to these skills (Bimrose et al., 2010; Kettunen, Lindberg, Nygaard, & Kardaln,

2020; Kettunen, & Sampson, 2019; Turcotte, & Goyer, 2018). It follows that reflecting on the current literature related to practitioner ICT skills is an important backdrop to this study; that is, seeking to understand how relationships are formed online, together with the skills and approaches used by practitioners in this process. Finally, this study is concerned with understanding how the fundamental learning and technical design assumptions behind the intervention impact the perception of effectiveness and engagement.

Overall, this literature review explores the notion of online career interventions, generally, as well as the role of the working alliance in the delivery of these interventions. Studies that report on using ICT as a delivery channel for career interventions are also summarised to demonstrate key findings, as these were instrumental in the design of this study's career intervention. The review will conclude by situating the doctoral research study's research questions (see 1.4, above) amidst the current field understanding of ICT integration and calls for further research.

2.2 ICT in the Careers Field: Usage & Definition

The career field has a long history of utilising ICT within its service delivery models. With each progressive development in computer hardware and software, the field has continued to evolve its understanding and use of ICT (Sampson et al., 1997). Watts (2002) identified four phases in the use of ICT within careers: the mainframe phase (mid 1960 to late 1970's); the microcomputer phase (1980's to mid 1990's); the web phase (late 1990 to early 2000's); and the current digital phase that now recognises and integrates previously separated delivery strands of telephone and television delivery into an overarching digital concept. The micro-computer phase emerged when several prominent theorists began the process of creating computer-assisted career guidance systems (CACGS) on mainframe computers. These systems were designed to replicate the content work of guidance professionals (Amundson, Harris-Bowlsbey, & Niles, 2014) with SIGI (Katz, 1973), DISCOVER (Rayman, & Harris Bowlsbey, 1977) and CHOICES (Canada Department of Manpower and Immigration, 1978) being the first of these systems. CACGS were designed based on trait and factor career theories, focusing on the use of assessments to "match" individuals to appropriate occupations based on interests and aptitudes (Amundson, Harris-Bowlsbey, & Niles, 2014; Niles, & Harris-Bowlsbey, 2013; Sampson, Reardon, & Lenz, 1991). This theoretical approach was well suited to the early models of computer

science whereby the user input answers to assessment questions and the computer algorithm utilised this input to generate data sets that reported the measurements of individuals' responses. These early systems were costly to develop and make available to clients and practitioners (Watts, 2002). As microcomputer access increased, the cost of production decreased and during this phase, CACGS became a staple in systemic delivery of career guidance (Niles, & Harris-Bowlsbey, 2013; Watts, 2002). With the advent of web-access, the field transitioned from location-controlled computerised guidance systems to web-enabled guidance systems (Harris-Bowlsbey, & Sampson, 2001) and began to utilise the internet as a mechanism for broader information sharing, career exploration and job search (Gore, & Leuwerke, 2000). This provided greater ability for clients to access guidance services in locations separate from the practitioner. It also shifted authority for development from a few large organisations to a much wider authorship that could develop materials to reach end users directly. This shift in development-control combined with increased access to multiple electronic communication tools, ushered in a new area of private sector innovation and with it came questions of quality control and ethical implications for the field to consider (Watts, 2002).

Many researchers note the inextricable link between technology and the career guidance process (i.e., Bimrose et al., 2011; Bright, 2015; Hooley, 2012; Niles, & Harris-Bowlsbey, 2013; Watts, 2001; Watts, & Offer, 2006). However, the field attributes differing terminology to describe what is meant by the integration of ICT in career services. Computer-assisted guidance dominated the literature in the mainframe and microcomputer phases. This referred to the stand-alone use of the systems for automated processes and information dissemination (Plant, 2002). As systems became developed in web-environments the terminology of *Internet-based guidance applications* emerged (Offer, & Watts, 1997; Ranerup, 2004; Sampson, 2002) along with *virtual guidance* (Watts, 2001), the *use of the internet in careers guidance* (Evangelista, 2003), *e-guidance* (Offer, 2004; Vuorinen, & Sampson, 2009), *virtual career centers* (Amundson, Harris-Bowlsbey, & Niles, 2005) and *electronic delivery* (Walsh, 2010). *Distance counseling* (Malone, Miller, & Walz 2007; Sampson, 2008; Watts, & Dent, 2007) emerged with a definition that referred to the notion of using ICT applications as a means to facilitate a relationship between the client and practitioner. Sampson (2008) provides a definition of distance career counselling, which comprises the use of career assessments and information that complement telephone or web

communication. *Facilitated online career services* was a term I adopted in my professional context and defined it as “learning and 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, 2010). These perspectives of envisioning a distance practitioner-client relationship differs substantially from the discourse of the field in the early 2000’s, when the idea of interacting with clients through ICT to engage in a guidance relationship was perceived often as a controversial “debate” (Boer, 2001, p. 3), a poor substitute to face-to-face guidance (Bimrose, 2017).

In 1986, Watts set the discourse of this debate when he identified that the role of computers in career guidance could be seen in three ways: as a tool, as an alternative, and as an agent of change. Now, over thirty years later, there is little question that the use of ICT has evolved in all three areas (Barnes, et al., 2020). Over this time period, differing definitions and qualifiers about the use of ICT in careers have been explored. Building on Watt’s work, Plant (2002) considered that ICT in careers could be conceived of as a tool, a replacement or a developmental opportunity. Plant contemplated how computer-assisted guidance could help clients construct their own reality with the help of an empathetic practitioner. Although Plant’s notion of the practitioners seems to refer to face-to-face contact, one could extend from his writing that ICT could act as a mechanism for both the self-directed client experience and communication between the client and practitioner. Sampson (2002) added to the discussion regarding the role of ICT by arguing that it could be used as standalone delivery that provided a single guidance function or as integrated delivery combining two or more guidance functions. Vuorinen and Sampson (2009) suggest that face-to-face and distance delivery can work separately or in tandem to provide both resources and services. Barnes, La Gro and Watts (2010) expand this concept and identified the use of ICT in career guidance as a resource, a vehicle for communication interaction, and a means for material development. While Hooley, Hutchison and Watts (2010) build on Cogoi’s (2005) earlier distinction of ICT being a resource to provide information and as a medium for the interaction between a practitioner and a client, by expanding the purpose of ICT integration to include: delivering information; automating interaction; and providing channels for communication. If technology is seen to be an agent of change, as Watts claimed in 1986, a reasonable summation of these competing perspectives, that will be argued in this thesis, is that the use and integration of ICT

within the careers field: enables the sharing of information and resources; the automation of assessment and other processes; the opportunity for communication and interaction; the offering of flexibility at a distance; and, ultimately, as an agent to change how career services reach, engage with, and support clients.

While early use of ICT in careers practice was to deliver automated services and provide access to information (Stemmer, Jr., Montgomery, & Moore, 2004), in more recent years the use of ICT has continued to leverage its communication potential (Bimrose et al., 2015). The use and functionality of these communication technologies have been defined in varied, and differing, ways. Offer (2004) initially identified the use of four ICT guidance tools as web-chat, email, online discussion forums, and text messaging. Jencius and Rainey (2009) defined the use of ICT by function in the career guidance process. Their categories included: conducting job search; resume development; cover letter development and distribution; interview training; online interviews; digital portfolios; live career sessions (audio and video conferencing); and virtual worlds. Barnes, La Gro, and Watts (2010) identified email, chat, newsgroups, websites, text messaging, telephone, software and video-conferencing as the key ICT tools. Later Osiceanu (2016) listed career ICT tools as: computer-based career guidance and information systems; vocational assessments and interest inventories; message boards, chats, telephone counselling, email counselling; databases, video and teleconferencing; and combinations of the above methods. Although different terms have been used to define the suite of ICT tools used within the careers field, the tools disseminate information, automate processes, and can facilitate communication.

In 2001, Watts identified that a key issue the field needed to attend to was how to achieve technological synergy that involved the integration of various technology tools for various service intents. Given the importance of the relationship between the client and practitioner, Watts notes that the design and integration of ICT needs to consider whether the practitioner is seen as one of the available resources, or if the relationship between the client and practitioner should be placed in the center of the design. Despite early doubts and conservative approaches in the field towards the potential of using ICT for career guidance delivery, Madahar and Offer (2004) found in their research that even anonymous email exchanges had the foundations of interaction and dialogue. The potential of using ICT as a space where a client and practitioner form a relationship and engage in career guidance and counselling has continued to be considered and explored in the field (Amundson, et al., 2018; Bimrose

et al., 2010; Bimrose et al., 2015); Boer, 2001; Djadali, & Malone, 2004; Goss & Hooley, 2015; Hooley et al., 2010; Hooley, Shepherd, & Dodd, 2015; Kettunen, et al., 2020; Kettunen, Sampson, & Vuorinen, 2015; Osborn, Dikel, Sampson, & Harris-Bowlsbey, 2011; Palomba, 2009; Pordelan, et al., 2018; Sampson, Kettunen, Vuorinen, 2020; Sampson et al., 1997). However, much of the discussion has been conceptual rather than research based. As previously argued (2.1, above), what is largely missing from the literature is specific research and discussion about effective ways to integrate synchronous and asynchronous communication with web-based resources and tools to create structured career interventions where practitioners and clients can foster a relationship using the virtual space.

Now, nearly 50 years from the early computerised career systems, “research has indicated that the best treatment for students and clients is a combination of human support and technology” (Amundson, et al., 2014, p. 89). Although ICT has been an inherent component of career services and the potential for ICT to facilitate distance guidance is recognised, the field has been slow to embrace Web 2.0 and 3.0 technologies as mechanisms for designing integrated human-interactive career counselling interventions (Bimrose, & Barnes, 2010; Bright, 2015; Goss, & Hooley, 2015; Jencius, & Rainey, 2009).

2.3 Ethics & Quality Assurance

Over the past two decades, the literature discussing the impact of the integration of ICT into the career guidance process has argued opposing perspectives. From one perspective it is seen as a facilitator to the process of guidance and from the other perspective it is seen as an intruder, upsetting the traditions of face-to-face career guidance. Within these perspectives potential advantages and disadvantages have been articulated. A shift in power relations toward a consumer driven model, in the form of co-careering (Kettunen, 2017) is noted as a key advantage that ICT integration offers the field; shifting the role of practitioner to that of a facilitator rather than expert. Further, ICT can democratise information, extend access through location and time and reach clients who may not want to come into career centers (Palomba, 2009; Sampson, 1997; Sampson, & Bloom, 2000). It can expand access to resources (Glavin, Smal, & Jungersen, 2009; Rockawin, 2012; Stemmer, Montgomery, & Moore, 2004; Thomson, 2010) and allow clients to communicate using preferred methods (Djadali, & Malone, 2004). Distance career guidance delivery using ICT extends the reach of service to

populations who have been underserved in the past, such as persons living in remote areas or with mobility limitations (Djadali, & Malone, 2004; Sampson et al., 2020), and provides a convenience to clients who want to access services outside of normal business hours or who wish to receive services at their residence or place of work (Sampson, & Bloom, 2001).

While the promise of reaching more people through ICT career services is well documented, there are disadvantages that need to be understood and integrated into ethical constructs that guide practice. One of these relates to the quality of websites available. Access to the Internet and the ability to create a website is inexpensive, uncontrolled, and relatively anonymous, which creates open-access conditions making it difficult to know who has authored and developed a website (Ariadne, 2004; Sampson et al., 1997). Depending on the design and model of a website, the practitioner credentials may be vague or unstated (Osborn, et al., 2011) and if purposeful intake procedures are not followed, critical client information may be missing from the context of service that could potentially be a disservice or cause harm to the client (Boer, 2001; Osborn, Kronholz, Finklea, & Contonis, 2014; Sampson et al., 2020).

Another challenge that impacts the integration of ICT into career service models rests with organisational engagement and infrastructure capacity. Sampson, Kettunen and Vuorinen (2020) summarised infrastructure challenges to include “poor planning; lack of practitioner participation in decision making; poor integration of new technologies within service delivery; inadequate staff training; poor evaluation; and staff anxiety and resistance” (p. 200). These observations align closely with the infrastructure considerations that Bimrose, Kettunen and Goddard (2015) identified regarding the successful integration of ICT into careers practice: policy alignment; workforce development; and ICT systems and interventions designed to fit for purpose. A recent phenomenographic study (Kettunen, & Sampson, 2019) investigated, through open-ended survey responses, the challenges of integrating ICT in career services over 16 countries. The results of this survey revealed four distinct categories that describe perceived challenges of implementing ICT in career services. These include: inadequate access to ICT; inadequate access to information, inadequate skills and competencies, and inadequate integration.

Although there is great potential and hope that the integration of ICT may expand access to services, it is evident from the research cited above that there are

significant organisational and systemic barriers that are impacting the development and effective integration of ICT services globally. While this study is not researching these challenges, it is important to recognise the scope of experimentation, and research, required to continue to advance the integration of ICT into career services to improve access and to create new delivery models that can meet client needs and expectations amidst labour market, economic and technological changes.

While ICT enabled services may extend access to users, it also has the potential to reinforce digital exclusion. The digital divide refers to “the patterns of unequal access to information technology based on income, race, ethnicity, gender, age and geography” (Mossberger, & Tolbert, 2003, p. 4). In addition to the possession of devices and access to the internet, the quality of the devices and speed of access are additional elements impacting the digital divide and equal access for users (Blank, & Groseljo, 2014; Block, 2010; Dutton, & Reisdorf, 2019; Scheerder, van Deursen, & van Dijk, 2019). When considering the use of ICT to extend career services, this creates challenges the field must consider regarding the equality of access including digital literacies (Bimrose, Hughes, & Barnes, 2011; Bimrose et al., 2015; Hooley et al., 2010; Sampson, 1998). As discussed above, lack of organisational ICT infrastructure is yet another critical factor related to the adoption of ICT into career services (Bimrose, & Barnes, 2010). While researching or considering solutions to this divide is beyond the scope of this doctoral research, it is important to anchor that the social justice call for access, presented in chapter 1, also has a shadow side. By locating career interventions in online spaces, some individuals will be excluded from access.

With the transition of guidance services into ICT enabled spaces there is an understanding that the nature of the relationship will have different approaches and nuances from face-to-face practice (Ariadne, 2004). These include: lack of physical presence; impact of non-verbal behaviours; role of self-disclosure at a distance; and how genuine warmth and trust forms over web-based communication tools (Sampson, 1999). While Sampson noted in as far back as 1998 that research is required to better understand web-based delivery relationships, there is little in the literature that addresses this research need directly. Harnessing the potential of ICT and designing effective web-enabled career services requires the developer to understand technologies, learning models, and career development theories (Veneble, 2010). Further, the developer must understand and consider critical ethical factors to ensure

that services meet the standards expected by the field and local jurisdictional requirements.

As intimated above in this section, two key factors that influence the appropriate use of web-enabled career services are maintaining the quality of resources and services and maintaining ethical standards (Offer, & Sampson, 1999). Quality “refers to the demonstrated achievement of standards adopted by our profession for the creation of resources and the delivery of services” and “ethics are principles that guide the behavior of developers and practitioners that help to ensure that no harm occurs to the people they serve as a result of their actions or failure to act” (Sampson, 2002, p. 158). These quality and ethical factors need to be considered in the design, development, and transition of career services to a web-enabled environment.

Integral to ensuring high quality and ethical practice are maintaining and ensuring confidentiality and privacy, which are also recognised as essential considerations in the design and use of web-enabled services (Bakshi, & Goss, 2019). This begins with the standards used in the coding and development of websites and the encryption standards used to share information between users (Sampson, 2002). Rather than using standard email, with relatively low security standards, Saunders (2007) suggests that email be encrypted and/or that secure online platforms are used and that clients are informed of the security standards of the service (Bloom, 1998). Practitioners also need to be aware of, and protect, access to client information which includes email, assessment results, records and personal information. Not only is it important for practitioners and organisations to consider this in the structure of the service; it is critical that appropriate security management activities are engaged in throughout service, which includes monitoring access, frequently changing passwords and storing, archiving and deleting information as promised (Osborn, et al., 2011).

Engaging clients into web-enabled services requires a rethinking of the process of career counselling support. The process ideally begins with a readiness and suitability intake that evaluates the concern the client is bringing into the service and ensuring that web-delivery is suitable (Osborn, et al., 2011). This includes evaluating the levels of service required and if the web-enabled service is set up in a way to meet the client’s needs (Osborn et al., 2011; Vuorinen et al., 2011). The establishment of the relationship should include an informed consent process that details the nature of the services, where and for how long a client’s data will be stored and a contact process for emergencies (Osborn, et al., 2011; Vuorinen, Sampson & Kettunen, 2011). Further,

specific characteristics may help to indicate the suitability of a distance web-enabled services. These include a client's reading and writing abilities, confidence and motivation, computer skills and access to a computer and the Internet (Vuorinen et al., 2011). The location of service engagement should also be discussed. It is important that practitioners have sufficient local knowledge of the conditions and events that may be relevant to the client's context (Osborne, et al., 2011). If clients will be accessing the Internet from a free public location, they may have a lack of privacy (Sampson, & Bloom, 2001; Sampson et al., 1997), encounter distractions and have difficulty running multi-media files (Osborn, et al., 2011). Whether accessing from home or a public space, clients should be instructed on log-off procedures to ensure they maintain their privacy (Jones, & Stokes, 2009).

These ethical and quality considerations are particularly important in the context of this doctoral study because the research intervention was delivered within an operational, government funded, employment center. Beyond the ethics of research, this study needed to embed known ethical factors regarding ICT and career service delivery while also meeting the ethical standards expected under government contract and the field at large for British Columbia, Canada (see for example <https://www.bccda.org/membership/code-of-ethics> and <https://career-dev-guidelines.org/>). While precautions were taken throughout this study to maintain high ethical standards, client suitability screening did not always result in an accurate decision to enroll some clients into the online intervention. This is discussed fully in chapter 3, section 3.4.

2.4 Practitioner Attitudes, Skills & Training

One other body of literature relevant to this doctoral study explores clients' experience and satisfaction when engaging in the online career intervention along-side the practitioners' perceptions. Within the literature, practitioners' perceptions and attitudes evoke divergent perspectives in relation to the possibilities and efficacy of online career practice. While efforts have been made to identify the ICT skills required by practitioners, there is little research documenting the competencies required to effectively deliver human-interactive internet-based guidance (Barnes, Bimrose, & Attwell, 2011). Most recently, Kettunen (2020) has outlined practitioner competencies for use of ICT and social media that have been included in a Nordic developed course on ICT and guidance. This course was developed from the Kettunen and Sampson

(2019) study, discussed above, that focused on challenges experienced from integrating ICT into career services across 16 countries. The specific practitioner competencies included in the course are: “proficiency in locating, evaluating, and using online content; being a versatile and thoughtful writer; being able to sustain engaging and constructive online discussion, and a visible and trusted online presence” (Kettunen, 2020, p. 166). While these competencies align with data generated from this doctoral study, the data collected would suggest that there are numerous additional competencies that need to be explored from both a design and practice perspective. Indeed, the lack of research focusing on purpose-built online career interventions makes it difficult to identify and isolate specific skill sets for practicing online (Lewis, & Coursol, 2007). The literature reviewed in this section will consider the impact of ICT integration from a practitioner’s perspective.

In addition to competencies needed is the psychological readiness of practitioners. Discussing the integration of ICT into career practice evokes tension and resistance for many practitioners in the field who often believe a face-to-face facilitative relationship is essential for quality careers practice (Bimrose et al., 2010; Goss & Hooley, 2015). Kettunen, Vuorinen and Sampson (2013) found that practitioners’ conceptions of social media usage in career services spanned five categories ranging from unnecessary to indispensable. In the first two categories, practitioners perceived social media as a threat, the middle categories represented attitudes toward social media as a change, a reality. The final category reflects an attitude of positive potential. Their research further confirmed that practitioner attitudes toward social media are linked to their philosophical perceptions of the guidance relationship.

Those who perceived social media as a threat also held perspectives that guidance was supplier-driven service, bounded by space and time. In contrast, those who saw greater potential for social media in careers service delivery held a demand-driven view of guidance where the role of practitioner shifts from that of expert to a more reflexive, co-constructed role. It seems reasonable to assume that this research could be applied to the broader conception of ICT integration within careers delivery where the shift in perspective from the practitioner as an expert mindset to that of constructive and facilitative paradigms are a key to the successful integration and use of ICT within career services (Kettunen, 2017; Viljamaa, Patton, & McMahon, 2006).

The literature exploring practitioner ICT skills suggests that these digital skills are integral to the overall requirements and capabilities of career practitioners (Andrei,

& Scoda, 2017; Adriadne, 2004; Bimrose et al., 2010; Bimrose et al., 2015; Kettunen, & Sampson, 2019; Turcotte, & Goyer, 2018). However, it is generally perceived that these skills are “broadly undeveloped” (Hughes, & Gration, 2009, p. 7). ICT skills for career practitioners are identified as two distinct categories. The first category pertains to those skills required to deliver career service using ICT and the second category are skills required to develop and manage the use of ICT in career services (Barnes et al., 2010; Kettunen, & Sampson, 2019; Turcotte, & Goyer, 2018). An inherent challenge appears to manifest as the tension between development and delivery. If career organisations do not have genuine commitment from senior management and are not sufficiently investing in capacity development to build technical infrastructures, or monitoring and evaluating the integration of ICT into career delivery (Bimrose et al., 2015; Krechowiecka, & Moon, 2005; Kettunen, & Sampson, 2019), what will be the motivation for practitioners to gain the ICT skills necessary to deliver services? Alternatively, where practitioners are provided initial and continuous training on the use of ICT in practice (Turcotte, & Goyer, 2018; Fernandez, Sanz, & Perez 2012), they may become the voice of innovation that organisations need to modernise services to meet the demands of their clients.

The speed of change in digital development and technologies require that practitioners constantly maintain their technical fluency and digital literacies (Bimrose, Barnes & Attwell, 2010; Bimrose, & Brown, 2019; Madahar, & Offer, 2004); not only for the consideration of service delivery, but to maintain awareness of the tools that clients are using (Cooper Gibson Research, 2017). Included within this are specific essential skills that relate to the provision of careers service and guidance. Practitioners need to develop information skills that enable them to find, sort and evaluate the efficacy of online resources (Barnes, Bimrose & Attwell, 2011; Hambley, & Magnusson, 2001; McCarthy, Moller, & Beard, 2003; Osborn, et al., 2011) and ultimately develop the skills to coach clients in their ability to discern quality information (Bimrose et al., 2010). Because much of the communication using ICT involves writing and reading, practitioners need to develop comfort and skill in analysing text-based communication, seeking additional information and expressing themselves in writing via different communication mediums (i.e., email, text, messages, social media). With a shift in practice that is reflective of a consumer driven process, practitioners will be working with clients on their timelines, pace and schedule (Sampson et al., 1997). Practitioners will need to use different skills to addresses the immediacy of client disclosure that may

occur in formats unfamiliar to face-to-face delivery (Djadali, & Malone, 2004) and have an understanding of the socio-economic and cultural systems within which the client is living (Ariadne, 2004). In this new form of delivery, practitioners will very likely need to take on new roles within their scope of service that include: attending to client technical support needs; helping clients navigate new technologies; maintaining electronic records; and managing system requirements such as enrollment and service closure (Evans, 2009).

While the need to increase career practitioner ICT skills has been discussed extensively in the literature, there is little record of if, and how, these skills are being integrated into practitioner training and professional development; outside of the Nordic example shared above, which focused on practitioner skills for the use of social media. It is difficult to determine to what degree practitioners and their managers in the field have fully comprehended the need for ICT skill development and the requirement to not only use ICT tools for resources and information, but to harness the ability for extending services to clients through different structures. If practitioners and their managers are not yet internalising this shift, it will be forced upon them as governments who fund career services seek to meet their mandates for extending services to citizens through digital and electronic services. Recently, in Canada (February 2018), two provinces (Nova Scotia and British Columbia) published proposal requests to develop and integrate virtual services within the broader suite of bricks-and-mortar employment centers (Ministry of Social Development and Poverty Reduction; Department of Labour and Advanced Education). Norway's efforts to develop a national integrated guidance system that is delivered through blended face-to-face, online, telephone, and other modalities (Bakke, Hagaseth Haug, & Hooley, 2018) is another example of government setting a course that requires practitioners with new skills to meet new delivery requirements. The recently published European Commission report (Barnes, et al., 2020) encapsulates the presence of the ICT discussion across jurisdictions; even if not yet well-developed. Add to these examples the radical change in practice because of the COVID-19 pandemic, and the impact and urgency of workforce development is undeniable.

Workforce development is critical to advancing the integration of ICT into career services (Bimrose et al., 2015; Kettunen, et al., 2020; Kettunen, & Sampson, 2019). Based on the rapid change and pivot that COVID-19 has brought to the workforce, in general, and the career development field, specifically, we are now in a situation where

organisations are: attempting to adjust policies; deal with organisational change; expand infrastructures; determine technologies that are fit for purpose, support staff as they learn new skills; and build interventions that can make a difference for clients. I have seen these rapid changes first-hand as I consult with governments and organisations, through this pandemic, as they navigate and establish plans to adapt their offerings through online delivery. Five years before the pandemic hit, Bimrose et al. (2015) summarised opportunities and considerations for the field. This article now represents the immediate change management tasks incumbent upon governments and organisations alike to find effective and efficient approaches to meet the career development needs in this time of rapid economic change.

Integration of ICT into career services requires not only learning new skills, but also accepting a shift in professional identity in the nature, role, and competencies of practice (Bimrose, & Brown, 2019). Bimrose and Brown (2019) further note that as the role of technology changes the nature of careers work, practitioners will need support as they adapt their work and daily routines. This type of support can be regarded as relating both to professional development and practice supervision (Barnes et al., 2010; Bimrose & Brown, 2019; Kettunen, 2017; Kettunen et al., 2020). In addition to direct practitioner support, organisations need to consider how they are planning for, and executing, change management strategies that guide both practitioners and clients through adapted service models (Bimrose et al., 2015; Kettunen & Sampson, 2019; Sampson, 2000). This doctoral study focused, in-depth, on the experiences of two practitioners engaged in the delivery of online services. Hearing their voices and their stories provide insights that can contribute to exploring the impact that the shift to online practice infuses in their sense of professional identity, as well as the attitudes and skills required to effectively form productive relationships with their clients through a virtual, online intervention.

2.5 Career Interventions & Working Alliance

As discussed above, the integration of ICT into the process of career guidance has largely focused on the dissemination of information and the use of assessments and automated processes as a supplement to face-to-face interventions (Harris-Bowlsbey, 2002; Hooley, Hutchison & Watts, 2010; Sampson & Bowlsbey, 2001). Using technology enabled spaces to deliver career interventions that foster connection and communication between a client and a practitioner is a relatively new area of

exploration. To situate this discussion, it is important to define career interventions, the components that support the design of effective interventions, and the role of working alliances in the delivery of interventions. Indeed, one of the three research questions for this study relates to 'how client-practitioner relationships form develop and function' (chapter 1, page 3). Although the medium of delivery changes when interventions are relocated from the familiar face-to-face context, there is value in considering the tenants held in the career intervention literature as a potential guide to considerations within the online space (Boer, 2001; De Raff et al., 2012; Bimrose et al., 2015).

Career interventions have been defined as any treatment or effort intended to enhance an individual's career development to enable the person to make better career-related choices (Spokane, & Oliver, 1983); in essence interventions are targeted activities that empower individuals to effectively cope with, and address, their career development needs (Spokane, 1991). Guichard (2003) summarised how career interventions were changing to meet the changing nature of work. Firstly, he saw career interventions as being conceived of, and over, a life span, no longer only at work entry points for occupational decision making. Secondly, Guichard identified how the career development process includes all of the transitions an individual experiences personally, at school, and at work. Thirdly, Guichard noted that individuals are "actors" in their own career development with the goal of career practitioners being to help them become the subject of their own existence (2003, p. 306). Collin (2000) indicated that the work of career interventions was to support clients to develop and construct storylines of career identity, drawn together from a society and workplace made up of episodes and fragments. Savickas et al. (2009) noted the importance of career interventions to help individuals understand their contextual possibilities and personal patterns to gain new career-life perspectives. Niles and Harris-Bowlsbey (2013) frame career interventions as a process to construct meaning from their life experiences to inform occupational and life choices.

The design of career interventions should be influenced by the target client, the type of delivery (for example, one-to-one or group), the scope and purpose of the delivery within specific contexts (Bimrose et al., 2015), and the career development theories influencing practice (Bimrose, 2017; Kidd, 2006). Ryan Krane (1999) identified five critical components in career interventions that increase the likelihood of client career development outcomes: using models to explain career guidance concepts; occupational information; written activities; individualised feedback; and attention to

building support. These components, as well as other components identified in Ryan Krane's research provided insight when designing the career intervention for this study. Recently, Whiston, Goodrich and Wright (2017) replicated Brown and Ryan Krane's (2000) meta-analysis, with the inclusion of new studies, and found differing critical components. Their research identified counsellor support as the most significant impact followed by values clarification and psychoeducational approaches. Although this study was published after the development of the doctoral study intervention, these were factors considered in the intervention design. This new research will be valuable when situating the findings from this research study.

The field continues to call for increasing creativity and innovation in the design, delivery, and practice of career interventions (Amundson, 2018; Goss, & Hooley, 2015; Hughes, & Gration, 2009; McMahan, 2017a; Valverde et al., 2020). However, "career development practices are still dominated by what has worked in the past, and their adequacy to address the career development needs of the 21st century have been questioned" (Patton, & McMahan, 2014, p. 294). In 2001, Herr suggested that career practitioners would need to take on expanded roles such as "planners, applied behavioral scientists, and technologists as they tailor their career practices to the settings and populations they serve" (2001, p. 208). Amundson (2006, p. 12) noted that "to be effective in the 21st century, career counsellors will need to expand both their thinking and intervention repertoire". As the career field moves forward, service design and delivery will need to consider and integrate the evolving social and web-based practices to remain current.

A central aim of this doctoral study is to explore the perceptions that clients and practitioners both have about their online guidance relationship; how it forms, develops, and functions. Critical to this exploration is understanding how the concept of working alliance is perceived and understood, as reflected in one of the three research questions for this study. A working alliance describes the relationship bond between a client and practitioner (Bordin, 1979; Greenson, 1967 & Rogers 1951, 1957). Bordin describes that this bond forms between a client and practitioner as they focus on goals and tasks. According to Bordin, goals refer to the understanding and agreement between the client and practitioner about the client's desired change. Tasks refer to the strategies and activities that practitioners and clients agree to engage in to achieve the goals. And the bond is the human relationship and emotional connection between the client and practitioner. While the notion of working alliance is well accepted and

researched in the field of psychotherapy and is seen as one of the most robust predictors of psychotherapy outcomes, it has received less attention in the field of career development (Whiston et al., 2016). However, nearly all texts related to the practice of career guidance and counselling describe processes that reflect the importance of building a strong working alliance (see for example Amundson, Poehnell, & Smithson, 1996; Kidd, 2006; Niles, & Harris-Bowlsbey, 2013)

The content and activities within an intervention may impact the ability for a working alliance to form (Masdonati, Massoudi, & Rossier, 2009). Recent research (Milot-Lapointe, Savard, & Le Corff, 2018) looked at the working alliance as a moderator within career interventions in relation to clients' career decision making. The study used four of Ryan Krane's (1999) five essential intervention components (written exercises, individualised interpretation, feedback, occupational information and attention to building support) to deliver individual career counselling. The findings indicate that the effects of the intervention components were significant only when the components of individual feedback and in-session written exercises were coupled with average or high working alliance measures. The study also identified the importance of establishing a collaborative relationship between the practitioner and client, especially at the beginning of the process; which is consistent with other studies (Elad-Strenger, & Littman-Ovadia, 2012; Heppner, Multon, Gysbers, Ellis, & Zook, 1998). Engaging in open-ended interviews before administering assessments or specific activities and ensuring agreement on the tasks to undertake to address the career concern (Masdonati, Perdrix, Massoudi, & Rossier, 2014) have also been identified as contributors to building a working alliance. The challenge, however, is that while there is research identifying the importance of the working alliance and career counselling outcomes, there is little research on the practice of establishing a working alliance in career counselling (Whiston et al., 2016). Given that early critiques of using ICT as space to deliver guidance often referred to questions regarding the ability to form a working alliance, this concept will inform aspects of this study's data analysis.

2.6 ICT and Career Intervention Research

As discussed above, much of the research related to the use of ICT within career services is focused on studies related to practitioner competencies (see for examples Barnes et al., 2010; Bimrose, Barnes & Attwell, 2010); practitioner perceptions of ICT and social media (see for example Alim, 2019; Davis, Wolff, Forret,

& Sullivan, 2020; Kettunen et al., 2015; Kholiq, & Solehuddin, 2020); and the use of computer assisted career guidance systems, career websites, online resources, and assessments (see for example Cedefop, 2018; Gati, & Asulin-Peretz, 2011; Howieson, & Semple, 2013). This section presents a deeper exploration into research that has explored how ICT can be used within purpose-built career development interventions. While the studies are still few, the research designs and findings provided insight that influenced the design and data interpretation of this doctoral study.

One area of research that helped to inform this study, are the inquiries into the use of web-enabled interventions in career centres at higher education institutions. A simple web search demonstrates the most post-secondary career centres provide some element of electronic services (i.e., e-learning workshops, chat contact, resume critiques, social networking, job postings, etc.). A challenge identified in the following studies is the complexity of selecting and coordinating the available tools in a coordinated strategy. Venable (2010) provides a thorough listing of the asynchronous and synchronous communication tools and their potential use within a career center. However, she notes that issues related to the financial cost of technologies and the challenges of confidentiality limit the use of these tools. She also notes that integration of ICT tools requires a greater focus on strategic planning, a plan for training practitioners and center staff, and ongoing coordinated support (see also Barnes, et al., 2020). Additionally, Glavin, Smal and Jungersen (2009) describe various tools for use in university career centers and note that the complexity of integrating technologies “whilst maintaining a personal relationship with the individual” (p. 191).

Another use of technology enabled student career development learning is described by Thomson (2010). In this study, multiple learning modules were created to form a self-directed, online career development learning programme for students. The modules were designed from an experiential learning perspective and included videos, podcasts, cartoon strips and image rich text. The instructional design focused on opportunities for reflection and deep learning. While self-directed, teachers had the option of using portions of the programme within a classroom setting and could create opportunities for discussion and engagement. A benefit noted was having consistent access to high quality career development learning modules that could be used independently by students or by faculty to supplement their own courses.

Developing more robust courses that include self-directed learning and communication between students and career center faculty have also been explored.

This intervention model relates most closely to the design of this doctoral study. Lalande and DeBoer (2006) experimented with the development of an online career workshop, adapted from face-to-face curriculum that included advising, helping students to make career decisions, choosing courses and acquiring work. They describe the learning site as “highly interactive” and students could talk with other students or the instructor via discussion boards or live in a chat room. Their programme evaluation suggested that the online version of this programme was, in general, as effective as the in-person delivery. Through this evaluation they note that the effectiveness of the online delivery is likely related to instructional design principles used in building the program. Osborn (2009) concludes similar findings; online career development classes have the potential to be effective if purposefully designed to incorporate a variety of learning styles through the use of experiential and active learning strategies.

Related to this conclusion, Severy (2008) describes the development of a web-based tool that was built from a narrative and constructivist paradigm. Within the intervention, students participated in eight different activities that guided them through a narrative process to reflect and make meaning of their career situation. Students who participated in the intervention compared to those in the control group, who did not engage in an intervention, showed higher scores on their research measures. Severy noted concern for the number of students that did not complete the intervention and contemplates the potential value that may have been added if the intervention included additional factors to keep the student motivated (specifically, group support, weekly progress reports or assignments).

Another relevant study was carried out by Herman (2010), who developed an internet-delivered group counselling intervention that focused on occupational exploration and career decision making. The programme was designed to be four weeks in length, with clients receiving a new lesson each week. The study design included: a primary treatment group that had access to a discussion forum facilitated by the author; a secondary treatment group that included an unmoderated forum; and a control group that only received links to web-resources. Participants in the treatment groups showed gains in the pre-post measures over the control group and there were no statistically significant differences between the moderated and unmoderated participants. Participants in the moderated group did report greater satisfaction in the intervention. There are some important factors that emerge in this study that can help

to shape future interventions. There was a significant drop-out rate from the intervention. Of the 40 participants in the treatment groups, only 20% completed all four lessons. Participants reported that the weekly lessons were too long, with no participants reporting that the lessons were too short. The study suggests it is possible that the length of the lessons contributed to the drop-out rate. Herman (2010) notes that content developed for future interventions may need less text and opportunities to increase interactivity such as adding live-video or audio chat and posting pictures and profiles to increase the sense of a personal relationship. Further, this study indicates only minor gains for the treatment group that had a moderator in the forum over that without the moderator. The author suggests this finding may indicate that practitioners are not needed to moderate a group forum; however, given the high drop-out rate, it may also suggest that the format itself did not meet the participants' needs. Because career development is such a personal process, perhaps individual coaching may have been more impactful.

Findings from a Canadian research study also contributes to the understanding of client engagement. "Career Motion" (de Raaf, Shek-wai Hui, & Vincent, 2012) undertook a pan-Canadian social experiment with over 550 participants that investigated how an online career learning process combined with LMI could address the needs of Canadian post-secondary graduates who were dissatisfied with their employment situation. The web-based intervention was designed as a career learning experience that focused on self-assessment, occupations and opportunities, goal development, planning, and problem solving. The design of each module was consistent and included: guided and targeted career content for the user group; LMI related to the learning topic; and self-application exercises to help the user increase the relevance of the learning. The pedagogy underpinning this doctoral study mirrors the pedagogy informing the intervention of the Canadian research, focusing on reflective, experiential, and active learning by combining relevant and targeted content, personal application activities, and intentional interactions with the career practitioner (Goddard, 2010). However, the Career Motion project did not include client/practitioner interaction. In my professional context, I was a contractor that oversaw the design of the web tool for the de Raaf et al. 2012 study, with this work significantly informing my evolving understanding of online career learning. The findings of this study showed that after five weeks of engagement with the web-based career learning participants improve their confidence and ability to make informed career decisions. Individuals who participated

in the web-based intervention were more actively engaged in job search activities over their counterparts in the control group, who only received paper-based links to the LMI shared in the web-learning space. The findings also indicated that the programme had a greater effect on the more frequent users of the system, which leads to the question of how usage of such systems can be increased. The most popular suggestion to enhance the experience, from the study participants, was to supplement the web-based tool with access to support and coaching of a trained career practitioner. This finding echoes Herman's (2010) wondering if individual coaching may have made the online encounter more impactful for participants.

Additionally, in Spain, a career guidance project was developed to help music students explore potential professional careers (Leon, & Castro, 2014). This study's design was defined as blended; it combined face-to-face coaching with purpose-built online activities. The online learning components included a reflective learning journal, feedback and interaction from the teacher, group discussions and virtual field trips. The study found that while the learners found the online components helpful they preferred the energy of face-to-face interactions with professionals. The study report acknowledges that detailed reasons behind this finding were not probed. It concludes with a statement that blended learning had merit and that their institution would continue to innovate in its design.

One other example is provided by Nota, Santilli and Soresi (2016), who developed an online learning intervention based on the life-design paradigm (Savickas, et al., 2009) for middle school students in Italy. The programme comprised three 2-hour sessions. Each session began with the students watching a video. They were then asked to reflect on the concept introduced in the video and were guided to complete assessments and written activities online. The control group in this study completed traditional classroom-based activities that included completing the same assessments as the online group with reports being provided to students and the results discussed with the students in a group setting. This study found that students in the online intervention had higher levels of life-design constructs than did the traditional classroom delivery. The authors hypothesise that this may be due to the reflective nature of the online design and that by asking the students to elaborate on their thinking helped them foster new narratives. The potential benefits of writing and reflection as components of online career interventions are highlighted, which have been well documented in online counselling literature (see for example Lengell, Meijers, & Hughes, 2016; Wright, 2002).

Building from this comparative intervention approach, the Hope Centred Interventions with Unemployed Clients study (Amundson, et al., 2018) created a research design that included the delivery of interventions in both face-to-face and online spaces built upon the Hope Action Theory (Niles, et al., 2010). The Hope centred interventions were first selected and designed for face-to-face delivery based on Amundson's active engagement approach (2018). The essence and intent of these interventions then guided the development of online interventions that were tailored in pedagogy to the online space (Bimrose et al., 2015); Goddard, 2010). As indicated in chapter 1, this study was conducted with the same participants and data as my doctoral study, with each project posing different questions and querying different data. The quantitative results of this Hope study revealed that a strong client/counsellor relationship was formed in both the face-to-face and online groups. Clients engaged in both intervention modalities "realized significant gains in their level of hope and their understanding of themselves and the labour market" (Amundson, et al., 2018, p. 96). Qualitatively, an examination of thematic interview summaries from the same study revealed that "participants from both groups emphasised the importance of having quality counselling relationships, customization of service delivery, and powerful intervention methods utilising creative and metaphoric activities" (Amundson, et al., p. 96). It was found that the experience and outcome were comparable for both groups, with each delivery modality having its own strengths and weaknesses. This appears to be the first career intervention study, of its scope with unemployed individuals, to compare the delivery, experience, and outcome of built-for-purpose face-to-face and online interventions with the results suggesting that a key element of relocating from face-to-face to online interventions requires careful design strategies to leverage the affordances of information and communication technologies (Bimrose et al., 2015; Kettunen, & Sampson, 2019).

Another study was published in 2018 (Pordelan et al., 2018) that explored the use of online interventions with university students in Iran. The design of the study included face-to-face delivery, online counselling, and a control group with the interventions being built from a life design paradigm (Savickas, et al., 2009). The Pordelan et al. study echoes the importance of prior research focused on pedagogical design and leveraging ICT as both a resource and a service (Bimrose et al., 2010; Bimrose et al. 2015; Goddard, 2010; Hooley, 2012; Sampson, 2008; Watts, 2002). The principles of life design and constructivism are evident in the study design, which

resonates with the HOPE study discussed above. The findings from this study indicate that the online counselling intervention was as effective as the face-to-face counseling.

Together, these intervention studies help identify key considerations related to the design and delivery of ICT enabled career interventions. They highlight the importance and value of having a clearly articulated career theory and purpose to guide the development of the intervention. It seems that the studies using a specific instructional design process when building the intervention created a cohesive web-space that both clients and practitioners could understand. Some studies noted the challenge of having too many technology tools or too much reliance on one medium (i.e., text); this suggests that ICT career intervention designers need to be able to apply instructional design to career based content with an understanding of how users learn and make-meaning online using experiential and active learning strategies (Amundson, 2018). The value of reflection and writing were also noted as contributors to the gains in the studies. Concerns about engagement and completion were noted and potential solutions were identified, as follows: the inclusion of individual professional support online; regular progress sessions, activities and assignments; and inclusion of multiple media in the content design. The findings from these studies were both confirming and influential in the design, development and data analysis of the online intervention for this doctoral study.

2.7 Conclusion

This literature review has traced the historic relationship of ICT within the careers field, identified the current state of use and practice and located where the research aims of this study fit within this context. The broad community of practice in careers has identified the need to further research areas directly related to the research questions of this study. In a special symposium of the British Journal of Guidance and Counselling in 2015, Goss and Hooley identified the need to understand practice which includes the fit of online services for specific clients, the online helping relationship, and use of blended technologies. Bimrose et al., (2015) identified the gaps in research related to the full integration of ICT into career guidance practice, with a focus on the need to develop policies, increase practitioner competencies, and design interventions that will support the development of effective online career guidance relationships. Further, at the IAEVG 2014 Symposium titled, "Integration of ICT within Career Development & Guidance Practice" the presenters (Goddard, Vuorinen, Sampson,

Kettunen, & Schmidt, 2014, proceedings unpublished) identified critical research priorities for the field which included reconceiving models of service, practitioner competencies, choice of technologies for service delivery, and implications for transforming the essence of career guidance practice.

These research agendas share common themes that point to the importance of considering and understanding how the design, delivery, and facilitation of online career interventions is experienced by clients and practitioners who are currently absent from the literature. The careers field needs a deeper understanding of the factors that impact the delivery and efficacy of online career guidance interventions and how the utilisation of technology enabled learning environments can create the opportunity to evoke the development of new perspectives in a way that differs from the face-to-face environment (Wu, Lee, Chang, & Liang, 2013). While considerable insight can be drawn from the research conducted under e-learning and online counselling, career development represents an intersection between learning and counselling where interventions are often focused on the need of participants to learn context and content and then be able to apply that knowledge to themselves, shift mental models, and take action for change. This research study aims to contribute to the understanding of ICT delivered career interventions.

Chapter 3. Methodology

3.1 Introduction

This chapter provides an overview of the research methodology undertaken in this study. It comprises: an overview of the research design, including a rationale for the selection of qualitative inquiry; the choice of grounded theory as the method; the influence of a constructivist epistemology as the theoretical framework for the study; and the use of literature within the design. The research procedure is then described including: the research setting; my pivotal role as the principal researcher for this study; selection of project participants including both clients and practitioners; and the data collection procedures. The chapter concludes with critical reflections on the methodological process and assessment on data quality.

3.2 Research Paradigm

As indicated in the chapter 1 section 1.4, a qualitative paradigm was selected for this research study because it allowed the opportunity to explore the complexity of the online intervention experience with client participants and practitioner participants. The methodological selection was determined by the nature of the research questions (Rafalin, 2010). These focused on open ended 'how' and 'experienced-based' inquiry, which could not be answered through quantitative data collection and analysis. The selection of a qualitative approach is explored and elucidated next.

A qualitative approach represents a careful, rigorous inquiry into the social world that produces conceptual frameworks and theories that extrapolate knowledge and meaning from lived experiences. It allows for the exploration of the complexity and depth of the human experience (Morrow, & Smith, 2000). A goal in qualitative research is to provide others in and around the same field an opportunity to understand and potentially apply learnings from the social processes (McLeod, 2001, p. 3). A qualitative approach was more relevant to this study's research questions because: a) the lack of research on the specific topic, b) the questions of interest being 'what' and 'how' focused, and c) my privileged access to a variety of data sources to generate an interpretation of the social phenomenon (Cresswell, 2013).

3.2.1 Why Grounded Theory?

As shared in the introduction (chapter 1, section 1.4), grounded theory method (GTM) (Glaser, & Strauss, 1967) was chosen as the methodological framework for this study because it provided a systematic approach for organising and analysing the data with sufficient analytical flexibility to allow the data to be interpreted through its own inherent patterns and the researcher's knowledge and experience of the subject. This allowed me, as researcher, to work in a structured, systematic pursuit while engaging with my own perceptions and prior knowledge.

Within the tradition of GTM, this study has been guided by Charmaz's (2014) model of constructivist grounded theory that integrates the "inductive, comparative, emergent and open-ended approach" (p. 12). This is derived from Glaser and Strauss's (1967) original work with the integration of postmodern epistemological perspectives that recognises "research as constructed not discovered" (p. 13). Charmaz's (2014) perspective is "that social reality is multiple, processual, and constructed", which requires that "we must take the researcher's position, privileges, perspective, and interactions into account as an inherent part of the research reality" (p. 13). Literature related to career development, online learning, and online counselling has influenced my motivation to query the experiences that individuals and practitioners have when engaged in a purposefully designed, constructivist career intervention. Further, I am conscious that it has influenced my questions and the lens through which I view and interpret the data. Grounded theory analytical processes have provided a structured approach that has allowed me to be critically reflective about my own biases, values and assumptions (Cresswell, 2005) while allowing the interplay between my own positionality and the emerging data from my research to move beyond perception to reveal the underlying experience of the social processes.

3.2.2 Constructivist Epistemology

As indicated above, both the research design and the development of the specific career interventions were approached from a constructivist perspective, viewing individuals as agents of their own learning (Denzin, & Lincoln, 2005) who are actively engaged in a "process of meaning-making by which personal experiences are ordered and organized" (Mahoney, & Patterson, 1992, p. 671). The notion behind the approach is not that constructivism has a prescriptive set of techniques, but rather that

it is a “worldview”, “a way of thinking” and a “set of values” that guide an approach (McMahon, & Patton, 2006, p. 10).

The purpose of this research study was to explore how both client participants and practitioner participants (referred to henceforth as client participants and practitioners) experience, understand and make meaning of an online career intervention. Underpinning the research design is an assumption that individuals construct their own meaning and that the role of the researcher was to be an engaged participant and construct an interpretive theory from the data (Charmaz, 2014). Recognising the role of the researcher and the notion of constructing, rather than discovering, grounded theory, Charmaz describes the role of the researcher from a constructivist paradigm:

‘I assume that neither data nor theories are discovered. Rather, we are part of the world we study and the data we collect. We *construct* our grounded theories through our past and present involvements and interaction with people, perspectives, and research practices. My approach explicitly assumes that any theoretical rendering offers an *interpretive* portrayal of the studied world, not an exact picture of it [...] Research participants’ implicit meanings, experimental views – and researchers’ finished grounded theories – are constructions of reality’ (Charmaz, 2006, p. 10).

Approaching my study from a constructivist epistemology assumes there are multiple realities with multiple perspectives on these realities (Thornberg, 2012). This study was not set on finding a fixed truth; it was designed to seek a deeper understanding of how client participants experienced the intervention with a curiosity to look for themes that may form into an emergent theory regarding the development and delivery of career interventions. Because of this, a constructivist approach provided a strong theoretical framework for the research.

When developing the career intervention, used as the primary research instrument in this study, I adopted a constructivist perspective for the career learning design to enable the client participants and practitioners to have, experience, and make meaning through the online encounter. I chose this to reflect the shift toward collaborative and constructivist approaches in career guidance that recognise the use of creativity, story-telling and reflection to construct new career narratives (Amundson, 2017; Collin, 2000; McMahon, 2017a, 2017b; Savickas, et al., 2009). Within the career intervention, this was achieved by having client participants read and watch

information, engage with, and apply, this information through creative constructivist activities and then construct meaning about the experience of that intervention through narrative discourse with their practitioners.

3.2.3 Use of Literature

Classical grounded theory (Glaser, & Strauss, 1967) called for delaying the literature review until the completion of data analysis to ensure the research findings were not contaminated by existing theoretical insights. This perspective views the researcher being 'tabula rasa', coming to the research without already knowing. Clarke (2005) acknowledges that "we cannot help but come to almost any research project already knowing in some ways, already inflected, already affected, already infected" (p. 12). Charmaz (2006) argues that the literature review allows researchers to situate themselves in a current discourse through a review of related literature. She refers to this process of sensitising concepts as "ways of seeing, organising, and understanding experiences" (Charmaz, 2000, p. 515).

As a professional who has studied, researched and worked in and around this field for over two decades prior to the start of my doctoral studies, I arrived at my doctoral studies aware of research and literature that would situate my study. The knowledge of this research enabled me to take a general area of research interest (online career practice), situate my interest and develop meaningful research questions. While my literature review chapter was written after the data were collected, the literature did influence and support my ability to see, organise, understand and analyse the data in my study.

3.2.4 Researcher Positioning

Qualitative research with a constructivist epistemology assumes that the researcher and participants are active in the research process and that the researcher contributes their background and knowledge in the interpretation and co-creation of shared understanding and findings in the data (Guba 1996). With that assumption, please allow me to introduce myself.

At the time of writing, I am a 51 year old, female, white Canadian with British heritage. I have worked in the careers sector for twenty-eight years. For most of these years I owned and operated a community-based career agency that delivered programmes to unemployed individuals on behalf of provincial and federal

governments. My interest in online career guidance came out of my first Master's level studies between 1997-1999 when I participated in a cohort programme that involved three weeks of on-site learning followed by a year of online learning. These were early days in online learning, yet the affordances of the online space instantly inspired me. As the youngest student in the cohort, the benefit of time to reflect and collect my thoughts and perspectives without the pressure of verbalising in a face-to-face class helped me grow my confidence as a learner. As I was engaged in this journey, I began to wonder in what ways online delivery could impact and support the field of career development.

By 2004, I obtained a contract with the federal government to deliver the first fully facilitated online career counselling programme in Canada. This programme ran for eight years and over that time I had the opportunity to design and work with numerous client groups and research projects touching online career delivery. As my interest, knowledge and experience grew, I was invited to share presentations in many local and international conferences. I came into my doctoral studies with thoughts forming about the affordances of online career guidance and what it could bring to the field. The opportunity to engage and undertake the field research for my doctoral studies has provided me the opportunity to examine and challenge my thinking. From the data collected and my previous work in this area, a theoretical model began to emerge that has enabled me to create a cohesive representation of my research and my current understanding of the experience of online career interventions.

I acknowledge the privilege, knowledge and prior experience that I brought into my PhD research and will, throughout this thesis, endeavour to acknowledge my positionality, reflexivity and measures undertaken to neutralise the risk of my own bias in the interpretation of data and the important stories that participants in this study shared.

3.3 Research Procedure

3.3.1 Introduction

As a researcher, I enjoyed a privileged position because I had access to the field of career development through operating my own, government funded, employment centers. As I was building the research procedures, I had to worry less about gaining access to the field and more about ensuring that the research design would in no way negatively impact the clients who would participate, as they were

unemployed adults accessing and requiring authentic and practical supports from the centers to return to work. In addition, because my doctoral study was executed alongside, but separately from, the HOPE study that was a funded project, careful attention needed to be devoted to maintaining appropriate boundaries and communication between and among the various stakeholders.

This section will describe more fully the research setting, the actors involved in the research and reflections on my researcher role, the study participants, selected data collection methods and the analytic process for handling the data.

3.3.2 Setting

The introduction (chapter 1) explained how my doctoral research shared participants and data with the HOPE research study. The field location for the overarching CERIC funded project, where both my research study and the HOPE study were co-located, was at Employment Service Centres (ESC's) operated at the time by a company I owned. One center was in an urban setting and the other was in a rural setting three hours outside. I managed the overarching CERIC funded project, oversaw the physical setting, technical infrastructure and ensured that the research procedures for both the HOPE study and my doctoral research met my research design, high quality practice and ethical standards. Ethical standards and considerations that governed my research included: the Canadian Standards and Guidelines for Career Practitioners; the ethical commitments detailed in my ethical approval with the Institute of Employment Research; and research-based ethical practices for online career delivery (Sampson, 2002). As a real-world researcher in full-time employment, I took full advantage of the opportunities for data collection offered by my employment context. This opportunism was not, however permitted to compromise the integrity of the data collection process given the use of theoretical sampling (Strauss, & Corbin, 1998) and the principle of informed consent (Robson, 1993) guiding the involvement of participants. The HOPE study involved both face-to-face and online participants; whereas my doctoral study only included the online client participants and practitioners. As discussed in the introduction (chapter 1), my doctoral study queried the data using different methods from the HOPE study and these data were not considered in the HOPE study.

The overarching CERIC project that housed both the HOPE study and my doctoral research, was designed with consideration of the context and requirements of

the ESCs day-to-day operational requirements. The intention was to situate the offer of participation and delivery of the research interventions in situ, to have the interventions offered as part of a client's service experience rather than set-aside as a separate research encounter. I established processes to seamlessly integrate the research activities into the natural operational flow of the ESCs. Ensuring the integrity of the ESC operations and the overarching project involved careful planning and charting to ensure staff were familiar with the roles and activities they needed to engage, which included: significant communication points across all roles and functions involved in the research; client contact and follow up; and service documentation requirements. The ESCs operate under a complex set of governmental policies and procedures and it was critical to ensure that clients and contract delivery expectations were not compromised by faulty research design.

As the principal investigator for the CERIC project, doctoral researcher and manager of the ESCs, I collaborated with all involved to create logic models to provide clarity regarding the research design, procedures and the operations of the ESCs. These models were reviewed by the various actors in the ESCs to ensure that the research design fitted seamlessly into ESC operations and did not cause disturbance in the field.

Processes were refined until all involved believed that the demands of the ESCs and each study's research requirements were fully represented. Designing the research procedures to work within the ESC policies and operational processes enabled each research study to gain access to unemployed adults receiving support through the ESCs. This is an important and vulnerable segment in the career development field and the complexities of research design can often make field access difficult. Locating the research within the context of functioning employment centers allowed for naturalistic research conditions enabling clients and practitioners to live their experiences without me being in the middle of the process bringing pressure and presence as a researcher (Potter, 2002). I needed to carefully balance my research and leadership roles to ensure that client service delivery needs were met and both research studies were ethically and effectively executed.

3.3.3 Planning for and Entering the Field

Mounting the overarching CERIC project with two research studies under it (HOPE study and my doctoral study), was a large undertaking with significant

responsibility that required the involvement of numerous employees in roles that impacted the integration of the research project into Center operations. The research design began with the creation of a career intervention, (expanded on later in this chapter), which would be made available to targeted clients accessing services from the ESCs. This intervention was facilitated between a practitioner and client (both of whom were research participants). The intervention functioned as a real service that contributed to the client's re-employment journey and was also the key research instrument to facilitate the creation and collection of data in the project.

My researcher responsibility in the field was to ensure that the research procedures were appropriately implemented alongside the requirements of ESC operations. As a researcher, I attended to every step of intervention engagement and data collection to ensure that the research procedure maintained integrity and generated defensible results.

Direct involvement with ESC staff generally, as well as the practitioners who were hired specifically to facilitate client participants through the career intervention, was required. This required the coordination of multiple people, roles and processes connected to the ESCs, including: administrators, who acted as research assistants to recruit and register clients; case managers, who shared information about the opportunity to participate in the research project with their clients; and programme managers, who were responsible for ensuring operational integration of research procedures alongside ESC processes and policies. To support smooth and efficient delivery, all staff were provided with detailed information about the intent and goals of both research studies and were trained on how to introduce and discuss the research opportunity with clients. The delivery of the intervention (the participation and interaction between the client participant and practitioner in the online space) generated the real, lived, counselling exchanges that became a significant source of data for my doctoral study.

The client practitioners who facilitated the research intervention with clients required orientation, training, and supervision to ensure that client participants received services that supported their career development needs, while ensuring that the research procedures were appropriately implemented. I met weekly with practitioners as a group, and individually, if needed. The journaling that the practitioners engaged in through this process, along-side my own researcher reflections, provided me the emotional access to the online client participants as I supervised and coached the

online practitioners in their work with the client participants. I gained privileged access to the experience of the online intervention by reading, hearing and listening to the online exchanges between client participants and practitioners, and being able to listen in on the depth of information shared in the guided interviews.

Another significant data collection source was the semi-structured interviews with the client participants. These interviews were conducted by Masters' level counselling students, under my guidance, and direct training and supervision. The decision to engage student interviewers was made in consultation with my HOPE co-investigator and with the support of my doctoral supervisors. While orthodoxy may suggest that I should have conducted the interviews myself, the research design considered an alternative perspective. My role with the student interviewers was to design the interview process, train them in conducting the interviews and to monitor the quality of the interviews as they were occurring. Integrating student interviewers allowed me to learn how to build a research team and provide guidance and oversight as the primary researcher, which allowed me to feel confident and certain about the methods utilised and implemented. The research design integrated student researchers to ensure that there was capacity and availability for the interviews to occur when and where needed upon intervention completion. Because of the complexity of the design of my doctoral research, my role as a researcher included: the design and delivery of a career intervention to client participants as a real service as part of their action plan within an ESC; the selection, training and supervision of the practitioners; and the training and oversight of student researchers. The complexity of these choices are detailed and contextualised in the research methodology considerations outlined below.

Strauss and Corbin (1998, p. 30) state that "researchers in the human and social sciences are operational pragmatists", adding that the more flexibility they are allowed, the more creative their research is likely to be. My approach to data collection, having practitioners facilitate the intervention and students conduct the interviews, was undoubtedly pragmatic, reflecting my situation as a researcher-practitioner or real-world researcher. The adaptation of my strategy for data collection to take full advantage of available resources and opportunities demonstrates a flexible approach, which I believe resulted in greater creativity and maximised the potential impact of the research. However, the adoption of this strategy required careful consideration and actions to safeguard the integrity of the research. McLeod (1996) discusses issues and challenges inherent in adopting a qualitative approach for research into counselling,

which is relevant to the career practice of this study. These issues and challenges include relationship with participants, ethical dilemmas and reflexivity. McLeod reminds us that the central principles of research ethics are “informed consent, confidentiality and avoidance of harm” (McLeod, 1996, p. 311). Avoidance of harm was perhaps the biggest ethical challenge. The creation and authentic delivery of the career intervention to facilitate the collection of narrative, written counselling data, was unto itself, one strategy to address the avoidance of harm to the participants. Both the client participants and practitioners were interacting in a naturalistic and authentic setting and the data generated through this was equally authentic. This approach aligns with Richardson’s (2005) suggestion that the use of genuine, practitioner-led interventions is a methodological approach that safeguard’s research participants through an ethic of care.

My own training and experience as a career practitioner, supervisor and leader of other career practitioners was arguably one safeguard that supported ethical interview practice with the student interviewers. I was able to train and oversee the work of practitioners and student interviewers with a strong sense of knowing and experience. King (1994) compares the research interview to the counselling interview. She acknowledges important differences between the two: the research interview does not offer therapeutic interventions; and the participant is there to help the researcher, not to be helped (King, 1996, p. 182). However, she goes on to argue the relevance of being a trained careers counsellor/practitioner for research interviewing (King, 1994, p. 183) and highlights features of good practice from counselling. This relevance includes allowing time for questions and elaboration at the beginning of each interview; making sure the participant understands they have the right to opt out at any stage by not answering questions and/or stopping the interview at any time; and the importance of keeping any promises made, such as providing a copy of the interview transcript (King, 1994, p. 179). All these features of good practice were evident in the research interviews that were carried out by student researchers, for which I designed the protocols, piloted, and oversaw implementation.

Robson (1993) identifies ten questionable practices in social research: involving people without their knowledge or consent; coercing them to participate; withholding information about the true nature of the research; otherwise deceiving the participant; inducing them to commit acts diminishing their self-esteem; violating rights of self-determination; exposing participants to physical or mental stress; invading their privacy;

withholding benefits from some participants; not treating participants fairly, or with consideration, or with respect (Robson, 1993, p. 32). The avoidance of each and all of these practices was used as a measure of my own practice in a further attempt to ensure that a high standard of ethical practice was maintained throughout the fieldwork.

Another significant consideration in the research design was reflexivity. As a researcher in the qualitative tradition, I was aware that I could not be regarded as an objective recorder of absolute truths. Rather, I regarded myself as a participant in the research process. McLeod (1996) notes that: 'It is no easy matter to achieve an appropriate level of reflexivity in a research study,' and that: 'It can be hard to know where to include a reflexive commentary' (McLeod, 1996, p. 312). I have been acutely aware of my own reactions and emotions whilst undertaking this research. How privileged I feel to have been permitted glimpses into the lives of my participants, and the responsibility I feel for representing their stories as accurately and as powerfully as they were from their original source. As I present the findings from my research in the following pages, I have tried to be explicit about the precise nature of my relationship with participants and the circumstances under which data was gathered.

Due to the complexity of conducting two research projects in parallel, Table 3.1, below, summarises the roles, functions and research accountabilities of the individuals involved in the research implementation.

Table 3.1 Research Roles

Role	People	Research Study	Research Study Accountabilities
Lead Researcher (N=1)	Tannis Goddard	Doctoral Research	Design, implement, oversee my research study and the staff involved in delivery. Analyse the data, separate from the HOPE report and write thesis.
Lead Investigator (N=1)	Tannis Goddard	HOPE Research	Develop funding proposal for study, design, implement and oversee the research project; adapt face-to-face interventions to online

			interventions, conduct analysis and write report.
Co-investigator (N=1)	Norm Amundson	HOPE Research	Develop funding proposal, design quantitative procedures, provide expert consultation on and train practitioners in the HOPE model, conduct analysis and write report.
Research Assistants (N=4)	ESC Admin Staff	HOPE and Doctoral Research	Provide an orientation to the research project to potential clients, set up sessions to complete pre-assessments for the research project, register Clients into appropriate face-to-face or Online intervention.
Case Managers (N=8)	ESC Career Practitioners	HOPE and Doctoral Research	Refer clients to the research project, meet with clients not selected to participate in the project and meet with clients after completion of the research project to maintain continuity and engagement with ESC services.
Online Intervention Practitioners (N=2)	Contract Staff within ESCs	HOPE and Doctoral Research	Facilitate the research intervention with clients, participate in case conferencing/supervision focused on the online delivery and as a group with face-to-face Practitioners. Maintain practitioner reflective journal.
Face-to-face Intervention Practitioners (N=2)	Contract Staff within ESCs	HOPE Research	Facilitate the interventions with clients, participate in case conferencing with Online Practitioners focused on the HOPE construct.

Interviewers (N=9)	Masters students from a local university	HOPE and Doctoral Research	Conduct semi-structured interviews with clients based on the interview guide provided by the researchers.
-----------------------	---	----------------------------------	---

These roles contributed to the rigorous and robust implementation of the overarching CERIC research project at both geographical locations. In my role as lead researcher, I was responsible: for ensuring that the research design was effectively executed; that operational processes and research methods worked together seamlessly; that the interventions were effectively delivered; and that practitioners received appropriate support. I also ensured that data collection occurred according to my doctoral research proposal and according to the HOPE research design. I worked with my co-investigator to analyse the data for the HOPE research and upon completion of that analysis, I engaged with new data from the project to complete a grounded theory analysis for my doctoral study.

3.3.4 Researcher Role Reflections

I had many roles and boundaries to navigate managing the overall project, participating as a co-investigator with the HOPE study and undertaking my doctoral research. As the owner of the organisation hosting the project, I was also the manager of the staff involved in the overarching project and a government contractor providing public employment services to unemployed clients. In my situation, gaining access to the field was not difficult, nor did I have to identify and build relationships with gatekeepers (Wanat, 2008). However, there were other external factors, such as ESC operational policy changes and staff turn-over that extended the length of time in the field to a year, when the initial target was to have all fieldwork completed in six months. At times, the staff at the ESC did lose energy for promoting the research project and reported that the extra work was an intrusion into their day-to-day operations. I noted that this created some defensiveness and disruption (Wolff, 2004) within the ESCs. The most significant impact, on both research studies, was not achieving our full enrollment goals and planned research timelines. In total 25 of 30 client participants were recruited to participate in the online intervention, and 27 out of 30 in the face-to-face interventions. Due to a reduction in available face-to-face time slots toward the end of the project, and some staff demotivation, it may also be that some of the client

participants who were enrolled into the online delivery were not well suited to the delivery modality. It was evident in the transcripts that some client participants found the online environment challenging and, in some cases, de-personalising. Although not an initial design intention, the voices of these client participants became very important in the data analysis, since they contributed their perspectives to understanding the online experience. The implications of registering participants into the online intervention without verifying their interest/suitability for the delivery model are discussed within the sections presenting the findings (chapter 5) and discussion (chapter 7) of this thesis.

Recognising the complex web of relations in which I was engaged, I adopted Fine's (1992) perspective to reflexively position myself as a researcher that was "self-conscious, critical", and a participating analyst that was "engaged with but still distinct" (p. 220) from the research participants. As I reflect on my role in the field, I can see that my researcher identity encompassed multiple identities. My focus and approach shifted based on the different people, location and context with whom I was engaging (Lavis, 2010). Because of my varying roles, I needed to give direction, make corrections in procedures, provide coaching and encouragement, and create an environment that maintained motivation for the team who was engaging clients into the research. Through this process, I constantly felt myself to be on an ethical tight-rope between the ESC operations and the research activities. While these were not contrary or conflicting activities, the complexity of ensuring client participants were not compromised by delayed service or confused by the distinction of the research commitments, versus their commitments to engaging the ESC, was always present for me. I endeavoured to be transparent in my day-to-day interactions, which included clarifying if my communication was as the CEO or as a researcher. While I had no direct contact with the client participants who engaged in the career intervention, I had regular contact with the practitioner participants and other team members who contributed to the implementation of the research as we adapted to changing conditions in the field context. Based on my reflections and notes, I can see that I spent much of my time in the field striving to be self-aware of the political and social context around me while seeking "agency within self-awareness" (Rennie, 2004, p. 183). This helped me to make decisions and take actions that maintained the integrity of the research, while being responsive to the changes in the field such as staff resignations, low client flow, and changes in government policy that necessitated subtle changes in research

protocols to ensure clients and ESC service delivery were compliant with government requirements. An example of this was allowing client participants to undertake other job seeking activities, as deemed appropriate, while they also completed their research intervention.

To maintain my reflexivity and responsibility to the research and operations, I engaged in reflective activities that Morrow (2005) identifies as strategies for addressing “subjectivity and reflexivity in qualitative research” (p. 254). I was in regular contact with my co-investigator of the HOPE study regarding the implementation and delivery of the CERIC research project. Because this member was not co-located at the research sites, debriefing operational and research logistics with them heightened my awareness to field concerns and provided concrete reflections in, and on, my actions (Hill et al., 2005; Morrow, 2005; Schön, 1983). The case conferencing and supervision meetings with the practitioners effectively acted as a community of practice focused on critical and sustained discussions regarding practices and operational logistics. The reflective notes I took during and after these meetings further helped me to maintain awareness of both the operational and practical experiences of the practitioners (Maharaj, 2016; Phillippi, & Lauderdale, 2017).

I endeavoured to maintain a highly reflexive position in the field during data collection and as I analysed the data. I was aware that I brought my own expectations and biases (Hill et al., 2005) into the research project and I worked diligently to be aware of these and share them with the team. As discussed further in this chapter, engaging students to conduct the interviews with the participants and having the involvement of the HOPE co-investigator in the design of the overarching CERIC project were two key strategies that addressed any unintended bias from my close connection to the practitioner participants and my deep and prior engagement exploring online career practice.

3.3.5 Project Participants

When designing the overarching CERIC research project, sources were consulted to ensure the research design would represent an appropriate sample size for both studies. The research design targeted 30 potential client participants for each of the online and face-to-face intervention modalities. Cresswell (1998) identifies a range of 20-30 participants for grounded theory to achieve saturation, whilst Kuzel recommends 12-20 sources when “looking for disconfirming evidence” (1992, p. 41).

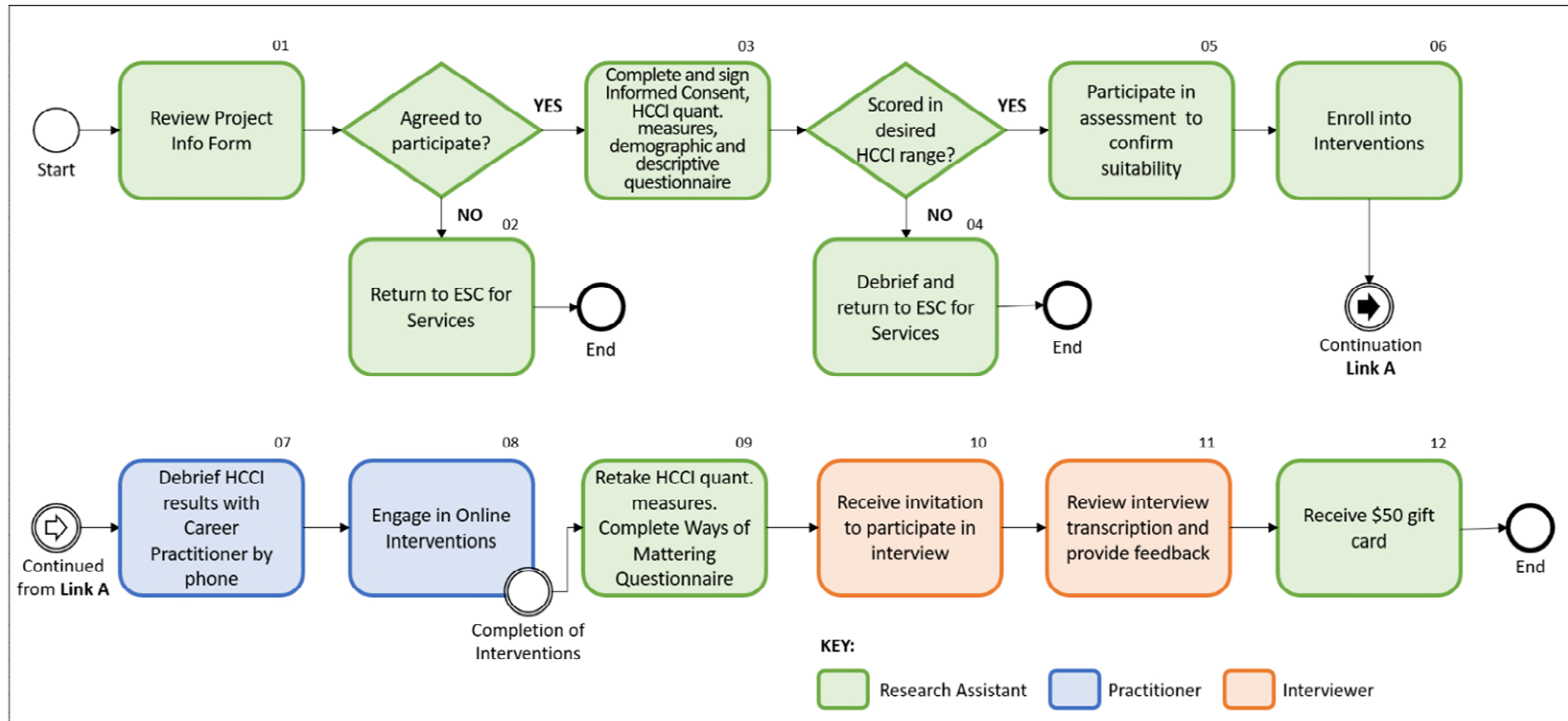
Hill, Thompson and Nutt Williams (1997) recommend 8-15 participants to have a large enough sample size to determine if the results apply to several people. Ultimately, 24 client participants were recruited into the online delivery. These 24 client participants, plus the two practitioner participants that facilitated the online interventions were part of my doctoral study. For this thesis, clients are referred to as client participants and the practitioner participants are referred to as practitioners, as this distinction in understanding voice and role is critical to the research results.

The sampling and recruiting process was designed for the overarching project to be shared between both research studies to ensure a smooth and consistent process for ESC staff and participants. Purposive sampling was used to recruit client participants and engage career practitioners. This allowed selection of participants “based on a specific purpose rather than randomly” (Taskakori, & Teddlie, 2003, p. 713). This method is suited to qualitative research as it allows the identification of real, “typical” (Miles, & Huberman, 1994, p. 34) clients motivated to access employment services. Given the aims of the HOPE study, the client participants were also selected based on low hope as measured by the Hope Centred Career Inventory (HCCI) prior to enrolling into the research project. The low hope recruiting criteria also benefited my doctoral study. My experience in the careers field suggests a bias to see the potential of online delivery as something for youth and/or highly motivated individuals. Working with a population of people seeking support and having low hope provided an opportunity to learn about the impact and experience of the online intervention with a client group that may be experiencing de-motivation in their return-to-work activities. With the radical change in practice due to COVID-19, the significance of this population participating in this study is even more relevant. Thus, purposive sampling enabled the HOPE study to focus on the construct of hope and allowed my doctoral research to explore this population’s experience in online career interventions.

3.3.5.1 Client Participants

Client participants were recruited from the ESCs. Careful thought was put into a recruitment process that would make engagement into the research projects clear and delineated, while ensuring alignment with the operating processes of the ESC. The engagement process illustrated below in Figure 3.1, was used as the pathway for clients into both research studies.

Figure 3.1 Client Participation Path



As potential client participants expressed interest in the research project, a research assistant reviewed the Project Information Form with individuals (see Appendix 2) and answered any questions potential client participants had about the research project. If they wished to participate, they completed and signed the Informed Consent Form (see Appendix 3), provided basic demographic and descriptive information, and completed the HCCI and other quantitative measures related to the HOPE study. The consent form informed client participants that their engagement in the research project would include participation in both research studies. Although the face-to-face client participant data were not used in my doctoral research, the timing of the consent form required this reference as it would be later in the process that the client participants would be assigned into the face-to-face or online interventions. Once the HCCI was completed the results were reviewed by the research assistant following the protocols I had developed and if the score was in the range for participation in the HOPE project (under 3.25 out of 5), the research assistant discussed the nature of the interventions and ensured that client participants were comfortable and able to engage in the project. Suitability for the online or face-to-face delivery methods was discussed and client participants were enrolled into one of the intervention methods. Client participants whose HCCI score was not within the participation range for the HOPE project were provided a debrief of their HCCI results and were encouraged to take their HCCI to the next meeting with their case manager in the ESC to review and discuss in the context of their return-to-work plans.

The intervention began with a telephone meeting between the client participant and their practitioner. This meeting allowed an opportunity to begin fostering a working relationship. This meeting included a debrief of the HCCI including a review of the client participant's HOPE competencies as reported on the HCCI. The intent of this conversation was to open up dialogue with the client participant and to explore if/how these competencies resonated for them; if they felt it was accurate and that exploration of how growing/increasing hope competencies could be beneficial in their return-to-work context. This was an opportunity to explore the value of participating in the intervention, for the practitioner to introduce how the intervention would unfold and to demonstrate how to log into the online intervention to increase their confidence with the technical system.

Following the initial telephone call, client participants and practitioners began engaging in the online platform. The average length of participation in the intervention

was 18 days with the range of engagement from 10 to 28 days. When client participants finished the intervention, they recompleted the quantitative measures related to the HOPE project and were invited to participate in an interview. Upon completion of the interview, client participants were offered the opportunity to review the transcription summaries for internal consistency. At completion of their engagement, client participants received a \$50 gift card to a multi-service store. Below, in Table 3.2, is a summary of the 24 client participants in my doctoral research, all listed with pseudonyms.

Table 3.2 Client Participants

No.	Name	Gender	Age Range	Ethnicity	Immigrant	Education	Length of time looking for work	Income Supports
1	Adelina	F	30-39	Hispanic/Latino	Yes	Completed a Bachelor's Degree	1 2 years	Active EI Claim
2	Calista	F	20-29	White	Yes	Completed a College Diploma/Certificate	Less than 3 months	None
3	Chuck	M	30-39	White	No	Graduated from High School	Less than 3 months	Active EI Claim
4	Charlotte	F	40-49	Black	Yes	Completed a Graduate Degree	6 months to 1 year	None
5	Dallas	F	20-29	White	No	Graduated from High School	Less than 3 months	None
6	Ike	M	40-49	White	No	Completed a College Diploma/Certificate	6 months to 1 year	None
7	Janine	F	50-59	White	No	Completed a Bachelor's Degree	1-2 years	Disability Supports
8	Juan	M	40-49	Hispanic/Latin	Yes	Completed a College Diploma/Certificate	6 months to 1 year	None
9	Jenna	F	30-39	White	No	Completed a College Diploma/Certificate	Less than 3 months	None
10	Julietta	F	60-69	White	No	Completed a College Diploma/Certificate	6 months to 1 year	Active EI Claim
11	Jason	M	30-39	Asian	No	Completed a College Diploma/Certificate	Less than 3 months	None
12	Karoline	F	20-29	Multiracial	No	Attended College/University; did not complete	Over 2 years	BC Employment Assistance
13	Lori	F	40-49	White	No	Completed a College Diploma/Certificate	3 months to 6 months	Disability Supports

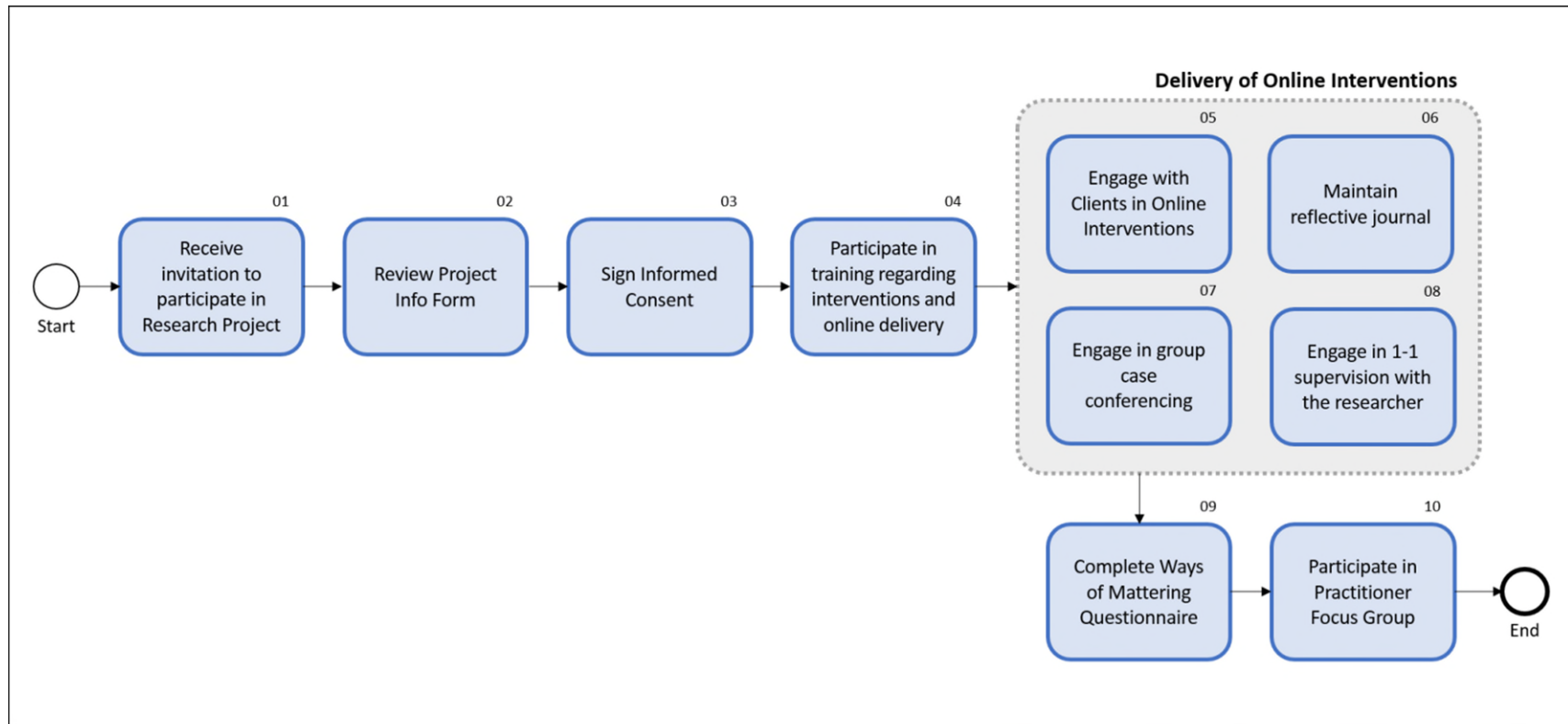
14	Lindsay	M	60-69	White	No	Attended College/University; did not complete	3 months to 6 months	Active EI Claim
15	Marla	F	40-49	White	No	Completed a College Diploma/Certificate	Less than 3 months	Disability Supports
16	Mandi	F	40-49	White	No	Completed a College Diploma/Certificate	Less than 3 months	None
17	Nazhin	M	30-39	Other	Yes	Completed a Bachelor's Degree	1 – 2 years	None
18	Naomi	F	40-49	White	No	Did not finish high school	3 months to 6 months	None
19	Pascal	M	50-59	White	Yes	Completed a College Diploma/Certificate	6 months to 1 year	None
20	Randal	M	30-39	White	No	Graduated from High School	Less than 3 months	Active EI Claim
21	Sherri	F	40-49	White	No	Completed a College Diploma/Certificate	Less than 3 months	Active EI Claim
22	Trish	F	50-59	White	No	Attended College/University; did not complete	Over 2 years	Disability Supports
23	Violet	F	30-39	Asian	Yes	Completed a Graduate Degree	1-2 years	Active EI Claim
24	Paul	M	40-49	White	No	Attended College/University; did not complete	6 months to 1 year	BC Employment Assistance

Client field research began in October 2015 and concluded in November 2016. Of the client participants in my doctoral study, 62.5% were female and 37.5% were male. The sample was well represented across age range and reflects the age breakdown of clients accessing services at the ESC as detailed in the confidential ESC operational reports. Ten client participants were between the ages of 20 and 39 years; nine between 40 and 49 years; and five between 50 and 69 years. While all online client participants were invited to participate in an interview, of the 23 completing the intervention only 15 engaged in the interview.

3.3.5.2 Practitioner Participants

When building the research design, I recognised the importance of having experienced online career practitioners to facilitate the intervention. This was important to ensure rich data would be generated; but more importantly working with experienced practitioners whose work I had evaluated in the past was another strategy to reduce harm to participants. I identified two practitioners with skills and experience to facilitate the online interventions. These practitioners were invited into the project because they had experience working in public employment services and had experience in face-to-face and online delivery. I invited the practitioners to consider their involvement in the project and they independently made the decision to participate. When they decided to join, they signed the Informed Consent Form for Practitioners (see Appendix 4) and participated in training with myself and the HOPE study co-investigator. This training focused on the Hope Centred Career Development model, the design of the interventions, and face-to-face and online career practice. My HOPE co-investigator provided the training on the HOPE model and I designed and provided the training on the design of the interventions and practice strategies. The practitioner participants worked part-time on the project and were paid for the time they devoted to the study. The flow of their work in the study is summarised below in Figure 3.2.

Figure 3.2 Practitioner Engagement Path



Beyond facilitating the interventions and providing insights to the practitioner experience, this opportunity provided the practitioners a chance to be part of, and contribute to, the research study. I recognize there could be potential for or perceptions of dual-role conflict with the practitioners as research participants reporting to me as an employer. To mitigate that potential, these practitioners were hired on contract to exclusively work in the research project with extensive onboarding to contextualise the research project and their roles as actors in the project. In this, I was supervising their research performance, not their operational performance. With the naturalistic and familiar setting of the research, the practitioners had valuable insights to contribute as we entered and sustained the time in the field. Previous research has identified how most counselling research is conducted by academicians rather than practitioners (Brown, 1988; Heppner, et al., 1987; McLeod, 2001). Given that my occupational identity is also as a practitioner, this allowed me an opportunity to bring both an academic and practical focus to this research. This process afforded valuable dialogue about the important role we can play as practitioners by engaging in praxis research with a goal of developing ourselves as practitioners and shaping the field (Kemmis, 2010). Through case conferencing and supervision, we discussed the process of applying critical reflection in, and on, their practice (Schön, 1983). The practitioner participants' investment in this process is evident in their reflective journals.

3.3.6 Data Collection Methods

The macro design for the overarching CERIC research project required careful consideration to ensure appropriate data collection methods were selected and sequenced to effectively inform the aims and questions of both my doctoral research and the HOPE study. The goal was to create a process that was seamless and consistent for client participants and practitioners, which allowed the collection of qualitative and quantitative data in a logical flow that supported each research study that was not onerous on the research participants.

Through my doctoral research, I wanted to explore the experience of online career guidance from both the client and practitioner perspective. When designing the research project, I considered what qualitative data could be collected and analysed using GTM to provide insight to my research questions. The HOPE study, however, was primarily concerned with quantitative questions related to baseline measures of HOPE and whether targeted interventions could increase HOPE centred competencies

and influence the actions of job seekers. Thus, the research design needed to have a structure that allowed for the collection of quantitative data to inform the HOPE aims in a manner that was consistent with previous HOPE research.

Table 3.3 Data Collection Methods by Type and Study

Data Collection Method	Study Purpose	Cresswell Category
Self-Report Pre-Post Inventories: Hope Centred Career Inventory (HCCI); the General Self-Efficacy Scale, Vocational Identity & the Career Engagement Scale	This data collection was to inform HOPE study research questions and is not integrated into the data analysis for my doctoral study. The HCCI was an important debrief and discussion tool to launch the interventions with clients; however comparative measures of the pre-post scores was not factored into my data analysis.	N/A Quantitative Data Collection for HOPE Study
Demographic & Descriptive Statistics Questionnaire	HOPE Study and Doctoral Study	Interviews & questionnaires
Practitioner Case Conferencing	Doctoral Study	Observation
Practitioner Reflective Journals	Doctoral Study	Documents
Career Interventions – collection of online dialogue between client and practitioner plus activities completed by Clients	Doctoral Study	Documents; Audio-visual material
Semi-Structured Interview with Participants of face-to-face intervention	HOPE Study	Interviews & questionnaires
Semi-Structured Interview with Participants of online intervention	Doctoral and HOPE Study	Interviews & questionnaires
Focus Group with Practitioners	HOPE Study and Doctoral Study	Interviews & questionnaires
Post Session Reflection using the Ways of Mattering Questionnaire	HOPE Study	Interviews & questionnaires
Researcher Field Notes	Doctoral Study	Documents

The research design allowed for the collection of data from multiple sources. Some data were used in both studies and others isolated in one of the studies. In my doctoral study, I considered how Cresswell (2007) organises qualitative research data into four categories of collection: observations, interviews, documents and audiovisuals. The data sources used in my doctoral study required methods for collection from each of these categories, which supported my ability to generate “thick descriptive data” (Guba, 1981, p. 86). Table 3.3 above summarises the data collection methods for the research project and their relevance to my doctoral study and the overarching project.

The section below describes in detail each data collection method used within my doctoral study.

3.3.6.1 Demographic and Descriptive Information

Client participants enrolled in the overarching research project providing demographic and descriptive data that were relevant to both studies. The demographic data collected included: age, gender, racial background, education attainment, length of time looking for work and income support. These data were used to provide context for the data analysis of the online exchanges and to describe the composition of the sample population.

3.3.6.2 Career Intervention

The primary instrument, for my doctoral research, was an online career intervention that provided a space for participants to explore content and connect with their career practitioner over a two to four week period. Five modules were developed to create an intervention focused on increasing client participants’ career competencies. The interventions were adapted from previous work written by Amundson (2009; 2017). I led the conceptual re-development of this material into an online intervention. To do so, the priority for this process was to fully articulate the face-to-face interventions to provide practitioners a detailed guide and structure for understanding the approach to practice. A summary of these interventions are available in Appendix 5. Following this documentation process, I worked with each intervention to consider how it could be best conveyed in an online space. This involved considering different learning processes that could be utilised to capture the essence of the exercise in content, application activities and interactions between a client participant and their practitioner in the online space.

It is relevant to acknowledge that the design of the intervention occurred before interactive video took a more prominent place in personal and professional communication, due to the pandemic. At the time of design, numerous client participants in this study did not have access to their own computer or consistent, stable internet. This was explored with them when choosing to join the online intervention, recognizing for some this meant participating through the use of public computers at the Employment Centre. This mirrored their experience accessing other online services they needed to interact with in their lives. At the time of design, a range of publishing and communication technologies were integrated to create career learning modules that leveraged differing learning processes.

One example to illustrate the design process that bridged the essence of a face-to-face delivery to a technology-enabled experience can be found in the “Walking the Problem” module. In face-to-face delivery, a career practitioner would set the stage for the intervention (as described in the guide, Appendix 5) and would invite a client to physically stand up and walk across the room as a physical activity to gain perspective on their challenges. When translating this activity into an online intervention, I used a video visualisation to convey the experience of perspective. Following that, a series of reflective questions were posed to the client and space created to dialogue with the practitioner. The video for this module can be viewed (<https://mixtmode.com/learning-products/>) and Appendix 6 shows the preliminary content clients would have reviewed before the video with Appendix 7 including the reflective questions within the module.

The purpose of the intervention was to provide clients with the opportunity to develop competencies that would increase their understanding and hopefulness related to their career situation to conceive of actions to move forward. These competencies included: hope, self-reflection, self-clarity, visioning, goal setting and planning. The design of the online interventions was influenced by three main perspectives. Firstly, the interventions included numerous critical career intervention components, as described by Brown et al. (2003). These include: self-report inventories, written exercises, individualised feedback, support building, counsellor support, cognitive restructuring, values clarification, decision-making models, anxiety reduction and attention to decreasing barriers. Secondly, a strong working alliance between clients and practitioners is recognised as an important component of both face-to-face (Horvath, & Luborsky, 1993; Martin, Garske, & Davis, 2000; Meara, & Patton, 1994) and online counselling (Cook, & Doyle, 2002; Leibert, Archer Jr., Munson, & York,

2006) relationships. When considering the development of this relationship in an online space, Lehman and Conceicao's (2010) design factors for increasing online presence is a helpful model for constructing online career interventions that "fosters a sense of human touch and presence" (Bimrose, et al., 2015, p. 9). Lehman and Conceicao's (2010) consider aspects of content focus, the learning experience format, interactive strategies, the role of the facilitator, technology being used and support being provided in their model. Thirdly, based on my own field experience, the overarching design considered the integration of content, personal application activities and guidance interactions with the practitioner (Goddard, 2010). In addition to providing a constructivist structure to the learning design, this approach integrates cognitive processing with narrative meaning making. Client participants were asked to learn a new concept and ultimately make meaning of it for themselves by writing out their thoughts and feelings from the past as they considered what they wished for and wanted in the present point in life (Turner, 1986).

The first activity client participants and practitioners engaged in was a telephone call to debrief the results of their HCCI and discuss the HOPE centred career model. Through the call, context was set for the structure of the interventions, an introduction to the online site was provided and how the online communication process would occur between the client participant and practitioner was reviewed. At the end of the call, client participants were then emailed access instructions into the online platform to participate in their interventions.

Client participants began each intervention by reading, watching or listening to materials presenting the main concept of the intervention. Following that, they were presented with application activities that helped them consider, think more deeply, and begin to apply the concept to their own career and employment situation. In the case of one activity, Circle of Strength, the client participant and practitioner connected through a WebCT meeting and shared a whiteboard to co-create a strength story together. As the client participants moved forward in their activities they engaged with their practitioner in the form of a-synchronous threaded dialogue and phone meetings.

Client participants were initially enrolled in the intervention for fifteen days. Practitioners were given flexibility to assess the pace and effect of the intervention individually with each client participant and could negotiate an extension, not to exceed a months' enrollment in the intervention, when required. Eleven of the 24 client participants required an extension. The data collected through the interventions

included screen captures of the individual activities that client participants completed and the dialogue between client participants and practitioners. These data provided an opportunity to witness and analyse the guidance relationship, to read the client's stories and narratives about themselves, and to read the practitioner responses.

3.3.6.3 Practitioner Learning Journal

Both online practitioners participating in my doctoral research maintained a reflective learning journal throughout the research process. For the purposes of confidentiality, pseudonyms have been used. The completion of this journal was documented in their informed consent and they each understood that I would be reading and analysing their journals as part of my doctoral research study. These journals were not shared with any other members of the research team.

There were no structural stipulations placed on the practitioners regarding the form and flow their journals should take. However, the learning dimensions for assessing technology supported learning environments by Chang et al. (2015) were a suggested starting point as a lens to encourage them to reflect on their professional practice experience from a multi-dimensional perspective. These learning dimensions include: technical considerations; content relevance and applicability; cognitive and metacognitive engagement; social relationships and affective responses. Interestingly, the practitioners each took different approaches to the structure of their journals. One practitioner, Lori, captured her insights as themes and her journal was 2,239 words. The other practitioner, Mary, recorded her reflections after working with each client participant and her journal was 5,776 words. These journals both provided deep insight into the experience the practitioners had delivering the intervention. These insights are woven into the study's findings (chapter 5 and 6).

3.3.6.4 Case Conferencing & Supervision

I worked closely along-side the online practitioners conducting case conferencing sessions and providing individual supervision sessions and I maintained field notes throughout. The frequency of the meetings decreased as the practitioners became more familiar with the interventions and practice approach. Ultimately, I feel this was an area for which I could have exercised more diligence. As the field time extended, I did not create as many formal opportunities for exchange due to the practitioners expressing higher degrees of confidence and my supervision of their online practice concurred that they were both displaying very high competence. More

time together may have afforded me greater insights into the identity development of the practitioners as online facilitators within the research study (Bimrose et al., 2019). However, the time that was spent together was critical in the formation of my understandings regarding the practitioner experience.

3.3.6.5 Enhanced Critical Incident Interviews – Client Participants

Interviews were central to the design of both my doctoral study and the HOPE study. Although only 10 online interviews were included in the HOPE study, the goal for my doctoral study was to increase the interview sample size. All 24 client participants engaging in the online intervention were invited to an interview and 17 participated. While efforts were made to engage all client participants, issues of willingness, work schedules, and physical location impacted the participation rate.

As described above, the interviews were conducted by nine postgraduate students from a local university. Integrating student interviewers assisted in managing the workload of the interviews that occurred in two locations that were a significant distance apart. The workload management was important because the interviews needed to be conducted at a time convenient for the client participants and in my role as CEO, I would have had difficulty accommodating that schedule. The student interviewers also provided integrity to the research projects as they acted from the perspective of a neutral interviewer, with less bias and assumptions about the experience of online practice. Through this the students were able to learn about and participate in the process conducting research and were compensated for their time.

The students were provided training on conducting the interviews by myself and the HOPE co-investigator. I developed an interview guide (see Appendix 8) and the interview protocols. The guide focused on the *how's* and *what's* of the lived social experience (Fontana, & Frey, 2005), ensuring consistency in the approach taken and data gathered. The interview framework was developed based on the Enhanced Critical Incident Technique (ECIT). The ECIT offered a framework that fitted with both studies' research questions. The focus of my research questions was on the experience and perceived effectiveness of the online career interventions, together with the factors that contributed to that perception, compared with the HOPE project being interested in helpful and hindering factors related to increasing HOPE competencies. Consequently, the ECIT interview approach provided a flexible structure for the interviewer. ECIT explores "effective and ineffective ways of doing something" through "helping and

hindering factors, collecting functional or behavioural descriptions of events or problems, examining success and failure and determining characteristics that are critical to important aspects of an activity or event” (Butterfield, et al., 2005 p. 476). This reflects Charmaz’s (2014) qualities of intensive interviews by providing an open-ended yet directed, shaped, emergent, paced and unrestricted space in which the client participants and student interviewers could engage. The ECIT builds on Flanagan’s (1954) Critical Incident Technique by adding credibility and trustworthiness checks, as well as adopting processes for a post-modern research context. (Butterfield, et al., 2009).

Although the ECIT provided the structure for the interview framework, training was also provided in types of questions that could be used in conversation with participants to uncover rich participant perspectives. This training aligned to Patton’s (1990) description of interview questions that explore behaviours, opinions/values, feelings, knowledge, and sensory encounters. The student interviewers were also trained and guided in interview protocols to the standards expected in qualitative research. They were provided with a script at the beginning of the interview to ensure that important protocols were shared with client participants. These protocols included: ensuring client participants were voluntarily participating in the interview without any sense of coercion; ensuring that they knew the information they shared in their interview would remain confidential, only being shared between the student interviewer and the two researchers; ensuring client participants knew that the interview would be recorded, transcribed verbatim, then summarised into a thematic document, which would be sent to client participants to invite an accuracy check.

As part of the training, the student interviewers worked in pairs to role play and practice asking and forming the interview questions; utilising the interview guide provided. Through this piloting process I was able to fine-tune the interview guide to make aspects clearer for the interviewers. The interview process was piloted during the first three interviews. A different student interviewer was assigned to each of the three participants. On completion of these interviews, I debriefed the experience with each student interviewer. I listened to the recordings to evaluate their approach and strategy. A follow-up meeting was held where I provided feedback to the three student interviewers to help increase the depth of information being collected. Following this meeting, feedback was generalised and shared with all the other interviewers to reinforce and clarify aspects of their training and nuances of approach that were

observed in the initial interviews. While the student interviewers made noticeable effort to avoid jargon in their interviews, which was a key aspect reviewed in their training, as counsellor trainees themselves, there was a tendency for them to follow the client participant into discussions about their personal career concerns that deterred from the discussion about the intervention experience. Below is a specific example of how I addressed my feedback on this topic:

'While it can be tempting to want to know more about the clients you are interviewing, please try to keep your probing and clarifications to the context and information the client provides. For example, if a client is referring to ways the activities helped her address anxiety from the past. You might ask: "**Are there specific areas of anxiety it helped you address?**" rather than asking a broader question such as "**What caused your anxiety in the past?**" Remember that the interview needs to help us understand the client's experience of the intervention and the relationship they had with their facilitator and what about the intervention helped/hindered their career thoughts and actions.'

(Researcher feedback to interviewers, Jan. 4, 2016)

Throughout this pilot process, it was evident that the interviewers did not naturally probe for specific examples regarding practitioner actions and behaviours. This could have been because they were more intrinsically and naturally interested in the client participant's personal story, over the relationship the client participant had with the practitioner? I framed my feedback in this way:

'When the clients talk about their facilitator's behaviours or attributes (positive or negative), it is a great opportunity to probe for more specific actions. For example...if a client says "I found my facilitator really helpful and nice". Some probing questions might be:

- What did helpful look like?
- How did helpful feel?
- When did you really notice her helpfulness?
- What did she do that made you feel more able to...?'

(Researcher feedback to interviewers, Jan. 4, 2016)

Client participants often reported specific experiences from the intervention that changed them. Sometimes the interviewers were not following the thread that would enable greater understanding of that change. Providing feedback on this was important to ensure the interviews achieved thick descriptions. Below is additional feedback I provided the interviewers that included a small piece of transcription followed by my feedback:

Transcription:

Client: Yeah, they provoked new questions and they worded them in a way that was relevant, in a way that I can come up withwhat's the word?

Interviewer: Idea? Solution? Or?

Client: Ideas and solution in a way that I could form in my own words, because they did it like a metaphor style

Interviewer: yes

Client: so I really like that, because I like to write a lot of poetry and stuff...it helped with the blocks, or the rocks in the water, climbing the mountain, so it helped me just look at things in a different way

Interviewer: and did it get you writing poetry again

Feedback:

Because we are interested in how metaphors help or hinder the clients experience and development within the intervention, it might have been useful to follow the client a bit more on his perception of how metaphors/visuals helped the client look at things a different way. An example of this is:

"Given your experience with poetry, it sounds like this metaphoric approach connected with you. When you say it helped you look at things in a different way, what were some of the things that you looked at differently [...] In what way do you see these differently now?"

As much as possible, we want to understand what and how specific aspects of the intervention and their work with the practitioner opened up the client's willingness and ability to become reflective on their own situation and begin to make change (in thoughts, actions, feelings) and what aspects may have closed them down or have hindered their development.'

(Researcher feedback to interviewers, Jan. 4, 2016)

Noticeable improvements were found in subsequent interviews. Having students conduct the interviews did present an unanticipated challenge. One student interviewer presented a notable, negative bias for online practice. When analysing the interviews, I marked my observations of bias on the transcriptions and forwarded to my HOPE co-investigator to review, to ensure my positive bias toward online service was not impacting my perceptions. The co-investigator confirmed the interview bias. Subsequently, we had some discussions with the interviewer, but we were nearing the end of the project and the bias did not substantially improve. This did not appear to impact the data analysis, probably because it was the range of experiences that coalesced to help identify factors of design and practice that enabled productive engagement and experience in on the online intervention.

The average length of the interviews was 52 minutes. The interviews were recorded on a voice recorder and then transcribed by the student interviewer. After the transcriptions were completed, the data on the voice recorded was deleted. For the HOPE study, the interviews were summarised into themes. The HOPE study used only these thematic summaries for the face-to-face and online clients as its source of qualitative data. As discussed above, these thematic summaries were shared back with client participants for accuracy. The full transcripts of the online client participant interviews formed one of the significant data sources for my doctoral study. The method for analysing these data is presented in the next chapter of the thesis.

3.3.6.6 Focus Group – Practitioner Participants

I conducted a focus group with the practitioners to provide an opportunity for them to interact and discuss their intervention delivery experience together (Morgan, 1988). The focus group included the two online practitioner participants, the two face-to-face HOPE practitioners and the student interviewers. The first half of the focus group allowed the practitioners to share their experience, learnings and questions from the project. The second half of the focus group was a dialogue between the practitioners and the student interviewers, which allowed for rich discussion and sharing unique client experiences at different states of contact. The focus group lasted nearly four hours. It was recorded and transcribed along with the notes I made on the flip chart while listening to the discussion. This focus group data was analysed by me at the same time I analysed the interviews and coded using the same approach as described in the next section.

3.4 Ensuring Quality in Qualitative Research

3.4.1 Introduction

The interpretive nature of qualitative research requires that the researcher attends to not only the research procedures but one's own assumptions, contributions and biases throughout the research process and signposts this during and after the research to continue to problematise the research and not fall into conclusions based on preferences over the emergent data. Further, this research study involved the delivery of a career intervention, so ethical practices needed to be extended from the approved ethical review to applying practice-based ethical considerations in the delivery of the intervention. Below the ethical considerations are summarised and reflections on building trustworthiness into the study are discussed.

3.4.2 Ethical Considerations

There were three components of ethical practice that were carefully considered and attended to throughout the research. These comprised: the ethics guiding the research study itself; the ethical approach to career guidance practice during the administration of the intervention; and the consideration of ethical factors when practicing online.

Ethical approval was mandatory and obtained from the Institute of Employment Research (Warwick) to conduct my doctoral research. Because of the complexity of research design with two research projects happening in parallel, the complexity of researcher roles and potential power imbalances were discussed and explored in the ethical review process before the project began. As described above, Robson's questionable practices provided a guide on which to reflect, to ensure all ethical risks were identified and considered. An important consideration in this research study was respecting client participants' rights and ensuring the decision to participate in the research project would in no way affect the government services they were receiving from the ESC. Confidentiality was carefully attended to through the storage of information, the use of pseudonyms for publication and the use of an encrypted server to store data.

The research involved real time career practice with the client participants receiving services from experienced and qualified career practitioners. Care was applied in the design of the intervention to factor in ethical considerations from the Canadian Standards and Guidelines for Career Development Practitioners. This

included ensuring that: the knowledge, skills and competencies of the practitioners were appropriate for the scope and format of delivery; the principles of integrity, honesty, confidentiality and informed consent were present in the practitioner-client relationship; and that the professional relationships between practitioners and me as their supervisor were supportive, helpful and inclusive. Beyond professional supervision, I ensured that all administrative and technical support they needed was provided.

The ethical risks when delivering guidance interventions online have been extensively documented in the literature, as summarised in the literature review (chapter 2). Ethical considerations that were integrated in the establishment of the online intervention included: ensuring that the technology was fit for purpose; that data in transit was encrypted, stored on a secure server; and that participants were informed of the security standards. (Bloom, 1998; Sampson, 2002; Saunders, 2007). The materials I created for the intervention were adapted from high quality, published materials that met the intended service context and were presented in a pleasing and easy-to-navigate interface (Boer, 2001, Osborn, et al., 2014; Sampson, 2002; Sampson et al., 2020). An intake and assessment regarding the viability of online delivery was conducted up front with participants, which included informed consent, with varying levels of support provided throughout the intervention, based on participant need (Osborn, et al., 2011; Vuorinen et al., 2011). Client participants accessing public computers were provided additional guidance regarding logging off to ensure their information remained confidential (Sampson, & Bloom, 2001; Sampson et al., 1997).

Throughout the research, ethical practice was central point of reflection and consideration. It was essential to ensure that the ethical standards of research were adhered to in accordance with the ethical approval granted. And it was critically important that the provision of career intervention services over the Internet and using information and communication technologies held to the highest ethical standards considered and documented in related literature.

3.4.3 Trustworthiness

The quality and trustworthiness of qualitative research can be evaluated based on researcher reflexivity, sufficiency of, and immersion in, the data and thorough interpretation and presentation of the data (Morrow, 2005). Guba (1981) designed qualitative constructs to parallel trustworthiness constructs in quantitative research;

these include the research having credibility, transferability, dependability and conformity. Below is a summary of how I strived to address and make worthy the quality of this study.

Lincoln and Guba (2000) indicate that the core issue of credibility is internal consistency. This is addressed in my study through my prolonged time in the field, the debriefing of experience with others while in the field, the efforts undertaken to remain reflexive throughout the project, inviting participants to review transcript summaries for accuracy, and “thick descriptions” (Geertz, 1983) that allow others to evaluate the contextual relevance of the study to other times, people and spaces. Patton (1990) indicated that the meaningfulness of qualitative data is informed less by sample size and more by “information-richness of the cases selected and the observational / analytical ability of the researcher” (p. 185). The range of data sources (interviews, counselling and activity records, reflective journals, focus group and supervision records) in this study collected from different groups at different times reflects my efforts to achieve “adequate variety” (Morrow, & Smith, 2000) in the evidence.

The goal of transferability is to present “sufficient information about the self (the researcher as instrument) and the research context, processes, participants and researcher-participant relationships to allow the reader to decide how the findings may transfer” (Morrow, 2005, p. 252). As described earlier, I have been transparent regarding my interest in this research subject and the analytical framework I adopted. I am aware that my own subjectivity impacts the lens through which I imagine and interpret the research questions, design, and data analysis; and throughout my research I have endeavoured to be mindful and explicit in my own self-monitoring and have communicated that within my analysis (Peshkin, 1988). The research setting and context of the participant sampling has been described to ensure that others will understand the social environment where the research was undertaken. When describing the data analysis, I endeavoured to provide detail that would allow others to consider the relevance and applicability to their own contexts, recognising that the degree to which this research is transferable is the degree to which others can understand and make use of it.

Dependability addresses issues of consistency within the conduct of the research, making the process “explicit and repeatable as much as possible” (Morrow, 2005 p. 252). This chapter has detailed the research process that was followed and implemented for this project. The online intervention is archived and could, conceivably,

be used again to replicate this study. However, even if replicable, it would stand to reason that a different researcher would make different meaning of the data generated by different participants. Given that the genesis of the fieldwork began in 2015, it is also conceivable that selected participants' relationships with technology will have changed as technology has progressed, and there is improved internet access and speed over the period during which this doctoral thesis was completed. The stages of the research process and coding process were shared and discussed with my supervisors to provide transparent sightlines into the codes and the process of making meaning.

Focusing on trustworthiness rather than truth when considering a qualitative study recognises the research is constructed from a social world through "discourse and action, through praxis" (Mishler, 1990, p. 240). Efforts have been made throughout this thesis to demonstrate the reflexivity and pre-conceptions I brought to this study as the researcher. My goal is to share the constructivist concepts, models and theories through the context with which they were created, to allow the reader to consider the viability, quality and adequacy of the research conducted (Von Glaserfeld, 1995).

3.4.4 Conclusion

The research methodology presented in this chapter accounts for the selection of a qualitative research paradigm, reasons why grounded theory was determined as a suitable method to explore the research questions and how the constructivist epistemology aligned with the study intentions. The research procedures have been summarised to demonstrate each step in the research process and to provide confidence that results of the research reflect a solid interpretation and application of the data selected in this location, with this intervention at this moment in time. As a qualitative research study, there are no aims to claim generalisability, but through the detailed account it is hoped that the readers of this study may be confident to consider the emergent theory and consider if, and how, aspects of this research could be beneficial to explore and understand other online practice experiences. To close, this quote resonates for me as a qualitative researcher and guided my commitment to this process: 'Qualitative inquiry is anything but a soft option – it demands rigor, precision, systematicity and careful attention to detail' (Richards, 2003, p. 6).

Chapter 4. Data Analysis & Theory Building

4.1 Introduction

This chapter describes the data analysis process and concludes with a presentation of the grounded theory that emerged from the data analysis. As described in chapter 3, this research study produced numerous data sets which included: the textual online exchanges between client participants and practitioners; interviews with client participants upon intervention completion; a focus group with the practitioners; and a learning journal that was maintained by practitioners as the intervention was in delivery. Consistent with constructivist grounded theory approach, data were analysed and interpreted utilising a comparative, interactive and iterative process. This involved initial and focused coding, the creation, comparison and analysis of categories and the integration of conceptual categories into a theoretical framework (Cresswell, 2013).

4.2 Organising and Preparing the Data

Multiple sources of data were collected through this research study. To contain, code and analyse the research data, I chose to use NVIVO, a qualitative research software that offered the necessary organisation and analysis tools. To use NVIVO to its fullest capacity, I uploaded all the research data into the software. This included: transcribed client participant interviews, screenshots taken from the learning management software that included the complete counselling exchanges for each client participant, practitioner learning journals, and practitioner focus group transcripts and notes I captured on a flip chart during the focus group. My initial instinct was to use old school highlighter markers to code my data on paper; upon encouragement from my supervisor I decided to learn and embrace NVIVO to expand my research skills. This decision proved invaluable when I needed to take an unexpected leave during my data analysis. Had my analysis been pen and paper, I many never have been able to recall my thinking. I appreciate learning NVIVO and advancing my knowledge and skills to use tools that support the integrity of the qualitative research process.

4.3 Reflexivity

My reflective orientation to the research design and my experience as a researcher in the field were described in the previous methodology chapter. This reflexivity contributed to, and through, data collection and analysis as I captured

reflections that would help me enter this interactive analytic space (Charmaz, 2014). In addition, this reflexivity reinforced and helped me maintain the mindset of a constructivist qualitative researcher as an engaged participant seeking to construct an interpretive theory from data (Charmaz, 2014). Below, I describe activities that bridged me from the field to data analysis and the role that memo writing played throughout the analytic process.

4.3.1 Journal: Field Research

Although it is customary to engage in a concurrent process of data collection and analysis within grounded theory (Charmaz, 2006), the nature of the online intervention and collecting the exchanges between practitioners and clients did not allow for this approach. Because it was a stand-alone intervention, embedded in broader service delivery, it was not feasible to code initial practice exchanges with the assumption that we would in any way amend the intervention based on the data collected. Instead, when we entered the field, I provided supervision and case conferencing supports to the online practitioners. This included reviewing practice experiences, concerns and questions, and early on that involved reviewing their online exchanges. While the supervisions did not produce a data set, it allowed me early access to the counselling exchange data set. While engaging in this process I maintained a field research journal to capture perspectives and insights that helped me make sense of the data for the coding and interpretation process.

4.3.2 Pilot Process: Post-Intervention Interviews

As described in the previous chapter, I guided the process of students conducting the client participant interviews post-intervention. The interview pilot process allowed me the opportunity to provide feedback based on the student's approach within the interview and to provide clarification on where further themes should be explored to ensure the collection of rich data (Charmaz, 2014).

4.3.3 Memo Writing: Data Analysis

Throughout the data analysis process, I wrote memos to capture my observations and reflections. The memos were captured in NVIVO where I was able to link my observations and thoughts to specific data. Aligned with Charmaz's (2014) approach to memo-writing, my initial coding memos were the space that allowed me to capture small, early insights and questions about the data as I questioned what

processes were at play and under what conditions the process developed. As the codes and data grew, I started to look more closely for the consequences of the processes, how the processes may be experienced similarly or differently, and what happened when certain processes were or were not present for client participants. My memos are filled with small observations that enabled me to stay close to the data. An example of this is a memo titled “Generating Examples and Telling Stories”. This memo is referenced to sixteen examples in the practitioner/client exchanges and the memo reads:

‘Participants sharing the power of telling their story and having it witnessed, engaged with, and expanded upon. Its helping participants find skills and strengths they hadn’t seen. Witnessing occurs from the practitioners’ feedback and comments and from times when practitioners quote the clients writing back to them to encourage to relook and reexamine deeper meaning in the text.’

Once the initial, open coding was complete, the memos provided space to make sense of the categorising process. As I looked for what the codes implied to find commonalities to create categories, a memo supported the documentation process of making sense of testing the cohesiveness of a category. It was within the memos that I was able to link my data with existing literature (both that in my literature review and related concepts in education technology and online counselling) to triangulate and make sense of the relationship between my career intervention data and other related research. The ability to link my memos and coded data within NVIVO significantly contributed to the creation of categories.

Through this process I have come to grow a deep appreciation for memos. When I needed to step away from writing my thesis for two years, I relied heavily on the memos to guide me back into the researcher mindset and to recall the journey of theory-creation I had undertaken.

4.4 Coding

Coding consists of labelling segments of data with words that summarise the content. Following a grounded theory approach, open coding was undertaken to explore what was living in in the data. Strauss and Corbin (1990, p. 101) define open coding as “the analytic process through which concepts are identified and discovered”. By coding, the researcher looks for patterns that inform when, how, and with what outcomes participants are acting (Corbin & Strauss, 2007). I adopted Charmaz’s (2014)

code for coding to remain open, stay close to the data, keep codes simple and precise, compare data with data, move quickly through the data.

Given the rich and thick data that were collected from various sources that needed to be understood independently and within context of each other, my first significant data analysis task was deciding the most effective order to approach the coding. My initial coding began with the client participant interviews to become familiar with the data and to identify codes that reflected processes and actions related to the research questions. This enabled me to begin understanding what design elements of the intervention impacted engagement and perceived effectiveness; how client practitioner relationships formed and functioned; and how the usability of the technology impacted the experience.

The coding followed traditional constant comparison that involved analysing each transcript, identifying, and extracting codes. Each time a new code emerged, earlier coded transcripts were reviewed to determine if the new code may have been present but not identified in the first review. The coding process involved a constant process of reviewing previously coded interviews, sampling and analysing data to ensure no new codes or concepts emerged from the data. This process of coding was followed when coding the client participant interviews and the counselling exchanges ensuring data saturation.

Interview coding generated 205 initial codes that ranged from one word to short phrases in keeping with Charmaz's (2014) guidance to use simple codes. Two examples of single word coding examples are distractions and metaphors. Distractions reflected occurrences in client participants lives that distracted them from engaging in the intervention. Below is an example of a quote that was coded as distraction:

'I found that I really had to think. Well, for me, I really wanted to think and give it my 100% concentration. There was a few days when my kids were home sick and I just found that distracting'. (Jenna)

Metaphors reflected client participants comments related to the impact (positive and negative) of using metaphors within the intervention as a design and learning strategy. An example of data coded as metaphor is this quote by Adalina:

'I remember the images. I remember looking at them a few times because it was a metaphor. I looked at them to think about questions in the programme and to think about conflict in my life. I think the metaphors were great and really helped

me. The water image helped me think about toxic relationships and conflict and it helped me think about things differently.'

Some of the concepts that emerged in the coding were captured by phrases. An example of this is help client see new aspects of self. This emerged as a concept when client participants explicitly commented in interviews that they experienced practitioners helping them understand new things about themselves. Another example of this is reusability of materials which emerged when client participants spoke specifically about the value of being able to reuse the career learning materials they were exposed to throughout the intervention at future career-crossroads.

After coding the interviews, I turned to coding the counselling exchanges. When approaching this coding, I chose to re-read each counselling interview and then code the corresponding counselling exchange. As I coded the counselling exchanges, many items fell into the codes already identified from the interviews, however some new concepts emerged that served to further clarify concepts captured from the client participant interviews. One example would be the concept of quoting client's words back to facilitate learning. Through the interview analysis, codes emerged related to feeling heard and understood. By looking at the coded interviews in context with the counselling exchange, I was able to recognise that in many cases when client participants recognised feeling heard by their practitioner, it was because the practitioner had in their exchanges quoted the client participant's words back to them. The coding of the actual counselling exchanges, after coding the interviews, ultimately served two purposes. It illuminated, and made more apparent through practice, concepts that client participants had shared in their interviews; this increased the number of initial codes by 16. Reading and rereading the counselling exchanges in the context of the interviews also helped to validate the interview data coding by looking for concurrence or differentiation, I then coded the practitioner learning journals and focus group transcripts. The codes of these data sets aligned to all previous codes. Coding these data sets did not generate new codes; however, this analysis supported an expanded understanding of the client participant process. Within the tradition of GTM this indicated that data saturation had been achieved. I had achieved theoretical saturation (Morse, 2004) wherein no new data codes were emerging and the linkages between concepts were solidified. This was my indication to move from initial coding to thematic analysis. Ultimately, the initial incident coding produced 221 discrete indications of experiences occurring in the online intervention (205 from the interviews

and 16 from the counselling exchanges). This coding structure facilitated the goal of isolating specific components of the data to look for implicit meanings and tacit assumptions (Charmaz, 2006).

The second, focused phase of coding enabled the synthesis, analysis and conceptualisation of the initial coding into larger categories of data (Charmaz, 2014). This involved constant comparison and contrasting of the data throughout the analysis by comparing: initial codes to initial codes; initial codes to categories; and categories to categories (Hood, 2007). What became very valuable was looking closely into the exceptions in the data. While most client participants followed a similar path of engagement in the intervention (to differing depths), some did not; they fell outside the plotline and characteristic experience (McPherson, & Horne, 2006). Looking deeper into and analysing the outlying client participants' experiences in relation to the data codes that were emerging as helpful, provided an internal validity test in the data. It allowed me to confirm whether or not the experiences were present in these client participant experiences. Invariably, it became evident that when key activities and processes were not fostered from the beginning or broke down mid-process, the level of client participant engagement dropped off. This analysis process proved invaluable in this second phase of coding to help shape and identify the predominant codes.

Memos were used extensively throughout this process to capture observations and insight as I moved into, through and out of the data in a recursive process. The data were ultimately organised into 37 categories that emerged from frequencies and patterns (Miles, & Huberman, 1994) that represented the experiences of participants as they engaged in the online intervention.

4.5 Conceptualising the Data & Creating a Theoretical Model

One of the defining characteristics of GTM is the research emphasis to move beyond description of conceptual categories toward the integration of the categories into a theoretical framework (Cresswell, 2013). Charmaz (2014) uses the metaphor of coding being the bones of an analysis and through the conceptualising process the researcher assembles the data into a working skeleton through imaginative engagement with the data rather than strict adherence to a methodological process. Throughout this process I remained open to theoretical possibilities in the data in relation to the research questions (Glasser, 1978).

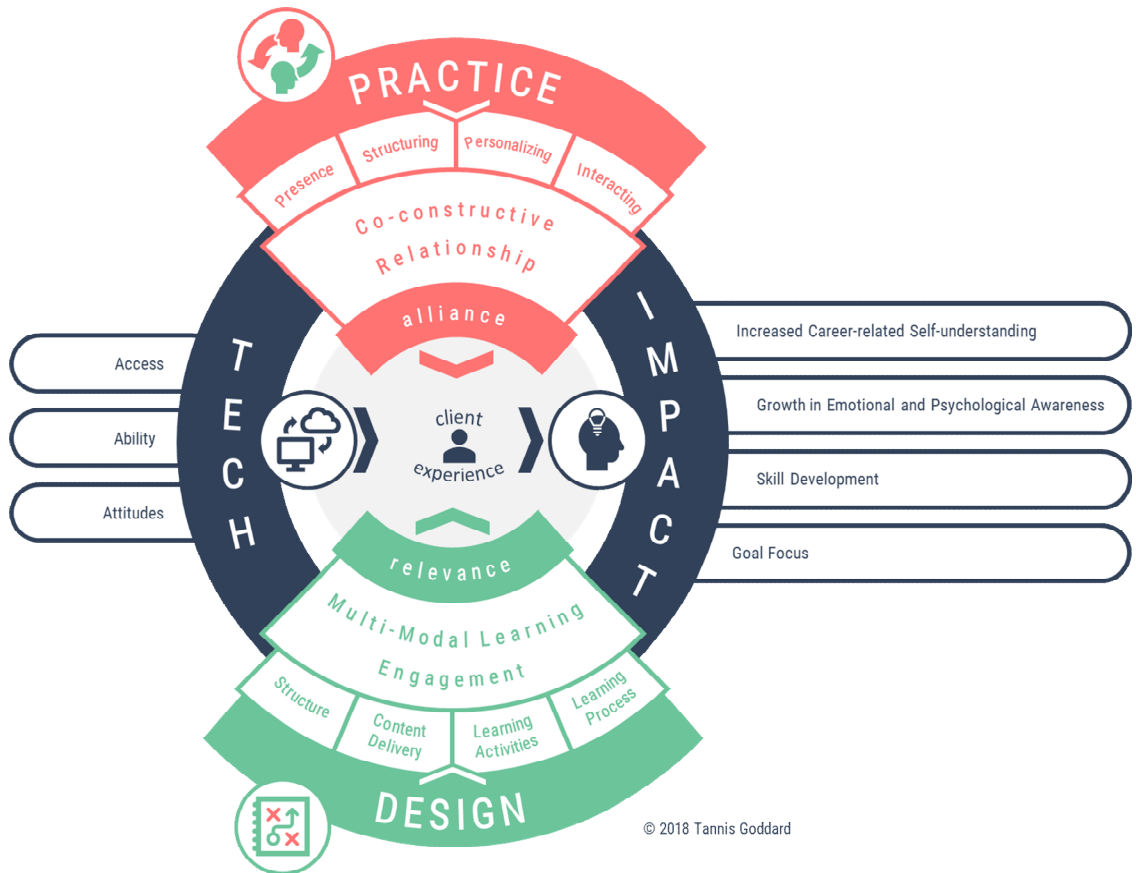
Working with the 37 categories and research memos, I engaged in a combined approach of creating theoretical codes to increase coherence of the data while also sketching hand-drawn models with each adjustment to the theoretical codes as my pathway of moving through and between focusing on the data and the abstract conceptualising of them (Bryant, & Charmaz, 2007). I stayed grounded in the question 'what is happening here' as I conceptualised the data. My research questions were seeking to uncover the experiential lived-reality of client participants engaging in the online intervention, with a keen focus on practice engagement and design encounters. I consciously attended to the requirements of being theoretically sensitive in relation to the emergence of my data and in the creation of abstract conceptual ideas and drawing theoretical insights (Bryant, & Charmaz, 2007). Throughout this process I would regularly return to literature in the careers field and in parallel related fields of educational technology and online counselling to guide the clustering of ideas into reasonable interpretations. This process was at times slow and at times frenzied as new concepts revealed themselves and I began to see how the data clustered around my research inquiry.

To bring the analysis and theorising together I moved to a process of creating electronic mind maps where I could integrate the process of sketching visuals and linking data to conceptualise models to represent the data. Through this process I used software features to establish theoretical links between categories and between their properties. At this point of the analysis I was satisfied that I had achieved theoretical saturation, feeling confident about owning the emergent conceptualisation as my theory.

The research questions driving this study were focused on understanding how the learning design and practice relationship within an online career intervention impacted the experience and perceived effectiveness of the intervention. Questions were not designed to look for strengths or deficits or cause and effect. Rather, they were designed to explore and understand what is / is not happening and what hinders / supports the experience for clients. The rich contributions of client participants and practitioners produced data that enabled the construction of a theoretical model that could provide insights for designing and delivering online career learning interventions (see figure 4.1). This is a small, limited qualitative study; however, the emergent model integrates both previous research and new data generated through my research. Consequently, while not generalisable, my findings have provided a model that has the

potential to offer insights, even a measure of transferability and/or applicability, across a range of online career interventions.

Figure 4.1 The Relational Intra-action Model of Online Career Learning



Based on the data, this theoretical model recognises the importance of relationships and engagement. When developing the model from the data, Barad’s (2007) concept of intra-action continued to circulate around my thinking. Barad argues that agency emerges through relationships; it understands agency not as an inherent possession of an individual to be exercised but understands it as a phenomenon that emerges through a dynamism of forces (Barad, 2007). Barad (2007) argues that “agency is about response-ability, about the possibilities of mutual response, which is not to deny, but to attend to power imbalances” (See Barad Interview <https://quod.lib.umich.edu/o/ohp/11515701.0001.001/1:4.3/--new-materialism-interviews-cartographies?rqn=div2;view=fulltext>). Through this lens, reality is not “built by things-in-themselves or things-behind-phenomena, but of things-in-phenomena” (Barad, 2007, p. 198). This perspective reflects what I heard practitioners and client participants describing about the intervention experience and interplay between the

forces of design and practice. The data did not privilege the practitioner/client relationship or design engagement over the other. It revealed that both aspects of online career interventions were forces that impacted the client participant experience. This was a pivotal finding that provided insight in the design and delivery of online interventions. It suggested to me that for practice to have the chance to be effective, the intervention first needs a pedagogically sound intervention design that is relevant and fit for purpose. Equally, a sound design without principled, intentional practice interactions that foster the development of a strong relationship would leave the client with nothing more than an interactive website. Thus, to truly leverage the opportunity of interactive online career interventions, design and practice need to be considered in tandem to reach intended career learning outcomes.

Client participants and practitioners within the intervention demonstrated engagement in an intra-active process. No two pathways and experiences were the same. Both types of participants materialised and co-constructed through their unique encounters and relationships. They engaged with the online intervention based on their perceptions of relevance. Relevance was also impacted by the relationship client participants had with their practitioner. When a strong working alliance was formed, practitioners were more likely to encourage a pathway through the intervention that made sense for client participants that was not controlled by the designed pathway. This reflects the well established knowledge of the importance of the working alliance in counselling relationships (Bordin, 1979; Greenson, 1967 & Rogers 1951, 1957). The fluidity of combining synchronous and a-synchronous learning options allowed the relational intra-action to form and emerge in unique patterns, suited to individual client participant's needs. As Barad (2007) identifies, changing the response model can attend to and shift power dynamics. Thus, it will be argued from the data that this model of online career learning intervention shifts the power relationship to provide greater control to the client participant with the supportive input of the practitioner.

4.5.1 The Relational Intra-action Model of Online Career Learning: An explanatory overview

While it was evident that the intra-action between client participants and practitioners, and between client participants and their encounter with the design of the intervention, varied, this was based on the dynamism of forces acting within specific contexts. The theoretical model emerging from the data identifies factors and conditions

that impact the client participant experience and may suggest conditions that can enable productive intra-actions that support client participants to address their career learning needs, resulting in positive impact outcomes. The research also indicated that when these factors are not favourably experienced by client participants, for a variety of reasons, the intervention may fail to be productive and not result in a meaningful impact. These findings are explored in more depth in chapter 6.

4.5.1.1 Design

Two core principles emerged from the data that act as anchors for design and practice in this online career intervention. In the case of design, relevance emerged as a core principle. Client participants needed to see the usefulness of the activities in which they were participating. Even though the intervention was designed to be applicable across client career concern needs, those client participants who did not feel that the intervention was relevant to their situation did not engage to the same level as others. Three considerations emerged that impacted the degree of relevance experienced by the client participant and practitioner participants. These were:

1. How aligned the intervention purpose and goals were to the client participant's perceived development needs and goals;
2. Personal circumstances, such as family distractions, learning/physical abilities and motivation impacted full engagement;
3. Suitability for online learning (such as writing and communication skills; comfort using computer; ability to plan and use time effectively).

In addition to the core principle of relevance as a significant force impacting client participant experience, four main design factors emerged from the data that represent considerations for designing effective interventions. These factors are structure, content delivery, learning activities and learning process. The definition of these factors and the impact on client participant experience are fully discussed in chapter 5 on the design findings. This component of the theoretical model has been identified as *Multi-Modal Learning Engagement*.

4.5.1.2 Practice

In the case of practice, the core principle of developing a strong working alliance was central to the relationship. The more that client participants felt seen and heard, that they had a genuine relationship with their practitioner, the greater the engagement

in the relationship. If the client participant did not perceive a strong working alliance, efforts by the practitioner were not easily realised and experienced by the client. The following factors influenced the development of a working alliance:

1. Acknowledgement, encouragement, and being thought of by the practitioners;
2. Immediacy of practitioner response;
3. Demonstration of practitioner's genuine curiosity, emotion, and being personable and easy to engage with;
4. Matching language and writing in a manner appropriate for the client participant;
5. Perceived helpfulness of practitioner inputs; and
6. Depth and speed of disclosure by client participants, enabling a targeted focus on presenting needs and concerns.

In addition to the core principle of working alliance as significant force impacting client experience, four main practice strategies emerged from the data that represent considerations for designing effective interventions. These strategies are creating presence; structuring the experience; personalising the career learning; and interacting. The definition of these factors and the impact on client participant experience are fully discussed in practice findings (chapter 6). This component of the theoretical model has been identified as Co-Constructive Relationship.

4.5.1.3 Technical Considerations & Learning Outcomes

The model also represents the technical considerations that impacted the career learning experience. Two primary components emerged related to technical impact, specifically, internet access and usability factors. For some client participants, stable and reliable internet access limited their ability to fully engage in the intervention. This is an important reminder that assumptions about universal broadband access cannot be made when considering the delivery of online career interventions. Usability factors that client participants encountered are summarised below:

- Quality of public computers for those who did not have their own computer or internet access;
- Confusion that practitioners could leave comments to client participants in two different locations in the platform; and
- Uncertainty when downloading a third-party web-meeting software to use alongside the platform;
- The technical strengths that client participants identified included:

- Simple easy to navigate interface;
- Ease of use with everything in one location; and
- Practitioners providing helpful technical support when needed.

The intervention was designed to increase hope levels and the ability for client participants to address their career concerns. The intervention did not articulate or expect specific outcomes. It was an exploratory model to learn what elements of the intervention impacted client participants. Through the research, client participants were able to identify ways in which the intervention impacted their situation. These key themes are summarised below:

- Increased career related self-understanding
- Growth in emotional and psychological awareness
- Skill development; and
- Greater goal focus

4.5.2 Expanding the Theoretical Model

The components of the Relational Intra-action Model of Online Career Learning described above emerged over a lengthy period of intense work conceptualising the data into a theory. I had the unexpected experience of needing to step away from my doctorate for two years due to a personal tragedy. When returning to my data I was grateful for the mechanisms of grounded theory and that my pathway through the data was evident to me, my supervisors and in my theoretical model. As Charmaz (2014) discusses, the discovery and development of grounded theory extends past the initial conceptualising and theorising process, it extends into the writing process where we gain further insights, create more ideas, see clearer connections and implications about the data as we find ways to articulate the theory in writing.

As I returned to my data and theory, I began with a critical examination of my categories. Initially this was to re-familiarise myself with my data and through this process I was able to identify new level of sub-categories I had not recognised in my earlier analysis. These additional design and practice factors are summarised below in Table 4.1.

Table 4.1 Design & Practice Factors

Design	Practice
---------------	-----------------

<p>Structure</p> <ul style="list-style-type: none"> ▪ Intake Process ▪ Flow & Pacing 	<p>Creating Presence</p> <ul style="list-style-type: none"> ▪ Visibility ▪ Responding ▪ Ongoing Contact
<p>Content Delivery</p> <ul style="list-style-type: none"> ▪ Metaphors ▪ Pictures & Images ▪ Visual Cues ▪ Mixed Media 	<p>Structuring the Experience</p> <ul style="list-style-type: none"> ▪ Contracting ▪ Clarifying & Breaking Things Down ▪ Summarising Discussions
<p>Learning Activities</p> <ul style="list-style-type: none"> ▪ Story Telling ▪ Writing ▪ Generating Personal Examples ▪ Video Visualisation 	<p>Personalising the Career Learning</p> <ul style="list-style-type: none"> ▪ Choosing Effective Communication Modalities ▪ Detailed Practitioner Responses ▪ Sharing Relevant Resources
<p>Learning Processes</p> <ul style="list-style-type: none"> ▪ Reflecting & Thinking ▪ Constructing Meaning from Past Experiences ▪ Revisiting Learning 	<p>Interacting</p> <ul style="list-style-type: none"> ▪ Active Listening ▪ Sharing Observations ▪ Elaborating on Client Thinking ▪ Weaving & Threading

When taking a fresh look at the data, I was able to further group the data into specific behaviours and processes that provide more tactical information regarding the how and what of the categories. For example, the theoretical model initially acknowledged the importance of presence and while there were coded data behind that concept a more thorough pass through the data organised it into the three factors of visibility, responding and ongoing contact. As I reexamined all the categories I was able to identify the core factors that supported the execution of the category concept. These factors are fully discussed in the findings chapter of this thesis (chapters 5 and 6). I believe this depth and level of detail offers a far more practical guide for considering the development and delivery of online career intervention. As I have been writing up my thesis, I have had the opportunity to present this model to the field at conferences and at webinars and have received feedback of its resonance and usefulness. Findings (chapters 5 and 6) and discussion (chapter 7) provide evidence and details on the data relationship to the model presented here.

4.6 Conclusion

The data analysis was a journey through my client participants' and practitioner's experiences. I was honoured and so grateful for the depth of information they shared. This research analysis emerged from the words they shared in reflection and in practice through their online interactions. This process challenged me to allow previous knowledge I had generated about the online career learning space to guide me while listening and analysing anew. As the data analysis emerged and mingled with previous perspectives, I was able to sit with the data in a deeply meaningful way. As I slowly allowed the data to speak to me and I actively worked with the codes and themes, a theoretical model for developing and delivering online career interventions emerged.

The Relational Intra-action model for online career learning offers a model, and principles, to consider when designing and facilitating online career learning. The data reveal that when these elements and factors were present with smooth technical use that client participants found the intervention engaging, useful and impactful. When these elements and factors were not present for client participants and technology challenges presented, the value of the intervention and its impact was seen as substantially lower by client participants. Although all clients participated in the exact same intervention, with the same practitioners, different experiences occurred. Exploring what facilitated and what limited the experience for the client participants may provide insights for future online interventions. Moving forward, the next three chapters of this thesis (5, 6 and 7) present how the data came to inform this theoretical perspective.

Chapter 5. Design Findings

5.1 Introduction

Building from the introduction to the Relational Intra-action Model of Online Career Learning in chapter 4, this chapter presents the data that informed the model formation with focus on client participant perspectives to highlight the findings. As discussed, the model recognises the inextricable link between design and practice for online career interventions. For practice to have the opportunity to flourish, a pedagogically sound intervention design is critical to guide the inter-action between participant and practitioner, and for this design to be fit for purpose (Bimrose et al., 2015). While this may seem to be an obvious statement, in that all learning should begin with a sound pedagogical design, my experience in career development suggests this is not well understood in field operations when developing interventions.

A cornerstone of the model is that the intervention design needs to be perceived as relevant by the client participant. Relevance (or lack of it) could be recognised and located in three constructs: alignment with intervention purpose and goals; suitability for online learning; and personal circumstances that interfered. Any lack of engagement that client participants may have experienced could be traced back to at least one of these constructs. This is an important finding as it can offer guidance for key considerations to explore in an intake process to increase the likelihood of online career interventions being an effective delivery medium for clients in the future.

Four key factors emerged from the data that help to provide shape and understanding to the design impacts of multi-modal career learning. These include: structure, content delivery, learning activities, and learning processes. First, structure refers to the design factors that guide client participants and practitioners through the intervention in forward movement. The intake process and the flow and pacing of the intervention emerged as the two main pedagogical considerations that influence the experience of moving through the intervention. Second, content delivery refers to the design decisions for displaying and presenting the information client participants need to interact with to increase their knowledge and self-understanding. Based on the design of this intervention, a further four key content delivery themes emerged as factors to consider in the design model. These include the use of metaphors, pictures and images, visual cues, and mixed media. Third, learning activities represent specific activities that client participants engaged in to apply the intervention content to

themselves. These included: storytelling, writing, generating personal examples and engaging in video visualisation. The fourth and final key factor that emerged as a pedagogical consideration was learning processes, which included reflecting and thinking, constructing meaning from past experiences and revisiting learning.

This chapter, through the words of client participants, illuminates how these multimodal pedagogical factors emerged from client participants, based on their experiences participating in the intervention. Following this chapter, a detailed review of the practice findings is presented in chapter 6. The design and practice findings are discussed in parallel, related to practice implications and existing research in the discussion (chapter 7).

5.2 Relevance of Intervention Design

Client participants identified how the relevance of the intervention to self-perceived career development needs was central to the design impact; the cornerstone of the design of the intervention. In this context, relevance is being defined as the extent to which something is related, or useful, to what is happening. The data revealed that when a client participant did not identify the intervention as relevant, they were unlikely to experience other aspects of the design as effective. Three key themes emerged for understanding how client participants experienced the relevance of the intervention:

- Alignment of the intervention purpose and career learning needs;
- Personal motivation and life circumstances that impacted focus; and
- Suitability for online learning.

5.2.1 Alignment of Intervention Purpose and Goals

The intention of the intervention was to guide client participants through a series of creative and flexible activities to increase their career hopefulness and by doing so, help the participant gain a clearer sense of what was driving their career needs to prepare for an active job search. As discussed in chapter 3, section 3.3.5.2, unemployed client participants were recruited from government funded Employment Service Centres. Some who were selected into the project seemed to have pressing needs that made the intent of the intervention seem esoteric and impractical. This included, for example, urgency to find employment and navigating through the governmental disability application processes. For these client participants, the design

seemed 'a little bit simplistic...like it was for career counselling, not looking for a job' (Janine). Client participants who saw the intervention as relevant indicated that intervention activities helped them 'see things from a different perspective' (Marla) and, through reflection, helped them identify new actions to take in their job search going forward. Like any career intervention, the purpose of the intervention needs to align with participant need. In instances where client participants felt a sense of urgency to obtain employment immediately, the reflective nature of the career intervention and the focus on hopefulness was more challenging to engage in. These client participants were at a stage of needing tactical job search support. They experienced misalignment with the intervention and the design of the programme did not resonate with them.

5.2.2 Suitability for Online Learning

Beyond the alignment of the career intervention's purpose, comfort and suitability with online learning impacted perceived relevance of the intervention. Specific factors that some client participants identified as negatively impacting their experience included: comfort using a computer; writing and communication skills; and the ability to plan and use time effectively.

There were two distinct aspects regarding client participants' relationships with technology. The first was their digital literacy skills and confidence operating technology. Some had very low computer skills and found challenges with simple tasks, such as managing multiple windows or finding minimised apps in the system tray. Some noted that being walked through technical processes by their practitioners on the telephone reduced anxiety and enabled greater confidence. The client participants who embraced their discomfort and worked through the programme also reported improved confidence in using technology. However, those who had limited access to technology, lacked necessary digital skills and/or held a negative attitude toward the potential of using technology as a communication method reported frustration with attempting to participate in a career intervention online.

The second aspect of a client participants' relationship with technology was their own assumptions about what was possible in an online experience. Some had sufficient technical skills, though resisted the idea that a relationship could form online and did not feel that asynchronous written communication technologies fostered connection. One client participant was able to recognise the value and effort her practitioner made to connect with her, but in the end identified she 'couldn't stand

talking to machines' (Mandi). This relates to the notion of trusting the process. Client participants who felt the process was highly relevant often discussed the importance of trust, both trust that that process would work and trust in their practitioner. One revealed this by saying 'I appreciated the result of the process. I could see – oh, it works for me' (Adalina).

Another factor that impacted suitability for online learning was client participant motivation. This also relates to the concept of purpose. When the purpose of the intervention was more evident, client participants had greater motivation. However, even some who recognised the value and purpose of the intervention, faced some challenges related to motivation. A number of client participants noted the important roles that practitioner inputs and encouragement played in motivating their engagement. Adalina described it this way: 'Mary [practitioner] was very detailed in her responses, she really took a look at my answers and I could see she was interested in what I was doing. And so that encouraged me to participate as well.' These detailed responses appear to encourage Adaline to reflect deeper and in turn her responses about her own reflections continued to increase in detail. This may also point to the impact of communication matching; whereby the response approach by a practitioner may be modeled by a client participant.

Although access to computers, electronic devices and broadband Internet continue to increase, some client participants still had obstacles to overcome. These included unstable internet access, no personal computer and lack of web-cameras. Without basic tools in place or a secure public area to access these resources, the suitability of online learning is greatly diminished.

5.2.3 Personal Circumstances Impacted Engagement

Circumstances that impacted a client participant's ability to focus on the intervention influenced the perceived relevance and usefulness of the intervention. For those who needed to focus on family/household demands, it was difficult to experience the value other client participants attributed to online delivery, such as the time flexibility and ease to work on the intervention when and how it made sense. Those client participants who were feeling overwhelmed from other pressures found the intervention just one more pressure to engage. Whereas, some found the experience of completing the intervention at home over an extended period conducive to their learning as Sherri describes below:

'I mean, online, you're in your pyjamas, in your comfort zone so you can be a little more honest whereas I think, if you're accessing it from the Center here, you would have the room for an hour and you might not have enough thought process if you were doing it here, but to do it at home, you could come back to it type of thing, and you know, you could kind of think about it some more.'

(Sherri)

Personal factors related to learning and/or physical abilities also impacted perceptions of relevance. Some client participants spoke about specific learning challenges that made focusing and writing challenging, others shared tensions from a cultural perspective and some shared physical limitations that made sitting and reading uncomfortable. In all of these instances, engagement with the intervention was less than other client participants experienced. For those with limited or decreased engagement, the intervention was less relevant. The design of the intervention required client participants to actively and consistently engage and apply the learning from their reflection and dialogue with the practitioner to gain perspective of their career concern. For those who had less consistent engagement, it appears that it was difficult to go deep enough to experience resonance with the intervention.

In some situations, discussions between the practitioner and a client participant enabled opportunities to support a client participant's engagement in the intervention to make it relevant. This included exploring ways to make the learning more directly applicable to their perceived needs, supporting them to create a schedule that worked in their lives and exploring the potential of a time extension for completion. Client participants who recognised the value of the intervention to their specific career learning needs were more eager to invest in this process.

Adelina describes how she resolved home management pressures by opting to go into the employment center, to work on her intervention in a structured manner:

'I have a computer at home, but I felt I could focus here. The problem I have is my son and I always have things to do at home. Cleaning or cooking or something else. I am always multitasking, so if I do it at home I'll want to do something while I am doing it. So, I can come here and forget about everything else and just focus on this.'

Adult learning has long recognised the importance of aligning learning goals and learner needs to increase learning relevance (Knowles, 1984). Within this study's emerging theoretical model, the importance of relevance is anchored as the core and

first consideration for design. While one can argue that all career interventions need to be relevant and aligned to a client’s needs, when considering delivery through online channels, it becomes critically important as the distance and a-synchronous features of delivery can make it more challenging to detect if the intervention is meeting their career learning needs.

5.3 Design Factors

As discussed in the methodology chapter (chapter 3), the intervention in this study was purpose built, embodying constructivist learning and practice principles with the intention to learn what design elements were seen as significant for the study client participants. As indicated above, the emergent data illuminated four main design factors with sub-categories as summarised below in Table 5.1.

Table 5.1 Design Factors

Design Factors	Sub-categories
Structure	Intake Process Flow and Pacing
Content Delivery	Metaphors Pictures and Images Visual Cues Mixed Media
Learning Activities	Story Telling Writing Generating Personal Examples Video Visualisation
Learning Processes	Reflecting and Thinking Constructing Meaning from Past Experiences Revisiting Learning

5.3.1 Structure

Structure reflects the design components that facilitate access into and through the completion of the career learning intervention. Within this concept of structure, client participants identified themes related to the intake process and the flow and pacing of their engagement.

5.3.1.1 Intake Process

Related to the discussion about relevance above (section 5.2), the data reflects the importance of client participants fully understanding the intent of the programme and feeling a degree of alignment with the intervention goals. Client participants who had a better understanding coming into the intervention, through the intake processes, demonstrated greater engagement within the intervention. With different research assistants exploring and assigning client participants into the online intervention, there appears to have been differences in the thoroughness of the intake process, with some client participants not fully understanding the intent and purpose of the interventions prior to enrolling in the program. This finding provides important lessons for the application to practice of the model. The data indicate that the intake process also provided an opportunity to present an overview of the intervention design and anticipated engagement process. This included reviewing the learning goals, establishing timelines, preferred methods of communication, and learning more about the client participants' intended participation strategy. Charlotte describes the value of connecting with her practitioner through the intake process this way:

'The other part that worked well was meeting with the facilitator online early, like immediately, and getting a very good idea of how it was going to work out and what the process was going to be so having that clear explanation helped a lot.'

This signposting was recognised by many client participants when they reflected on the start of the intervention. In addition, the intake process was the first opportunity for a client participant and practitioner to meet and begin to establish their working alliance. The working alliance, as discussed in the literature review, is a foundational component of effective career practice which includes forming a bond, establishing goals and agreeing upon the mutual activities that will support participants to achieve their goals (Bordin, 1979). Within an online intervention, it is similarly necessary to create opportunities to foster this engagement and initial intake offered at the start of this formation. A client participant summarised her experience of the intake like this:

'It was during the initial intake, when I had met with Mary [practitioner] for us to learn more about each other and the program. And when she had asked me to describe more of who I am, that's where I noted she was interested in learning who am I as a person, as an employee, and how do I see things.' (Violet)

The intake process established a flow for the work together and client participants recognised value in knowing, all the way through the intervention, when the next point of interaction and engagement with the practitioner would be.

5.3.1.2 Flow and Pacing

The intervention, or programme, was designed with five modules to be completed sequentially. Each module followed a consistent design which involved the presentation of information through visuals and text, an application activity for client participants to complete, a reflection question to guide them through deeper thinking and engagement in text, and/or on the telephone, or through video meeting with their practitioner. The modules were seen as easy to follow and that they guided participants through the flow of the intervention. One participant, Adalina, described it this way:

‘It just flowed in a way that made a lot of sense. I could see it was a good methodology because the questions guided writing the anecdotes. The stories, those were awesome, cause I could write, I could think about many stories and that helped me re-gain my confidence.’

Within the context of this study, having a transparent and repetitive flow to the intervention design seemed to ease client participants through the learning and provide comfort in knowing what was expected.

A challenge that client participants identified in the design, was that the scope of work appeared deeper and more time consuming than the initial two weeks that were allocated for participation. A number of client participants shared a feeling of being rushed or not able to complete in the two weeks, expressing concerns that they may miss out of the valuable exchanges and insights from their practitioner as the end date was looming. Sometimes this was due to competing priorities; but more often it was related to a client participant’s desire to deeply reflect on the material over time. This was exemplified by Karoline:

‘Sometimes – it comes into the time limit – because I need to give it my best. I wanted to give it my best, and to give it my best, sometimes I needed longer to actually think about my answers. I could take up to a week to think about the answer to one question, because I wanted it to be the most, truest, real answer. Like I could write down what you want to hear, but that’s not really what’s going on for me.’

The practitioners were empowered to extend access to client participants that needed it; however, given that more than two out of three of the client participants required an extension, it points to the importance of accurate time commitment investments when designing interventions and having flexibility to set time frames at the beginning of an intervention that are reasonable within a client participant's context. While some did feel able to request an extension, for others the pressure to try to complete the intervention within the two-week period brought unnecessary pressure and anxiety.

Many client participants valued the flexibility the online intervention provided to complete the process on their own time schedule, knowing there was still a support system with the practitioner and accountability. For instance, Charlotte noted the appeal of this flexibility expressing:

'I liked the online process and that's primarily because I do enjoy working online on the internet using technology to do a number of things. The process also worked for me because it's allowed me to do it at my own time and at my own pace. So, overall I think that was very positive.'

As discussed earlier in the relevance section, those client participants who did not see alignment between the intervention goals and their career development needs found the flexibility unproductive.

The decisions made regarding the structure of an online intervention need to be considered from many perspectives. Most significantly, it emerged that creating flexibility within the structural design was important to enable client participants to personalise and tailor the experience to meet their needs and life context.

5.3.2 Content Delivery

The content focus of the intervention was Hope based career development interventions adapted from Amundson (2003). When designing the content, decisions were made to approach it from a visual and creative perspective with a desire to invite client participants to think about their career challenges and opportunities in new ways. Through the interviews, client participants provided insight to how they perceived the content design.

5.3.2.1 Metaphors

Metaphors were used to present thoughts and evoke responses to career learning topics. Most client participants found the use of metaphors effective for accessing reflective thinking. They described how it allowed them to tap into their creative sides and enabled them to reconsider their situations from new perspectives that they had not seen before. A number of client participants described how they had been able to experience this creativity, for instance:

'The first one actually was one that I found interesting in terms of setting a base for where I was at - the whole river activity with the flow of the river asking where you would be. For me that was sort of an interesting thing to look at because in my mind I thought I was in a different place. But when I thought about, when I went through that exercise, I realised where I was gathering strength and evaluating what I have already done to move to the next step. So that realisation made me even more interested to do the rest of it and it made me realise where I was at so in terms of reviewing what I needed to do moving forward.' (Charlotte)

'I liked the metaphors of the water running and the way it was set up. It showed me how strong and resilient I actually am, cause I've had a lot of difficulties and challenges, and it's been so difficult. Being in that metaphor helped me see how resilient I actually am. And it also helped me just be objective in creating things that will help my resilience, like being able to bounce back and float on the water.' (Marla)

'Through this course I have realised that I can see a top to my mountain. It has seemed clouded or fogged for a long time and I've been stuck at one point on the mountain.' (Randal)

These client participant experiences illustrate how creative thinking was effective in helping them reflect on their career position, career journey and importantly the skills gained on their career journey. While most of the client participants found the metaphors to be helpful and effective; a few were unable to resonate with the metaphors, finding them "childlike", "simplistic" and "flowery". Again, this points to the importance of ensuring that client participants are appropriately informed about the details of the intervention and that the online intervention aligns with their development goals and learning approach.

5.3.2.2 Pictures and Images

Pictures, graphics and images accompanied the metaphors and were seen as another way to communicate information. When analysing the client participant interview data, it was striking to read the many references to the impact of images and visuals and how this approach enabled client participants to reflect on and articulate their situations differently. The use of images also seemed to support their engagement, as the visuals guided from them one topic to the next. Below are two examples of how client participants related to, and used, the visuals to make sense of their current situations:

‘The water image helped me to just to imagine my feelings as they were in that picture. I remember what I felt - I just recognise the difficult part and it just made me feel more relaxed and hopeful in the process. I remember looking at some of them a few times just because I could look at them to think about the questions and conflict in my life. I think the metaphors were great, I could think about toxic relationships and conflict with that metaphor, with that image. So, they, they worked for me, all the visuals.’ (Adalina)

‘I felt that I was in the steady water, floating along. When I first lost my job I was in a complete state of chaos, but then I felt like I was just floating along. That imagery and wording helped put it into perspective more. I felt that I could relate to what was being asked of me, using those words and imagery.’ (Jenna)

No client participants identified any concerns with the use of pictures and images in the intervention, unlike the metaphors that a small number of client participants questioned, as discussed above.

5.3.2.3 Visual Cues

The intervention was designed with visual cues to help client participants navigate the learning space. This included colour-coding like activities, icons for specific module components and consistent layout of materials. Client participants found these cues to be helpful and provide confidence in navigating the system. Even those who did not find the content of the intervention relevant, found the overall layout of the learning space easy to navigate. The goal was to minimise potential technical confusion to allow client participants to easily understand the activities and be able to apply reflective exercises to themselves. There was no feedback that indicated the

visual cues as a distraction or adverse to client participants. Below Lori summarises her experience of navigating the technology:

'I'm a visual learner so, for me, it helps a lot more than just reading something. The whole program, all the graphics and the colour coded lay out was nicely presented. I find it so much easier and to absorb things when it is laid out like that, than a whole bunch of writing. So, for me, the programme was ideal.'

5.3.2.4 Mixed Media

A theme that came through the interviews with client participants was the value in mixed media. It seems that mixing media had two significant benefits. One, it allowed the practitioners to tailor the delivery based on the technical access and preferences of the client participant. In some instances, client participants preferred the telephone over writing messages or gravitated to the interactivity of a web meeting. While all client participants used a combination of technologies and media within the intervention, enabling client participant influence seems to have been a key engagement factor. Two, blending the learning with visuals, different web-based activities and videos allowed the client participants to consume the information quite quickly; likely faster than if the intervention had been predominately text-based. Marla described this experience:

'I liked the pictures and the flow and that it got to the point and it wasn't super, super long, good analogies, good pictures, good variety.' Similarly, Jenna said: 'I found that that whole way they set it up with the wording and the pictures and graphics were really good and helped at bringing things out and using your thoughts. It flowed really nicely'.

The interview data indicate that careful consideration regarding the selection, development and layout of content are important considerations when developing online career learning content. While the specific informational content selected will differ based on the user groups and career learning goals, creating an effective blend of mixed media is an important consideration in the development of online career interventions. The likely power-points and worksheets that organisations may utilise for face-to-face delivery will require reconceiving into different digital formats to engage client participants and sustain their attention throughout the intervention. The findings in this study also suggest that bridging creative presentation within content delivery supports client participants in their own critical reflection.

5.3.3 Learning Activities

The intervention was intentionally designed to provide a variety of learning activities that would enable client participants an opportunity to use and explore different learning strategies. Four significant activities were identified and discussed by client participants in their interviews, including: storytelling, writing, generating examples in activities and video-visualisations. These learning activities provided different learning experiences to enable client participants to identify, reflect on and make-meaning of their career learning needs. These activities reflect a post-modern view of career development that recognises the importance of narrative and creative methods to evoke agency and self-understanding.

5.3.3.1 Story Telling

Many activities in the intervention asked client participants to recall a past experience and reflect on specific aspects of the experience to guide them in greater career self-understanding. Although the words “story telling” were not in the intervention content, this is the language many client participants used to describe their experience. Not only did this language emerge from their interviews, the responses they wrote in the online intervention had many narrative qualities. The stories client participants described included events and settings that they linked in sequence across time. As the dialogue continued, client participants returned to the stories to extract new meaning and in some cases, began the process of reauthoring and reinterpreting their experience with new perspective to support their career development journey.

The telling of multiple personal stories appeared to help client participants gain a deeper understanding of themselves and their ability to describe aspects of their identity in newly articulated ways. Some client participants’ descriptions indicate that this process provided a transformational learning experience; an experience that reflects a “process of making a new or revised interpretation of the meaning of an experience” (Mezirow, 1990, p.1). One client participant, Pascal, emulates the transformational experience as he discusses his experience of writing and reflecting on his stories throughout the intervention:

‘Yeah, what I liked was writing the stories. Picking multiple stories is not easy to do. And so, to do that, and then to pull from those key elements about myself, for me was highly beneficial because it gives that heightened awareness of the skillset and positive things that one has. And as you write the stories you know

some of them were good stories and some of them were hard stories and they're my stories. There is a lot more thought that goes around what you write and so you take all of that and you're processing so much information. Again, that's where it was for me so much more beneficial than working independently or talking them out. Of course, once you've written it and submitted it in the platform, it is gone. But you know it doesn't end there because you process it further in your mind and then with your counsellor and you know it will create positive, good stuff.'

There also appeared to be of value for client participants in engaging with the telling and processing of their personal experiences and stories across communication channels. The intervention included independent writing along with written and verbal interactions with their practitioner. Including various approaches for learning and reflection appears to have supported sustained dialogue and an opportunity for client participants to return to, and reflect further, on their learning and development over time. One client participant, Adalina, describes this process for her:

'I could write and think about many stories and come back to them and that helped me re-gain my confidence. I've been giving a lot in my workplaces, into the communities where I've worked. I've been giving way more than they asked me for. From the stories, I came to see that, even though the job wasn't the job I wanted. I didn't get good pay, but I made all these valuable relationships with people and I did my best and they appreciated that too. So, it helped me just to focus on the positive side of these jobs and not so much on the negative because the negative has already kept my confidence low.'

The telling of stories was a central learning activity within the intervention. The mixed modalities enabled client participants to return to written stories to further reflect and make meaning of past events to guide forward focus while engaging in ongoing communication with their practitioner.

5.3.3.2 Writing

Many client participants identified the value they found writing responses to their practitioner in the intervention. Based on the services they would have experienced at the employment centers, the act of writing down responses to their career considerations would have been a new and different process. The value of writing is a theme that strongly resonated with most client participants. Key benefits that client

participants identified were: the value of time to deeply reflect on themselves and their responses; that writing helped to crystallise their thinking; and that it allowed them meta-cognitive access to reflecting on themselves. The documenting of their thinking was permeable; it enabled client participants to add, revise and continue to construct their sense of self. The writing process was also seen as helpful in preparation for job search activities. Karoline, a client participant, captures many of these aspects when describing the process:

'I was going through a rough patch in my life, and I needed some answers, but I didn't really know which direction I needed to go in. It was like the universe put it [the intervention] there. This was a good stepping-stone for growth, just to see my patterns. Like any journaling, you can reflect upon it. I saved it all. It was nice to have a little file of PDFs of - like journal work that I did. This helped me know what I can bring to the table, what my experiences in life and my work have been. It put a more positive spin on things as I was turning very negative cause it's been a long haul of many months of being rejected. This brought a more positive light again to my journey and when you see it on paper by writing things down... you're really seeing how much life experience I do have and what it can bring to an employer. And it gave me more confidence again because I'm losing that. So it touched on all sorts of different bases with me.'

In this quote, Karoline invites us into her reflective process and eloquently described how she was able to use writing as a therapeutic process for herself; as a way to alter her negative constructions into positive positions. Seeing the negative is a natural viewpoint when unemployed and Karoline shares with us the value of documenting and reflecting on past experiences to strengthen self-perception and preparation to take action.

The experience also resonated with Pascal who described how the writing process helped him construct meaning and identity of his career narrative:

'The forum allowed me write things down. I wrote down my career history and some of the events that have taken place. And when you write them down the nice thing is, I got to thinking about all the different things that I've done. I've been very blessed with some of the projects I've done and the past people I've worked with and things that I've achieved so that for me was a really solid good experience to go through.'

Like Karoline, Pascal recognises that the process of writing out his past career history enabled him to create a broader picture and perspective about the career encounters he has had. Noting his gratitude for the past projects he worked on appears to be grounding him and providing him strength to continue moving forward.

Violet summarised how the writing process helped her feel more prepared for her job search. She recognises that taking the time to write out her reflection provided her time to reflect, to be clear, on what she wanted to focus on in her career history for future interviews:

‘Yes, I like how the format was in written form, because when I think of these questions, they could come up as potential job interview questions in the future. Where I could be asked to describe a certain time when something happened, and now that it’s been written I could take the time to reflect on what really happened instead of being put on the spot.’

Another benefit of writing about which client participants spoke was the identification of patterns. By writing multiple segments and reflecting back on the narratives, they found the ability to recognise their own behaviour and thinking patterns. Sherri describes this:

‘Because when you do the exercises everything is kinda like in the moment and then you go back and you realise okay [...] and then you can start to notice trends in what you’re actually writing and then you can flesh it out’.

Client participants identified that the writing process provided guidance to understanding past career experiences and that through the reflective process they were able to create new narratives that support future movement. This increased their confidence and ability and/or willingness to take forward action. The documentation process of writing was also recognised as resources and tools that would serve participants beyond the engagement in the intervention.

5.3.3.3 Generating Personal Examples

As described earlier, client participants completed numerous written activities within the intervention. Beyond the value of writing, client participants noted the specific value of generating examples while completing the activities. The activities were a concrete way for the practitioners to see into the mind and thoughts of the participant. The practitioners interacted with client participants to clarify and help facilitate the self-

learning and meaning making in which the client participants were engaging. One client participant, Charlotte, helps to illuminate the impact of activities:

'The exercise that I did at the end of the first week called Circle of Strengths with Lori [practitioner], I think she did that very well. When we first started looking at it I thought okay well I can name the top eight strengths that I have and I didn't think it would dig as deep as we did so that in itself was helpful just to see that there's so many strengths I have that I don't actively think about as my strengths. So, working through a problem with a discussion of how I did things [...] digging deeper and not just taking the first five things that I say and letting it be but digging deeper and understanding what activities were involved, to back up my strengths. I have it on my computer, so I found it really useful for when I was doing my resume I went back to that to pull out the things we had learned together about me that I could use for some of my job searching [...] For the two or three chairs activity, I actually had to step away and think about it for a day and then come back and say - okay maybe this is what I should try because sometimes the issue that is top of my mind might not be the most pressing issue or one that really brings out what's pressing but just something in that moment. The activities really helped. I had time to prepare and to think both about the problems and solutions. They, again, made me look at things in a way that I wouldn't normally have, and they're really insightful. And they helped me get a better understanding of who I am and what I want to do [...]

I think being online gave me time to look at an activity, review it, make some notes, go away for some time then come back and complete it. I had time to think and process when I was working on an activity was really helpful'.

Client participants found that generating examples helped clarify their thinking, increase their confidence and hope for a successful transition back to work. During unemployment, it is far easier to recall the feelings of vulnerability or failure and the process of anchoring conversations on specific past experiences offered client participants the ability to begin rebuilding their confidence and career toolkit.

5.3.3.4 Video Visualisation

One specific activity on which many client participants commented in their interviews was the video visualisation. This visualisation was a video depicting a walk in one of our local forests; walking from the basin to a top of a small mountain, alongside

a creek. The guidance was to think of a problem and once at the top of the hill imagine that problem was solved and to look back where the problem was at the bottom of the hill and identify the steps that needed to be taken to solve the problem. Client participants resonated with the creative approach to problem solving and setting the visualisation in nature relaxed and connected them with the world around them. The physical movement of the video was reported as empowering and instilling forward movement. Client participants said 'It felt like a walk in the forest' and it seemed to get individuals out of their head and using a different approach to reflection. This is captured in the quote by Violet on her experience:

'There was one video exercise looking at a problem [...] how we typically look at a problem is from the starting point and we see where the end is but in this one going to the end and looking back and seeing okay what would I need to do. I thought that was very strong and a whole new way of looking at things. I thought the visualisation process but also the imagery that accompanied the exercise was really good because it had a walk in the forest feeling almost like hiking and that's something I enjoy doing so I could really picture myself in that process. So, when you get to the end it's like oh wow, that was an interesting process as you look back and say okay this is how it went, but usually for me a lot of times I look at problem I see how big it is. Part of what I've tried to do in the past couple years is break down tasks, so they are more manageable.'

Other client participants also identified the value of the activity for visual learners as a new way to gain insight as captured in this quote by Julietta:

'It worked well with me as I'm a visual learner, so by having that activity in there for somebody with my type of learning skill, gave me new insight. What this did was to pull things together as whole. It made me look at my life, my past experiences, and my future potential. So that video gave me an insight into my future potential. Like [...] no you're not stuck in a rut, well yes, you're stuck in a rut and you don't need to be. So, that's what prompted me was the visual, that was good. It is funny and weird that I just watched this video because I just went to the [name of a bridge] the other day and I just stood there in the middle of the bridge and I looked down and I saw the rocks and the water, and I felt that it gave me empowerment that I could really be successful in finding myself the right job.'

While the majority of client participants found this activity helpful and insightful, it was upsetting for one. This client participant had recently fallen on the ice outside of the employment center and was having difficulty walking and this activity brought negative emotional thoughts of the trauma the fall had caused her. This circumstance provided a stark reminder that purposeful design can still have unintended consequences. Because client participants are at a distance when completing online career interventions, this reinforces the importance of establishing a strong working relationship to encourage client participants to reach out with concerns and observations. It may have been impossible to have preemptively been able to anticipate how this one activity would land on this one client participant, however, because she had a strong relationship with her practitioner, she shared her experience and the practitioner was able to provide empathy, understanding and redirection to help the client participant still make meaning from the experience.

5.3.4 Learning Processes

Client participants identified three processes, consistent with constructivist thinking, that supported their engagement and meaning-making in the intervention: reflecting and thinking; constructing meaning from past experiences; and revisiting learning. These processes represent activities that were carried out to increase a client participant's career learning. Client participants recognised that through these interactive mental processes they gained greater clarity about their career histories and their forward focus.

5.3.4.1 Reflecting and Thinking

Client participants identified that the design of the intervention, particularly the a-synchronous aspects, afforded space and time to deeply reflect and think about themselves and their responses to the activities. It was noted that this differed from face-to-face career services where there was often the feeling and/or need to have an immediate response without the time to really reflect or deeply consider implications. Chuck describes how he activated his career learning through the a-synchronous process and the impact reflecting, thinking and writing has on his ability to compose his narrative:

'Well, I guess that I had this feeling when you're face to face, you have to come up with an answer right away, whereas online you can let it breath and think

about it. What I did was I wrote down all the questions on a piece of paper and then throughout the day I would re-read it and jot down my thoughts. Then when I went to compose it online, I combined my thinking from throughout the day to respond to the activity. So, when you do it online you have time to do it at your own pace and not be so pressured and need to come up with an answer like right away. I just wanted to write them all out and think about them and come up with different quotes and thoughts that I could compose from. It's like when you write an essay, you wouldn't just write it all out, you would have time to like compose it so that's why I wanted to do.'

Client participants also recognised the focus and depth of reflection they experienced in the intervention. Pascal, Lori and Jason talked about their experience and the benefits of it. Pascal emphasises that not being within the confines of face-to-face time and space allowed him to think deeply before taking action within the intervention. He also illuminated the important power shift that occurs when participants feel in control of their participation from their own homes:

'I benefited from doing the programme online and that's simply because I had the flexibility of time and I wasn't under time restraints. It wasn't 'okay we've got to do this and we've got two hours'. I think this is an individual experience but because for me it was online it gave me the time to think prior to taking action on things. And also it was about me. So, if there was someone else sitting in a room with me I would have been taking that into consideration. But by doing it online I was sitting there with my laptop, at my house, taking my time and taking a break whenever I wanted to. Because I decided at the end this was about me and an opportunity to engage in the programme based on me and what can I get out of it. So, yes, the great benefits for me being online was the no time restraints and also if I had gone in a classroom environment with somebody I would not have shared my stories to the level and depth that I did online. the other part of it is the person that was reading who was extremely brilliant in reading well I could see advantages working with someone in the classroom environment but for me I would not have learned the same I would not have gotten the same outcome from it.'

Lori reminds us in her reflection that it can be challenging for client participants to know what and how to reflect on their careers. The bite-sized intervention structure allowed her to reflect and focus on components of her career.

'Well, it really got you to analyse things. Like you don't usually think things through as far as careers go, but this broke it down in easy-to-understand ways. I think just really focusing on it was helpful.'

Jason highlights the impact of thinking and reflecting through the online writing process and emphasises the depth of reflection required to really make personal meaning. For instance:

'I mean, it does give you the time to think about [...] to reflect while you're writing if you're using the software. So that's helpful, that's a good thing for people I think. Cause you really have to reflect and ponder on what's going on.'

(Jason)

There were a couple of client participants who found communicating their thoughts and feelings in writing as challenging. One example was Juan. Juan was an immigrant from Mexico and was having a difficult time adjusting to the online nature of job search in Canada. He was missing, what he described as, the personal touch of job search in Mexico. So for him, communicating in writing during the intervention was alienating. Interestingly, he identified benefit in all of the activities and value of thinking about and writing out his examples, but expressed repetitively, in the interview that he "would have preferred a face-to-face rather than online" intervention. This reinforces the importance of the intake processes and ensuring the intervention design is suited to a client participant's capacities and expectations. However, given that the majority of client participants readily identified personal benefits of writing out their thinking there is strong evidence for this process to be further explored.

5.3.4.2 Constructing Meaning from Past Experiences

Client participants noted that they had the opportunity to reflect on concrete experiences and that doing so helped them have a better understanding of their current selves. It seems this reflective process helped client participants re-frame and learn from past experiences. These learnings then seemed to act as scaffolding to their future career focus and orientation. Julietta, one client participant, shared how relooking at her previous volunteer work helped her reshape for career focus and become un-stuck:

'I'm so stuck. I've been a government employee my whole life, so I wanted to switch my pension from the city of New West to a new city, so that's been my focus. I'm wasn't looking at anything else. Well, it's getting closer to the end of

my Employment Insurance and I have to look at other options. Through this program, I'm realising that an important piece of my life has always been my volunteer work. It has given me my greatest satisfaction. So, this programme made me think about, what has satisfied me the most of what I've done. It's helping other people. So watching these things, and thinking about, writing down real life stuff that I've done, made me realise I'd be happy working in an old folks home, helping little old ladies buy jewelry and go bowling. That would make me happy.'

Violet shared how reflecting back on specific situations encouraged her to look at the circumstance more critically:

'I actually found that all of the activities were an eye opener for me, because these are not things that I would normally think about for self-reflection. I'm glad to have had the opportunity to think more about how I had handled certain situations and knowing I had handled the situations the best that I could with the resources that I had at the time. And the activities themselves helped me think about situation and if I was in that situation again, how would I handle it differently. I do remember one of my answers to the question was about the challenge that I have about fitting into a company culture, and instead of simply looking at the problem of the team and why am I not fitting in, I reflected about what is it about myself that other people are seeing, which I may not see very clearly. For example, maybe I did not look very approachable, or maybe there are some things about the way I am doing things which does not fit with the culture.'

Linked to many other learning processes, the structured examination of past experiences to gain insight for forward decision making and movement came as almost a surprise to many client participants. It became evident that they were learning how to reflect on experiences (Schon, 1983) not just remember them.

5.3.4.3 Revisiting Learning

Many client participants spoke about revisiting their writing and learning throughout the process. This purposeful reflection guided them to a deeper understanding. This revisiting happened during interactions with the practitioner both synchronously and a-synchronously, and independently. Jenna summarises how her relationship with Lori [practitioner] helped her make meaning through reflection:

I found that I learned a lot about myself. It got you thinking a little bit deeper into what you're looking for, what your skills are, what you would be good at. I just found that it dug a little bit deeper. Lori [practitioner] would always say the right thing. She would say something that made me think even more than I had. OR [author's own emphasis] use certain wording that would help me think ahah that is true! She helped pull some more things too. Talking to her was about me. It wasn't just specifically my job, my career. I was a person. It was about my life as a whole, not just career focused or job focused. I had a connection with her. She was great and always very helpful guiding me through the process and in a very positive way. My perspectives changed.'

Karoline describes how she independently returned to written reflections to review, reconsider and revise as a process of her evolving self-understanding:

I liked the fact that you could go back and add more. I was notorious for that. If we were on another activity and I remembered something for a different activity I would go back and added, and then tell her (the practitioner) that I added it.'

The process of revisiting previous writings to increase understanding and meaning making appears to be an important learning processes. For some client participants this activity evidenced the rewriting and reauthoring of their career stories.

5.4 Conclusion

This chapter has presented the key pedagogical design factors that emerged from this research. These factors align with much of the research on effective online learning as referenced in educational technology literature. This is not surprising given that knowledge of educational technology and instructional design were present in the development of the intervention. What makes these findings powerful is that the application of online learning design to career interventions is not well documented in the literature. The research questions did not come from a positivistic perspective to evaluate the transference of learning principles to career development; rather the questions sought to unearth the real, lived experiences of unemployed career clients and what aspects of design helped and hindered them. While little new emerged regarding the underlying principles of learning design, what emerged were insights regarding how clients and practitioners experienced the design and the nuances that need to be considered when applying these principles within a career

learning/development context with the goal of evoking deep reflection, meaning-making and preparing clients to take actions related to their career development journey.

How the client participants experienced the intervention provides insights into the considerations that support the effective design of online career interventions. In summary: these findings can offer guiding questions for career intervention developers in the future as follows:

1. How will I structure the intervention? What will my intake process look like and what do I need to assess to ensure that the intervention is relevant for the client? What kind of flow will I design for the intervention and how will I pace out the learning experience to be consumable for the client?
2. What content do I need to include to reach my career learning objectives? In what way can metaphors support my delivery? What pictures and images will connect with clients and my content? How will I include visual cues to guide my clients with ease through the intervention? In what ways will I blend and mix media within the intervention?
3. What learning activities will I include to support my clients' learning and meaning making? How will I integrate storytelling and when and how will I use writing activities? How will I ensure that clients generate personal examples to anchor their career learning and are there opportunities to include visualisation to extend the experience?
4. How will I embed constructivist learning processes in the design? In what ways will I ensure that the intervention uses reflection and thinking throughout? How will I help clients make connections and construct meaning from past experiences to guide them forward?
5. And as my client journeys through the intervention, in what ways will they revisit their learning within the intervention to solidify, strengthen and extend their career learning and self-understanding?

In an era of changed and changing practice that has followed the impact of a global pandemic, which has imposed a universal embrace of online practices in the field of career guidance, these findings offer a poignant set of guidelines for intervention developers to consider when designing career interventions. In combination, they could be used as a template that could to guide the creative process of technical design in this area and/or be used to stimulate further debate and research in the area of online

practice. As well as design factors, the chapter has also explored findings relating to the relevance of the online intervention for individual clients. The issue of relevance emerges as critical to the potential success of online career interventions. Taken together, these findings represent a potentially valuable resource for reference, in an area that is lacking a robust research base in the field of career guidance.

Chapter 6. Practice Findings

6.1 Introduction

As discussed in the design chapter, the theoretical model that emerged from the data recognised the dependency between effective design and delivery practice of online career interventions. With a pedagogically sound design, opportunities can exist for practitioners and client participants to have productive and meaningful relationships. If the conditions of relevance, as explored in the previous chapter, do not exist, it is also evident that the opportunity for the practice relationship to flourish, can be diminished. However, if a working alliance is effectively established, there is an increased opportunity for the practitioner to understand the participant's needs and to explore opportunities to personalise and help make the intervention more relevant.

The practice component of the Relational Intra-action Model of Online Career Learning (chapter 4), recognises the working alliance as a central component. It recognises the importance of developing a strong working alliance that will sustain that relationship through time and space. With a strong working alliance in place, practitioners can engage in delivery strategies to support clients in their meaning-making process.

Four key practice strategies emerged from the data. These comprise: creating presence, structuring the experience, personalising the career learning and interacting. Creating presence refers to the notion of being seen and the data reveals the different approaches and strategies that practitioners undertook to create the feeling of connection and presence in the online space. Structuring the experience refers to the process of making the intervention structure make sense to the client participants through initial contracting, clarifying and revealing important components of the intervention and summarising discussions throughout. Personalising the career learning is the practice process of engaging with client participants to make the content and activities more relevant for each participant. Interacting is the process of utilising different strategies to solidify and sustain interactions over time.

These four practice strategies, emphasise the crucial role of the working alliance between practitioner and client and represent findings that can be practically implemented. This chapter, again through the words of the practitioners and client participants, illuminates and provides deeper insights to the practice strategies that practitioners used throughout the delivery of the intervention.

6.2 Working Alliance

As discussed in the literature review, the concept of a therapeutic working alliance was first introduced by Bordin (1979). The data from this study reveals that the development of a working alliance closely models Bordin's three tenets: agreement on goals; a collaboration on tasks; and the development of a bond between therapist and client. Within this study the working alliance could be seen as a relationship that evolved over time, that led towards mutual trust where the practitioner and participant collaboratively formed developmental goals and were both engaged in activities together. The strength of the working alliance can be seen in the degree to which a client participant felt seen and heard. As described in chapter, four, the data revealed core factors that influenced the development of a working alliance that included: acknowledgement; immediacy; genuineness; language matching; perceived helpfulness; and depth and speed of client disclosure. When a client participant felt visible to his/her practitioner, they demonstrated engagement and sustained commitment. When a client participant did not experience a strong working alliance and felt less visible to the practitioner, there was less engagement and commitment to the intervention. These factors can be understood as two main areas of practice focus for developing a working alliance through an online intervention: genuine and personal communication and providing acknowledgement and encouragement.

6.2.1 Genuine & Personal Communication

Analysis of data from this study suggests the importance and value of genuine and personal communication for building of a strong working alliance. The idea of an online intervention appears to have worried some client participants that it would be a less personal, more automatic or robotic experience. Most client participants spent time in their interviews elaborating about the positive communication they had with their practitioner and the real and genuine feelings this communication evoked. Genuine emotion was recognised when practitioners showed curiosity and human emotion/connection in their communication. Violet, a client participant captured this feeling of curiosity and genuine communication in this comment as she described what building rapport was like for her:

'I felt that we had built rapport, I found her very supportive and she was interested in learning more about who I was, what my background was, and she was also very encouraging with the way I had answered the questions. She

seemed to want to know more about where I come from, with my educational and work experience background, and also what I do about finding work as well. I enjoyed our interactions, they were very pleasant and they were kept professional, I did find that we made a connection and we were able to speak, there were not awkward moments or pauses in the conversation, and I did not get a sense that a transactional approach that was being taken’.

This passage mirrors key messages shared throughout the interviews. Genuine and curious exploration of client participants’ backgrounds allowed client participants to feel seen, heard and that they mattered. It supported the initial formation of a bond and addressed the fears that the online process may be more transactional and less personalised. Another client participant, Adalina, described the engagement with her practitioner as “very personal and caring” and that the genuine communication meant that the messages “pasted on the system weren’t cold and impersonal”.

The personalised and personable communication fostered feelings in client participants that they were being understood. This supported the career learning process and in turn increased feelings of trust and confidence between client participants and their practitioners. Reflecting on her relationship with her practitioner, Jenna described how feeling understood supported her to access deeper thinking through co-construction with her practitioner:

‘I really liked her. I felt that she really understood me; I felt that she was compassionate. She let me lead a lot of the discussion and then she would build on it and help me pull more thoughts out during our conversations. It helped me dig deeper than I would have on my own.’

Another example of genuine, personal communication can be seen when reading over the online exchanges between practitioners and client participants. It was evident that practitioners adjusted their communication approaches to match the language style of client participants to create a communication pattern that was familiar and comfortable with client participants. This could be seen in narrative style (i.e., use of full sentences or shorter bullet responses); content (i.e., use of metaphors or more pragmatic language) and length of responses. This linguistic matching process made the communication accessible for client participants and appears to have increased the feelings of genuine connection.

Genuine and personal communication emerged as central strategies for building a bond and developing a working alliance within the online career learning intervention.

This reinforces the active focus that practitioners require at the beginning of online delivery. It also reinforces the importance of the intake process that was discussed within the design chapter (chapter 5). The intake process provides the first opportunity to display genuine interest and curiosity with clients and the data indicate that by doing so, client participants felt more connected to their practitioners. For instances where the initial contacts did not have as smooth or deep connection, the working alliance never appears fully formed within the intervention.

6.2.2 Providing Acknowledgement and Encouragement

The sense of genuine communication was further extended by client participants experiencing timely acknowledgement and encouragement from their practitioner. Client participants noted that timely responses let them know they were being thought of by their practitioner, made them feel important and valued. Timely and personalised responses encouraged client participants to engage and continue to share important personal and vulnerable thoughts and feelings that enabled the relationship and development process to progress. One participant, Pascal, noted that he felt dedication from his practitioner who ‘read...and ask[ed] further questions to my submissions at midnight’.

Timely feedback combined with encouraging messages, information and opportunities to expand a client participant’s perspective and thinking were reported as engaging and valuable. The following reflection by another participant, Adalina, captures this interplay:

‘Mary [practitioner] was really good at offering services, emails, and immediate feedback. There was a lot of back and forth that was good. In every step she made me think deeper, and that was great. I mean that helped me just increase my awareness of the different issues. For example, I would list my skills but she would read my example, my stories I had [written]. She would list other skills and then I would think...oh yes those are skills and then I would think maybe there's even more! And when she recognised them as skills that felt really nice!’

The formation of the working alliance began from first contact and developed as practitioners engaged in genuine and personalised communication with client participants. The actions of acknowledging and encouraging practitioner clients continued to strengthen the bond. For client participants who did not engage fully at the beginning of the intervention, a less developed working alliance with their practitioner

was noted. Without client participants' contributions in the online space, practitioners were left with a lack of access into their thoughts and feelings and were not able to effectively build the alliance that is foundational for practice.

6.3 Practice Strategies for Effective Online Practice

As discussed in the design chapter, the intervention was purpose built, embodying constructivist learning principles with the intention of uncovering what design and practice elements study participants identified as impactful to their experience. The data reveal four critical practice component categories, summarised in Table 6.1, below:

Table 6.1 Practice Strategies

Practice Strategies	Sub-categories
Creating Presence	Visibility Responding Ongoing Contact
Structuring the Experience	Contracting Clarifying and Breaking Things Down Summarising Discussions
Personalising the Career Learning	Choosing Effective Communication Modalities Detailed Practitioner Responses Sharing Relevant Resources
Interacting	Active Listening Sharing Observations Elaborating on Client Thinking Weaving and Threading

6.3.1 Creating Presence

Presence refers to the social connection a client participant felt toward their practitioner. This can be characterised by client participants referring to the connection they had with their practitioner through emotional and intimate inferences. The process of creating presence online requires considerations from the early contact process through the practitioner/client relationship to ensure that the connection sustains time and distance. The experience of presence can be summarised in this quote by one

client participant, Marla, in a written response she shared with her practitioner at the end of the intervention:

‘Thank you Lori [practitioner] for all your loving, kind, caring thoughts and words that you have given to me during our time together. I am so grateful for your presence and that I was given you as my facilitator. It is easy to see that you are dedicated to your work and to the people around you. Thank you for all you done. Much luck and blessings in everything you do.’

Marla recognises how she felt and experienced the practitioner’s presence throughout her engagement in the intervention. Marla conveys her interpretation of this through the intimate feelings of love, kindness and caring. This quote demonstrates what presence conveyed can contribute and offer to the online alliance and working relationship. Three key areas of practice strategies emerged from the data that contribute to the building and fostering presence: visibility, responding and ongoing contact.

6.3.1.1 Visibility

Visibility relates to the notion of being able to see and be seen. It recognises that both the client participant and practitioner are engaging together in a developmental and learning process and that the social interactions are an essential component of the learning. Visibility can also refer to the transparency of the work together and recording of the process in more permanent a-synchronous forms, such as writing. As career learning relocates to online interventions, the strategies to be visible need to be rethought from face-to-face delivery and require a great degree of intention and purpose.

Client participants identified different practice approaches that fostered a sense of visibility. A key theme had to do with tone; both the tone of voice on the phone and the tone of written words. Karoline describes the impact of Lori’s speaking voice: ‘To hear her voice was super nice. Just cause she was always chipper, always happy, always welcoming, always interested in what I had to say.’

The ways in which the practitioner wrote to client participants and validated their contributions and feelings also increased a sense of visibility. Even though client participants worked alone with their practitioner, not with other participants, the connection and feeling seen by the practitioner enabled client participants to experience that they were connected to a bigger community of others grappling with

and making sense of career circumstances. Jason summarises this connection in this reflection about his practitioner:

'I think my Facilitator did a good job of making me not feel so alone and isolated in the way she wrote to me and commented on my work. I felt like I wasn't the only person in the world experiencing turmoil with their career.'

This example emphasises the isolation and invisibility that can be experienced during periods of unemployment. In turn, this reinforces the importance of practitioners being cognisant of the need to intentionally create ways to not only create visibility within the intervention for the learning but also as a support to feeling connected.

Another practice that client participants identified as increasing their feelings of visibility was the personalised interactions they had with their practitioners. The personal conversations about themselves, their life, their dreams, their challenges fostered the development of their social connection. Violet captures this aspect of practice in her quote below:

'It was during the initial intake, when I had met with Marnie [practitioner] for us to learn more about each other and the program. When she had asked me to describe more of who I am, that's where I noted she was interested in learning who am I as a person, as an employee, and how do I see things.'

This reinforces the importance of being present and creating connections from first contact and through the intervention. The probing questions and genuine curiosity helped the client participants feel seen and that their stories and journeys mattered.

Two other aspects of seeing and being seen that the data revealed was the impact of photographs and the ability to see, reflect on and print out written dialogue between the participant and the practitioner. This career intervention did not use video conferencing. The project was delivered between 2014-2015 and this method of communication would have been challenging with the targeted participant group. Instead, phone communication was used for synchronous communication. As such, client participants noted that having a photograph of their practitioner along with their verbal and written words helped to increase visibility and trust. Pascal summarised this below:

'Yeah we had the one hour phone call at the beginning but then to go online and see the person's face as well, I liked to see who I'm talking with. Just having that photograph of hers to say 'okay that's the person who's writing', gave me a feel for who you're corresponding and trusting with in that forum - that was

meaningful. The other thing I liked about the programme is that there's a PDF of the material available for reference down the road and if you invest the time, it's always nice to have it to look back on.'

This quote also captures the value of the visible, written record that client participants saw as an additional benefit of the programme structure. Visibility, the ability to see and be seen; to record and review was a prominent practice approach that appears to have increased trust and the ability for a client participant to feel safe and in a real relationship with their practitioner; even if in the unfamiliar form of distance delivery.

6.3.1.2 Responding

The intervention was designed with the intention that practitioners would respond to client participants in a timely and personalised manner. This approach was reviewed in training with the practitioners before the intervention began. Practitioner responses could take the form of replying to a reflection question, sending a follow-up message after a phone call or commenting on career activities that client participants completed. There was not a formulaic strategy to the responses or number of exchanges between a practitioner and client participant. This focus and flow of communication evolved participant by participant. The type, length and timing of responses evoked a sense of connection and fostered much of the meaning-making process with client participants. It was also evident that if response communication broke down, it led to client participants feeling distanced and removed. If visibility is the practice of seeing and being seen, the response and exchange process may be considered as the process of being heard. Pascal summarises this concept in the following quote:

'I liked the way the program's interface allowed for a really good means of communication. The correspondence that takes place with you and the counsellor, that was amazing, so rich. The online relationship was awesome. I have to give Lori [practitioner] credit because I noticed she even read, corresponded and asked further questions to my submissions at midnight. I thought: 'wow that's someone who's really dedicated to me; even though I haven't met her personally'. I felt that connection because she showed a keen interest and she showed that even using the computer interface so that was really cool. She built trust.'

The practitioners also recognised the importance of the responses for building relationship and helping the client participants (referred to in the quote as clients) make meaning of the process. In their learning journals both practitioners identified the consciousness, effort and time this aspect of practice required. Lori described it this way:

'I find myself ruminating and pondering for an embarrassing amount of time on my approach with a client. As much as I am going through the same process each time, I try to tap into the uniqueness of each client's personality and scenario. I put this pressure on myself to find a "dusty corner" that the client doesn't yet see, or choose the appropriate tone to respond to the emotion that the client conveys in her work. [...]

It takes me a long time to write a message/response that I think might have a chance to somehow resonate with that particular client. I spend time thinking about where to insert humour, or when to make a regular human connection through sharing a common experience, or find a quote, story, resource, video that relates to their challenge or exploration. [...]

I always read my messages imagining I'm the client. Then I re-read all of my responses to make sure they work together. When they read my messages, I want them to hear me talking [author emphasis]. Me as a person. 'Talking' rather than writing. I think this engages clients. I think that's when online facilitation has the ability to be as effective in creating rapport and trust as in face-to-face facilitation. And many times it is more effective.' (Lori)

This quote demonstrates the consciousness and reflection required by practitioners to craft and share impactful responses with client participants. It also reveals, from a practitioner perspective, a steep area of learning to practicing online and developing the skills and confidence in a new medium. Responding and being responsive is a central practice that builds alliance and allows the learning and development to gain forward momentum.

6.3.1.3 Ongoing Contact

The intervention was designed to allow scheduled and spontaneous contact utilising multiple communication technologies. Both the client participants and practitioners could reach out; however, the data showed that it was unlikely for participants to reach out spontaneously if it had not already been modelled by the

practitioner. Client participants identified that regular, ongoing contact, increased their feelings of having someone walking alongside and supporting their process. The following quote demonstrates how the immediacy and multiple channels of communication worked to create a sense of support:

'Mary [practitioner] was really good at offering services, emails, immediate feedback, letting me know she was here the whole way with me. There was a lot of back and forth that was good. She gave as much as I was willing to take.'
(Sherry)

The data indicates that ongoing contact was a positive practice that supported client participants' engagement and, thus, the value they experienced from the intervention. When reviewing client participants that did not demonstrate the same level of productive contact, they appeared to have challenges engaging with the materials and the activities and did not report the same level of connection with their practitioner. The practitioners were very conscious and aware of the importance of on-going contact throughout the delivery. This breakdown of communication can be taxing and challenging for practitioner. Lori's deep personal reflection captures the challenge she faced with maintaining and finding motivation when communication with a participant breaks down:

'I am coming back to my work after the holidays with a certain amount of guilt. I had one client who was feeling challenged to finish before the holidays (I had already given him an extension). I saw that he had submitted work over the holidays a couple of times, but it took me much longer than 24 hours to respond. Yes, it's tricky over the holidays to stay present, but this isn't the only time that I have lacked self-motivation.

Why does this happen? Well, if I were to examine the times that I've experienced disengagement on my part, it's when I've lost momentum because of the client's disengagement. It takes energy to keep thinking up ways to resume the thread of communication. After several days of checking in only to find the same lack of communication, my head starts drifting away from the internal dialogue I have with the client. And so. I stop checking.

What's the remedy after I've done the usual, message, email, call? A brainstorm just for fun. Just turn on the mechanical diligence and keep checking. Write fictitious dialogues that you'd like to have with client. Send client daily

inspirational quotes or relevant anecdotes. Figure out a 'sticky experience' to offer to client'. (Lori).

An analysis of the data has shown that establishing and maintaining presence forms an essential component of the relationship and the ability to create a working alliance that will support the learning and development process. Even though practitioners worked with purpose to create this presence with all client participants, it was not noted or experienced by all. For those client participants who felt less presence and connection with their practitioner, the data indicated that it appeared more challenging to maintain momentum and commitment to the intervention.

6.3.2 Structuring the Experience

The data indicate that another practice approach that supports a strong alliance and participant engagement was structuring the intervention experience for client participants. Even though the intervention was designed with the goal to be easy to navigate and complete, it appears that practitioners engaged in activities to help structure the intervention to be more evident and relevant for client participants. The concept of structuring is linked to the design concept of structure; it appears to be the practice of making the structure make sense to the client participants. Key activities related to structuring include contracting, clarifying and breaking things down, and summarising and concluding discussions.

6.3.2.1 Contracting

While a formal contract may not always be a component of employment services, there is always a point of first contact. Like face-to-face settings, the point of first contact for an online intervention is an important activity for setting the tone of the relationship, the career development goals, and the potential ease with which the participant can engage, technically, with the intervention. The practices of establishing common goals and building rapport emerged as important components of the intake and contracting process. As discussed in the design chapter, it appears that creating space in the intervention for this to occur, with practitioners consciously focusing on the importance of this initial process, contributes positively to a client participant's experience and engagement with the intervention. In the quote below, Charlotte, a client participant, highlights the value of the initial meeting and having the process of working together discussed upfront:

‘Another part that worked well was meeting with the facilitator online early on, like immediately, and getting a very good idea of how it was going to work out and what the process was going to be so having that clear explanation helped a lot.’

The initial contracting process also allowed practitioners and client participants to establish timelines for meeting and working together. In distance-based interventions this provides certainty and predictability for client participants and helps to shape the overall flow and participation in the intervention. Sherri described the value of this, as client participant, in the quote below:

‘Knowing that Mary [practitioner] was going to call me at this time and we’d set up a meeting at that time let me know what the next steps were. We agreed to timelines [...] we agreed if I completed something by this time then she would give me feedback by that time. So, there was a structure to the process, it felt like everything was moving together.’

This contracting process also enabled practitioners to assess the technical proficiency of client participants and provide a technical orientation to the platform and tools, such as the online spaces for collaboration, engaging with content and reflective activities. This not only helped set the client participants up for success, it reinforced that practitioners could provide technical support as needed as client participants completed the intervention. Marla described how this process assisted her in orienting to the program:

‘I’m not computer literate really, I’ve never done any kind of online thing like this before. I’ve never done video chat, and it was all pretty easy. And it was really helpful that she walked through it initially with me, that really, really was helpful and I could ask her questions along the way. If she hadn’t helped me, I would have been a bit more daunted about it all.’

Whether formal or informal, the data suggest that establishing expectations and a working flow is a helpful foundation setting activity. Also important is taking the time to explore client participants’ technical skills and comfort and to introduce client participants to the tools and the platform being utilised.

6.3.2.2 Clarifying & Breaking Things Down

The intervention was designed for the learning to be consumable in short sittings with a natural flow and order to the topics being introduced; however, what

emerged in the client participant data was the importance of practitioners being willing and able to help carve the learning smaller chunks and/or to re-order the flow of the career learning in a way that made greater sense to the client participant's context. These activities included: explaining the design and flow of the intervention to client participants, offering direction or guidance, providing clarification of intent or instructions, and helping client participants determine a strategy for getting started. In the quote below, Karoline, described how this process unfolded for her as a participant and how the process of carving the learning and setting reasonable goals not only assisted her to complete the intervention but reminded her to use this strategy as she faces other career tasks.

I took away a lot. Especially to remind myself and do things in small chunks. My facilitator really worked with me. I had a really hard time getting started and she said, 'okay well why don't we break it down, I'll write you a to-do list, and you just do these to start'. I couldn't really sit down and do a whole activity that was just too overwhelming for me. So, I just took little bite-size chunks and then before you knew it I just kept on going, kept on going, kept on going. But it was just the bite-sized chunks that really helped. My facilitator made it possible. If it wasn't for her encouraging me so much to keep going [...] like kudos to anyone that can do that.'

Similarly, this quote from Leanne explains how support, guidance and suggestions for how to approach activities helped her engage, feel connected and move forward with the program.

'The programme really got you to analyse things and broke it down in easy-to-understand ways. I think just really focusing on it was helpful. Just the fact that the programme exists! I thought Lori was amazing. She actually seemed to care about me and she was just fantastic through the whole thing. She gave really good advice. Sometimes I would say I don't know how to answer this, and she always had a way to explain and break it down to help me answer it'.

In one example, Violet describes how Mary (her practitioner) helped her clarify and make sense of intervention activities and apply the learning through conversation:

'What I found most helpful in the process was the times when I had spoken to Mary over the phone to review the work I had done. As someone who was completing the work independently and putting in my own input to certain questions, there were times when I was not sure if I had done the exercise

correctly or effectively. There was a question early on in the assignment, where I was to describe three situations, and I was not sure if I had effectively answered the question. When I spoke to Mary over the phone it did make it easier to understand, cause I also learned that I do find that I'm more of a kinaesthetic learner and I do need to learn by doing, and I also need to interact with people to do things most effectively.'

Clarifying client participants' understandings and carving the learning into strategies that resonated for individual client participants seems to have increased participant engagement and helped them work through moments that may have otherwise caused disengagement due to confusion or being overwhelmed.

6.3.2.3 Summarising Discussions

Through the reading of the practitioner/client exchanges, it is evident that the use of summarising written discussions throughout the intervention helped to facilitate the forward movement through the materials and activities. The summaries act as the punctuation in the intervention; to highlight reflection and draw emphasis. One particular summarising strategy that appears to be impactful is using a participant's own words as the anchor of a summary to highlight the insights they have uncovered through the process. An example of such an exchange is included below, where Lori, the practitioner, anchor's her summary with a learning reflection from Jenna's written words (in bold):

'What a great statement to end on: "**I have learned that I have much more skills and strengths than I realised and that I would be a valuable addition to any team. I need to be patient and proactive in my job search and I know that I will find the perfect job for me.**"

I love it! I'm so glad that you've felt a shift over the past couple of weeks. I know you've been busy so I want to commend you for committing to this and getting through all of the units. I hope that the ideas presented here have assisted you in cultivating some HOPE [...] I'm sure it also helps that Spring has sprung, thank goodness. I have a very good impression of you and the skills you have to offer, Jenna I see that you're the kind of person who can create rapport quickly with people. Even with the steps you've already taken toward ideas of work that are more appealing, I have no doubt that you'll find your way! It's been lovely to work with you and I wish you the best of luck.'

The importance of the structuring process that emerged from the data offers a consideration for the flexibility and fluidity of online career interventions. Even with a structure designed with the plan for a particular flow, the data helped to illuminate that different users have different needs and that with careful attention from the practitioner, actions can be taken to better align the experience and process for client participants by establishing common understanding at the beginning, adapting and supporting them to carve the learning in personally meaningful ways and taking the time to summarise the experience at key transition points in the learning to reinforce the development and learning client participants are experiencing.

6.3.3 Personalising the Career Learning

If structuring reflects how to adapt the learning process to better meet a participant's needs, personalising can be seen as the specific choices a practitioner makes to further personalise the content and engagement strategies with client participants. This aspect of personalising and making the experience feel personal was discussed by many client participants in the study. The data helped to identify actions that practitioners took to facilitate the personalising of the intervention in three key areas: choosing effective communication modalities; crafting detailed and context-sensitive responses; and sharing relevant resources.

6.3.3.1 Choosing Effective Communication Modalities

When designing an intervention, decisions need to be made about intended communication technologies with consideration for usability and access for end users. The designer may have assumptions about what tools and technologies could work best for specific content and processes and this is an important consideration in the design of online interventions. What emerged through this research data was the value of allowing options, when possible, for one-to-one exchanges between a practitioner and participant. Client participants communicated different preferences for written or phone contact and sometimes it was an overall preference and at other times the preference seemed linked to the activity or topic at hand. In more situations than less, client participants appear to appreciate the blend of communications used in the exchanges with their practitioner. Karoline summarised this experience for herself, below:

'I wasn't in a great place, personally. I found it really challenging to sit down in front of my computer, but I could pace around the house and talk to her on the phone no problem. And because I have so many thoughts and so much to say, that becomes overwhelming for me to write it all down on the computer. But we also sent emails; just seeing an email from Lori was helpful.'

Marla also described in her interview that she equally valued phone and text communication and that Lori's (her practitioner) written feedback was "really encouraging". Jenna also points to the value of the blended communication experience:

'I found the one-on-one with my facilitator to be very useful. The talking, back-and-forth I learned a lot about my skills and myself. I would write and do the online part and then we would have our one-on-one phone conversations. It worked super well together.'

Lori (practitioner) provides a detailed example of the importance of using different communication modalities in this excerpt from her learning journal: 'Chuck is a very introverted client who initially had little to say online. When I started my Circle of Strengths meeting with him, it took a while for him to warm up. I was carrying the conversation. I continued until there was nothing more to explore in his Circle of Strengths story. I continued with exploring his Optimal Moments exercise¹. When I hit on his examples about art and movies he got very animated. Things completely shifted. We ended up with a great interaction and a lovely mind map of strengths. I would have never gotten to this point if we had only been communicating in writing. He had this to say:

It's really interesting how this process is like creative writing and poetry. It uses metaphors and similes to compare things that are relatable. It's a lot more helpful than my high school counsellor ever was.

You know how you hang around your friends and they see the stuff that you do as just 'that thing that you do', but they don't really see it. So, then I stopped seeing it too. But talking about them today was helpful because you made me think that these things have value, and that maybe there's work that relates somehow.'

¹ The Optimal Moments activity guided clients to identify times in their life when they experienced a sense of flow and that things were going well.

When reading the exchange between Lori and Chuck; it is evident that once this initial verbal exchange happened it opened up a rich online dialogue; resulting in a powerful record the client participant had to take away from the program. Although the majority of client participants seemed to appreciate the options for communication; there was one participant, Janine, where this option created confusion and isolation as she missed the offers from her practitioner to speak on the phone. Janine continued to use only written communication throughout the intervention. In her interview after the program, she revealed frustration and shared that it was not until after the intervention was completed that she saw the emails and contact attempts from Mary to connect by phone.

The full range of available communication modalities were utilised throughout the delivery of the intervention with most client participants. It seems that the mix of communication approaches enabled client participants to tap different thinking; with written aspects allowing them to slow down, remember and articulate their thoughts more fully and synchronous phone meeting and activities enabling a free-flowing interaction to quickly and instinctively build upon ideas. The interplay between the modalities opened up opportunities to client participants to reflect differently. Throughout, the practitioners adjusted and utilised different tools and modalities to meet the needs of the client participants.

6.3.3.2 Detailed Practitioner Responses

Client participants found the process of writing about themselves and exchanging these thoughts in back-and-forth discussion with their practitioners to be a helpful process to clarify their thinking and make sense of their career concerns. A companion process to this reflective writing was the detailed responses that practitioners wrote back to the client participants. This was identified as a strong alliance building component and as integral to the career development learning in which the client participants were engaged.

The depth and detail of the practitioner responses provided opportunities for client participants to achieve insights and redirect their focus. Below is a quote from Jenna's interview about her experience in the online space and the written dialogue she engaged in with her practitioner, Lori.

'Normally I don't like online learning. But this online experience was good for me. I had taken courses at college online and it was just sitting alone. I am very

visual and I like more interaction. In some online courses it just felt like writing, writing, writing and no feedback. So it felt boring, impersonal and I didn't want to do it.

This one was different because it wasn't boring for me. I felt I could see it was a process that was having an impact. I was happy. I was excited to do it and so was not bored. At school I probably even dropped a few online courses because I wasn't connecting [to] them at all. And in this process I was able to connect and see the impact and that I was getting something out of it.

It was very personal; the attention was very personal. Even the online courses in college, we would participate but the teacher [would] answer generally for everyone and it just didn't feel like there was a real conversation. Lori was very detailed in her responses, really taking a look at my answers and I could see she was interested in what I was doing. And so that encouraged me to participate as well.' (Jenna)

Of all the actions practitioners took when working with their client participants, the data suggest that the time and effort of detailed and thoughtful personal, written, responses were central to the online relationship. Below are four examples of Lori's detailed responses to Jenna. Two of these responses were triggered by questions and comments Jenna made in writing (identified in bold) and the other two are generated as a follow up to other conversations and Lori reviewing Jenna's activities.

Response 1

'Hi Jenna,

Here we go! Glad you made it in here all right.

Based on our phone conversation, I can understand why you chose 'still waters'. You told me that you freeze at the computer when you're trying to job search. I assume that the emotion behind that inertia is about the dissatisfaction of your past work or an anxiety/fear of an unwanted work future. Probably both. So how to move out of this stuckness [...] Well, I'm sure that the work you are embarking on here will help.

But, I'm also wondering if maybe you need to switch things up a bit and find other ways to job search rather than using the internet. Could you imagine yourself taking a step back and doing some information meetings to just find out about sectors of work that interest you? Imagine what it would feel like to make authentic connections with people who are inspired by their work. What about

volunteering while job searching? I know you're a busy mom; it doesn't need to be something very time consuming.

I love the examples you chose for optimal moments. It's important during these times of transition to be reminded of the moments in life that make our heart sing, and to know that it IS possible to have elements of these moments within our work life as well.

Let me know what you think of these ideas and if they resonate with you in your attempt to find strength and momentum. Lori.'

This post above was the first written exchange between Lori and Jenna. In it, Lori takes care to welcome Jenna and bridge the communication from their initial phone contact to the written exchange. She conveys her understanding of Jenna's current career situation and blends empathy with action orientation. By touching on a number of different topics she is conveying a deep listening to Jenna's discussion which increased connection and visibility right at the beginning of their relationship. Jenna, would have been reassured that this was going to be a deeply personal experience, not an online encounter that was robotic or formulaic.

Response 2

'Jenna: I would like to be doing something that makes me happy and gives me a sense of helping others. I want to work in a job where I feel self-satisfaction and worthiness.'

Absolutely, Jenna. Why should it not be possible to find work that is gratifying? I know you mentioned that you feel a career change is in order. And this seems next to impossible at this stage in your life with little to no financial support. Yes. Challenging. But maybe the career change you're seeking is not so far out of reach. Sometimes just a slight shift can make a big difference.

One of my past jobs that I really didn't like was as a high school teacher. I despised the feeling of forcing kids to learn things they had no interest in learning. But I did have moments when I would have wonderful interactions with a choice few and felt like I was somewhat of a mentor to them. This realisation reinforced in me the desire to somehow be involved in people's learning process. I just needed to find the right context.

Despite the fact that you are left uninspired by your administrative work, are there parts of it that you did like when you comb through your past jobs? If so, are you able to describe the type of activities/scenarios that you did enjoy?

When you say 'helping others', are you able to describe that further? What kind of people could you imagine helping? (elderly, kids, young single moms, immigrants). Allow yourself to dream a little here.)’

Lori begins this response by initially addressing Jenna’s last written comment. She proceeds to self-disclose a personal career story about herself as an example that could apply to Jenna’s situation. Lori goes beyond listening and acknowledging and offers some concrete questions that Jenna can reflect on to continue moving her thinking forward. In Jenna’s quote above she speaks about feeling motivated to participate and engaged actively in the activities Lori provided. Lori’s use of an emoticon also extends the feeling of the response.

Response 3

‘Hi Jenna,

I like what came out of this activity for you. The idea of being proactive in job search is a significant shift, especially if you want to find meaningful work.

Proactive job searching, (or networking) is not about 'selling yourself'. Instead it's all about communication, forging connections and building relationships. And that is good news! Because it was a big part of your Circle of Strengths!

So let's continue with visualising another 'solution place'. You've just walked out of a very successful meeting with an employer or employee of an organisation that you feel real interest in. You're buzzing off the high of having made a great connection. What was your part in creating that connection? What were the steps you went through to make it successful?

I looked around and found this PDF booklet on networking. It's got everything you ever wanted to know. You most certainly don't need to do everything in here, but rather, use it as a reference for certain things that are relevant to you:

[Career Planning Services: Guide to Networking](#) Lori.’

In this response, Lori is picking up on a video visualisation activity that Jenna completed and is reusing language and metaphors, that is, “solution place” to help Jenna extend the activity to the specific activity of networking. Lori also offers Jenna a custom curated resource that fits with her current career activities.

Response 4

‘Jenna: I think learning to manage stress will be helpful. Job searching can be very challenging and quite discouraging at times especially when it was a job you really wanted and didn't get.

Hi Jenna,

With the tools that you've mentioned: living the moment, yoga, meditation you've got 'managing stress' covered.

Disappointment is a different beast. It can certainly stop you in your tracks. I want to make sure that you don't ever have to experience being frozen in front of the computer again! So, how to deal with feeling disappointed and discouraged? Well, when you don't get accepted for that 'perfect' job, you could:

Do some reflection - Try to assess the situation. Did your skills match up with the qualifications? Take notes on the interview. Were there any questions that tripped you up? Did you neglect to highlight certain important experiences? Keeping a journal of your job search efforts can help you improve as you move along.

Ask for Feedback - I know it's rare that an interviewer will tell you directly why you didn't get the job, but if ever you're working with a recruiter, s/he should be able to provide you with feedback. That way you know what you need to enhance your skills or refine your presentation.

Keep in Touch - If you're really interested in the company and think you might be a fit for future positions, don't be afraid to periodically keep in touch. I have a friend who did that and the employer ended up referring her to another organisation who was hiring. She got the job!

It's really important to keep in mind that if you are doing a really thorough job search, you're using those fundamental skills that any employer is looking for: effective communication, resourcefulness, organised, research skills, risk taker, respectful, positive outlook, problem solver, etc.'

This selection of responses demonstrates the attention Lori gave to Jenna as she participated in the intervention. Reading the detailed and personalised responses helps to explain why Jenna described her experience as impactful, exciting and very personal. Practitioners offered similar detailed responses to all of the client participants who engaged in the activities to guide their progression and support their meaning making. When the responses are viewed together over the engagement period with a client participant, a consistent and cohesive narrative starts to form and the act of co-constructing a new narrative for the client participants can be witnessed. Client participants noticed and appreciated the detailed personal responses. It made them

feel like they mattered, verified that they were building a relationship and working with a real person and guided them in their personal career journey.

6.3.3.3 Sharing Relevant Resources

Another component that personalised the experience for client participants was the sharing of participant-specific resources. Practitioners shared a wide array of resources with client participants based on specific circumstances. These resources range from LMI and employer contacts to community resources, mental wellness supports, tips and strategies for using social media and inspirational thoughts. Through the practitioner/client exchanges it is evident that practitioners were thoughtful in their interpretation of participant needs and equally attentive to the specific resources they shared.

What emerges through the exchanges and in interview comments from client participants was the value these targeted, vetted, resources meant to client participants. Unlike sharing a generic list of resources, client participants appeared to value focusing on the specific selections and not getting lost in the myriad of resources available. The skill and ability to anchor resources within the specific experience client participants were sharing seemed to be a factor that increased the relevance of the resources. The message from Mary to Janine demonstrates the linking of a relevant resource to the participant's context:

'Hi Janine,

Great examples, thanks for taking the time to write them out, and I can see that you were able to identify some of the skills that you used while engaged in those activities - creativity, intellect, patience, foresight, analysis, and creative & critical thinking.

As I read through your optimal moments, a few skills also popped out to me - project management, taking initiative, being task focused, teaching, training, organising, researching, evaluating information, applying imagination. I just wanted to mention a few skills to get you thinking and brainstorming, and we can talk about this more when we have our next meeting. Would you agree that these skills were used in the optimal moments above?

With respect to values, take a look at the following article:

https://www.mindtools.com/pages/article/newTED_85.htm.

When you read through the values listed there, do any of them stand out as being relevant to you? For example, when I read through your optimal moment #1, I got the sense that things like being accountable and intelligence are things you value. Would you agree? What are some of your other values?’

Practitioners considered the context and needs of client participants when they shared resources. The intent of sharing resources ranges from informing to exploring to encouraging and reassuring. One example occurred when Lori shared a quote from a Buddhist teaching in relation to information Marla has shared. Marla, referenced this in her interview and described the value to her as follows:

‘Lori [practitioner] sent me different ideas, activities and resources that were focused around how I see things and what I am interested in and pursuing. I didn’t know about any of them. I can get really overwhelmed with everything, or tired, or a combination of both. But having access to those things she sent me helped engage me in my hopes and dreams and career path.’

The sharing of participant-specific resources not only appears to have been relevant in the pursuit of career focus and job search but seemed to be equally important in the relationship building and in grounding client participants when the quest may have felt overwhelming.

6.3.4 Interacting

The essence of the relationship between a practitioner and client participant were the interactions between them. All of the practice components discussed thus far in the model, reflect actions and behaviours that are components of the interactions that occurred; however, the data indicate that there are specific activities that practitioners engage with that solidify and sustain the interactions over time. These include: active listening; sharing observations; elaborating on participant thinking; and weaving and threading. The importance of interacting is summarised in this client participant’s interview reflection:

‘I was going through a rough patch in my life and I needed some answers, but I didn’t really know which direction I needed to go in...This programme was a good stepping-stone for growth, just to see my patterns...I really liked the fact that I was interacting with someone who helped me see and analyse my patterns. And to have someone be supportive no matter what and say ‘hey you can do this’, that was big.’ (Karoline)

This section will explore specific actions that practitioners took to enhance and sustain meaningful interactions with client participants, including: active listening; sharing observations; expanding on client participant thinking; weaving; and threading.

6.3.4.1 Active Listening

Active listening is demonstrated by focusing to understand the messages and meaning that others are sharing and responding in a thoughtful and engaging manner; often by reflecting the same words and concepts being shared. Active listening is often referred to as a face-to-face concept; however, the data suggest that active listening can and does occur in online communication and can contribute to the flow and intimacy of the interactions.

Client participants referred to the experience of being heard by their practitioner. This was described as the practitioner listening to understand, clarify, provide feedback, defer judgement and, simply, be there. There is a subtlety to the active listening process that was referred to by client participants and demonstrated in the written exchanges between them and their practitioner. The tone of the exchanges can be seen as fluid and conversational; building upon previous discussions and interactions. The discussions felt as if a crescendo was building as layers of understanding and meaning-making continued to unfold. Marla's summary about her experience captures the essence of what active listening can be in an online context:

'Lori [practitioner] provided so much support and talked me through everything. The communication wasn't generic, it was specific to me. You could tell that she read what I wrote and she would ask questions based on what I wrote. So, it wasn't like 'okay thanks for doing a great job'; it was that she looked deeply into it and asked more questions so it became more of a conversation. It went as in depth as I wanted it to. It was subtle. It didn't feel like I was being probed, it was helping me flush things out and expand my thinking. It felt good because it kept the process going.'

Practitioners also reflected on their active listening experience in their learning journals. For example, Lori, reflects below on the process and importance of deferring judgement as a central quality to full active listening:

'While describing his work background and current situation, Pascal stated that it has been quite demoralising to find meaningful employment and identified the barriers he has experienced. While listening, I noticed that my mind jumped to

concrete solutions to the barriers (i.e., brainstorming possible work scenarios, or relevant contacts for information meetings). Regardless of the understanding of the scope of my work with clients in this project, my mind was still strongly at work planning the end result for this client's career process.

This internal strategising made me reflect on the skill of active listening. In order to do it well, I need to be acutely aware of even the smallest whisper of the 'helper' voice inside my head that wants to take control of the client's situation by racing to a possible solution. I think this voice surfaces because of my own discomfort and doubts concerning a client's work challenge. I've been more aware of the lack of hope that I have a lot of times as a practitioner. So, I caught myself. Again. Will I be more able to just be present to the client's story? Will I be able to surrender to the unknown? Can I trust that the explorations of our questions (mine and client's) are valuable and necessary?'

Active listening by the practitioner in an online intervention can be seen to be an important component of building a relationship and of fostering reflection and meaning making. Based on the insights of the practitioners, this appears to be a practice that requires focussed reflection and presence to do effectively.

6.3.4.2 Sharing Observations

Sharing observations appears from the data to be a natural extension of active listening. It moves beyond listening, tending, and communicating based on the words and sentiments from a participant and moves to sharing summative and interpreted insights from the information a participant shared. When practitioners shared observations, they focused on key themes, highlighting strengths and identifying patterns. This served as an opportunity to deepen the relationship and build understanding.

Below Sherri described her experience of having her practitioner recognise and identify patterns from her communication and how it helped her to bring her thinking forward into sharper focus and feel validation in the reflection she was doing.

'It was part of the communication. There was a lot of back and forth and I knew that she was actually reading through because she would notice the trends herself and then she'd mention them when she'd write back to you...ie: 'well you brought this up in the last section, do you want to think more about it, or do you want to flesh that out or maybe that's a kind of a theme. She picked up lots of

themes and it was reinforcing. I'd kind have that thought in the back of my mind and then it brought it to the forefront. It was a confirmation.'

Observations were not only shared from what was communicated, but also by inference of what was being spoken. Practitioners would deeply read and summarise their reflections and interpretations of the stories that client participants shared. The example below, is Mary (practitioner) writing to a participant and in this excerpt, she reframes and extracts another level of meaning from the information shared by Violet.

'Hi Violet,

Thank you for sharing everything that you have in these activities. One word that came to mind when I read through this activity is courage. The courage to move provinces 3 times in 4 years, as well as the courage to put yourself out there and get to know your new surroundings, particularly while facing emotional challenges. You have used some interesting ideas to get to know your new city and immerse yourself in the community. I like the idea of using groupons and other social coupons to discover new things - how creative and adventurous!

Again, some of the strengths that you identified in the Circle of Strengths activity continue to be a theme - taking initiative, trusting in yourself, being solution focused and using your critical thinking skills, to name a few. I hope that you keep your strengths in your awareness as you continue to navigate your next steps).'

In another type of observation sharing, practitioners extrapolated from stories shared to offer a new view on a situation or to summarise the discussion with new language that could help a client participant to reframe or rename aspects of the career concern. An example of this is provided below in Mary's response to Julietta when she was struggling to identify her skills:

Thank you for taking the time to write out a few of your optimal moments. One thing that stood out for me in your examples is your mention of not using any skills. This is something that we can explore further when we meet on Monday, but I wanted to point out a few of the skills that stood out for me in examples, and give you some ideas to consider between now and when we meet on Monday:

1. Cleaning your house - You mentioned that you want to make your home a better environment and de-clutter. When I read that, I thought about skills such

as being motivated, taking initiative, being results orientated, and having focus on a goal. What do you think about that?

2. Walking your dogs - You mentioned that your value of doing the best you can is part of this activity. I wonder if skills such as being insightful, navigation, and being proactive are a part of that?

3. Sitting with your mom - It sounds like this is a very enjoyable activity for you, and sometimes when something comes naturally to us, we don't see the skills that we are using. In this example, what came up for me is things like being empathetic, listening skills, communication skills, and being dependable. Do you think that those are skills that are present in this example?'

As practitioners shared observations with client participants it privileged the importance of client participants' insights and voice and enabled client participants to revisit and reflect on their developing perspectives. Observation emerges as a critical component in the online practice relationships. It reinforces visibility and becomes a strategy for pulling together the strings of communication. Through the observation, practitioners and client participants engaged in co-constructive dialogues that helped the client participants see anew and reframe their perspectives and, in many cases redefine how they viewed themselves and their perspective on their career narrative.

6.3.4.3 Elaborating on Participant Thinking

Elaborating on client participant thinking appears to be a practice component that extends from active listening and sharing observations. As the relationship forms and strengthens, with practitioners gaining a deeper understanding of the client participants, they often extend and elaborate on client participant thinking as a strategy to help prompt further reflection, support client participants to reflect on different aspects of themselves and encourage them to consider new perspectives. This component of elaborating on client participant thinking demonstrates an active process between client participant and practitioner, where new meaning is constructed. Violet describes how Mary elaborated on her thinking and helped her consider new aspects of herself:

'I found Mary's responses were linked to the self-reflection that I had posted. While they were very encouraging and acknowledged the challenges I had faced, she also shared her interpretations and something else that she had seen. For example, in the assignment about using the resources around me,

she commented that one of the other strengths that she had seen from my personal experience was resilience – something I had not seen myself because at that point in time my resilience was being challenged. When she mentioned resilience I looked back at my responses and I thought yes, it was an unpleasant stage of life and things did not go as I had expected. I also found myself in some very challenging situations I would have not expected, but I did survive the situation, and it was better for me to have taken the actions I did and to know that I can move on, instead of being stuck. She helped me see aspects of myself I hadn't recognised that gave me a new perspective.'

The notion of elaborating on client participant thinking is also seen as practitioners move between communication modalities such as email, posts in the learning platform and phone, and linking the discussion and stories shared throughout the program. The data indicated that using various forms of communication enabled client participants to access different capacities for reflection and thinking. The practitioners carefully attended the communication within the different modalities and were able to support the client participants in creating a holistic career narrative. Below is an example of Mary reflecting on a phone call and writing her thoughts to her client participant, Vivian. It demonstrates another approach for elaborating on client participant thinking to help them consider new alternatives.

'As mentioned, when we had our phone conversation, it is clear that you have thoroughly thought through your options and how they fit with your values, and what you want for your future. I wonder, rather than thinking about having to choose one option or another, do you think it is possible to combine the options in any way? For example, you mentioned that option #1 feels like you are settling and that it won't contribute to your career path, which makes sense. Is it possible for you to take a position in that area while also pursuing your new career option?

This is just some food for thought and I wanted to throw it out there as a possible third option. Of course, there are pros and cons to that option, as well. I'm curious, has doing this activity lead to brainstorming a possible fourth option?'

Below is Vivian's response to Mary. In this response, Vivian picks up the language that Mary used about a fourth option and demonstrates how, through the

work together, she has expanded her thinking and has obtained work that is growing her skills and aligning closer to her future goals. For example, Mary said:

‘Yes, there is a possible fourth option. I recently started a part time position with the Running Room as a Sales Associate. I am developing my customer service, interpersonal skills in this retail position which I would not get as much of in my past full-time positions. After our phone conversation and within the last week of reviewing job descriptions, I also realised I could adjust my approach to the position. Maybe I am the problem of feeling stuck, trapping myself into a field and becoming unhappy in past positions. I was allowing myself to be treated unfairly by being overly polite to be "good", making excuses for my colleagues to justify why they could not get their job done (resulting in me cleaning up their mess) and being the hero at all times to save the day for the team or company. Unfortunately, this has been a part of my upbringing. I recently learned in the last year that I do not owe people more than an honest day of work. I also learned no one will look out for me if I do not look out for my own needs.’

Having the skill and confidence to engage with client participants and step into their construction process demonstrated opportunities for client participants to reflect and advance their own thinking. The exchange above shows the value in asking client participants to extend their thinking (in this case to a fourth option). Vivian used this invitation to articulate how she can reconceive her work from a productive position.

6.3.4.4 Weaving and Threading

The process of weaving and threading the communication from client participants throughout the intervention appears to be a central practice that is present in many of the components discussed thus far. This process is the weaving, or bringing together, of the stories and narratives that client participants shared in the intervention, and threading these stories together into a new, cohesive narrative. Multiple communication modalities are used within the intervention and the practitioners demonstrate consistent efforts at seamlessly bringing together the dialogue to support client participants in articulating a new career narrative.

A key attribute of this process appears to be the linking of activities, stories and discussions for further reflection. It is not easy to find succinct quotes that reflect this process as it is evidenced in the reading of the full online exchanges; however, this

practitioner summary below touches on the listening and linking across modalities that the practitioners engaged in:

'You have mentioned your desire to help people, both in these workshops and in our conversation on the phone, so I can see that is a strong value that you hold. I know that you are currently focused on government jobs, and that you are willing to expand your options after dedicating a period of time to looking for government jobs. If you do get to that point, do you think it would be possible for you to find work in an area that includes your desire to help people, and provides some of the elements that are present in your volunteer work?'

Within the weaving and threading process, there are a variety of communication and counselling strategies that practitioners used to co-construct a cohesive narrative with the client participants. These strategies include: validating, enquiring, clarifying, questioning to encourage reflection, reframing and summarising. These strategies mirror those that practitioners may use in face-to-face delivery. One additional strategy that is used often, was quoting clients' words back to communicate understanding and expand thinking. This is different from paraphrasing; it appears to be the act/process of picking up specific words and phrases that the participant communicated and quoting and/or writing them back to reexamine or reinforce reflection and the development process. This strategy is evident in the exchange between Lori and Karoline below (Karoline, the client participant's words are bolded below and Lori's, the practitioner, are not):

'Karoline, You've described your challenges really well:

I have had a hard time sitting down and putting my ideas into words. I was overwhelmed with everything I had taken on and wanted to accomplish and then disappointed when I fell short of nearly everything and wasn't able to see anything through till the end.

So now, allow me to be the assistant to your internal 'coach'. This is what I would say in response to your challenges:

I understand that you want to change your approach this time, and not jump into a job solely for the purpose of paying the bills. I do agree with you that if you find work that you feel authentically connected to, your chances to succeed and feel overall contentment are greater. I thought I'd list the constraints you are feeling here with my comments/questions:

I'm worried about the bills. I really need to start working.

You mentioned standard of living before, so I thought I'd put it out to you again. Do you see a possibility of reviewing your expenses as a family to see if there's any way you can reduce them?

When you consider chair #1 and #2 is there a way you can 'stack' them? I know time is limited, but is there a way that you can find work to pay the bills and do something toward your new work goal?

Am I making the best decision for my family?

Looking for work that inspires you could most definitely be the best decision for your family. When you were looking at Chair #1- work to pay the bills, you said: It impacts my attitude at home because I am unhappy with myself that I did not take any steps to work on my long-term goals. Happy mom, happy family, right? And it's so wonderful that your husband is supportive and is encouraging you to 'take the right steps for you.'

I really want to achieve this goal and do better for my family and myself but it must come with some sacrifice.

Do you mean less money, and lowering your standard of living? Or are there other sacrifices? When you consider the sacrifices in relation to what you would gain, how does it weigh out?

If I can put the stress aside maybe I won't let this be my excuse for not attaining skills for a new job.

Other than reducing expenses, are there other ways you could put this stress aside? Sometimes when we are anxious about our future our ability to think creatively goes out the window. Do you have friends that can help you brainstorm possibilities you may not see yet?

I hope this helps you dig a little deeper into your dilemma. I know it's not easy! But you will find a solution. You're 'dedicated', remember?). Lori'

The practice of weaving and threading the discussion and stories across communication modalities seems to be the glue that carries the relationship and development forward. This allowed the practitioner and participant to make thinking and reflection evident and enabled the exploration and construction of a revised career narrative.

6.4 Conclusion

This chapter has presented the practice of the four main strategies and sub-strategies that practitioners utilised in their work with client participants online. These strategies reflect long-standing understanding from counselling psychology literature. An example that aligns closely to the findings from this model can be seen in Martin & Hiebert's (1985) work that focuses on instructional counselling. This work was pivotal for me in my career as it influenced my perspectives to view career development as a learning process. While many of the strategies that Martin and Hiebert describe align with the findings of this study, what differs is how this process unfolds in a technology-enabled career intervention with multiple pathways of communication encounters. The skills take on nuanced changes when working at a distance across time and space and with the focus turning to career learning, not therapeutic counselling. In this context the practitioner weaves and threads the disparate communication encounters into a cohesive shared understanding where the opportunity for co-creation exists.

Data suggest practitioners gained deep knowledge of, and access to, their client participants, in part from the mixing of communication modalities and leveraging the power of reflective writing to strengthen the construction of the client participants' career narratives. Analysing the practice exchanges alongside the client participant interviews and the practitioner learning journals made evident the very real, human connections that were formed. For the small number of client participants who found less engagement with the intervention, it was evident that a strong bond and relationship was not formed. It is difficult to know specifically why, this occurred, from the data. However, what is evident is that the client participants who put time and effort to completing activities early on, had a faster and deeper connection with their practitioners because as soon as client participants began engaging, the practitioners had information to start understanding their client participants and could start communicating in a rich, personal way.

The data reinforces how central the practitioner-client participant relationship is for client participants to successfully move forward and reach their desired outcomes. Through this data, questions emerged that can offer a working framework for practitioners to guide their transfer from face-to-face to online practice:

1. How will I ensure the development of a strong working alliance with my client?

2. How will I create presence with my clients? Specifically, what strategies will I use to ensure feelings of visibility, to respond in a timely and personal manner, and maintain ongoing contact?
3. How will I ensure that the intervention engagement is structured to meet client needs? What will my intake and contracting process be? How will I notice when to intervene with clarification or to break the intervention down to be more manageable for a client? What strategy will I use to know when and to effectively summarise discussions?
4. How will I personalise the experience for clients? What communication modalities will I have available and how will we determine which modality to use? How will I ensure I provide detailed responses to my clients and share personally relevant resources, when appropriate?
5. How will I interact with my clients? What will I do to ensure my communication demonstrates active listening? How will I weave and thread my observations from across our interaction/communication points to help clients elaborate their thinking?

The COVID-19 pandemic has changed the location of career services. While a return to face-to-face delivery is on the horizon, it seems reasonable to assume that online career delivery will persist and extend based on society's adaptation to virtual connection making. As a field and as practitioners, it is critical to recognise that a simple transference of face-to-face practices to online spaces will not result in the best outcomes. Working in new modalities requires reconceiving the familiarity of face-to-face practice into new forms. This chapter has illustrated some of the purposeful adaptations that can support effective online delivery, that have emerged from my research data.

Chapter 7. Discussion

7.1 Introduction

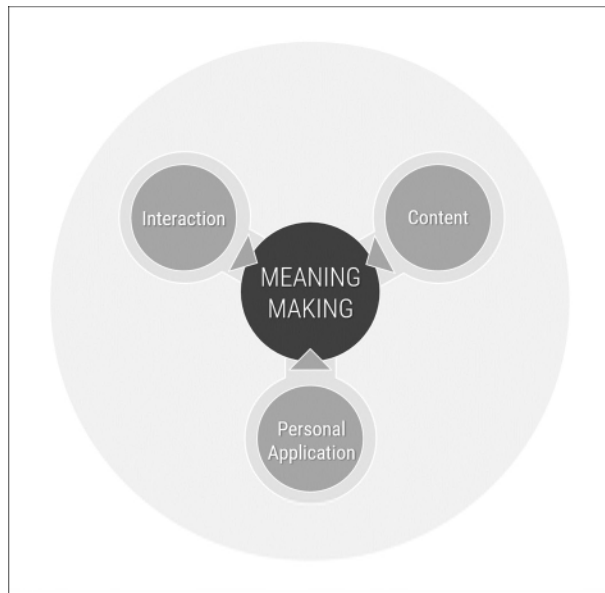
This chapter discusses the design and data findings presented in the previous two chapters (5 and 6) by situating the study data and its contributions to the existing literature regarding the use of information and communication technologies within the careers field. Implications for field application will also be explored. As intimated in chapter 4, exploring ways to integrate synchronous and asynchronous communication technologies to foster practice engagement with career content/information in a structured online intervention is largely missing in careers literature. Further, it is recognised that as career practices shift to become collaborative rather than expert focused, a practitioner's role in the delivery of technology-enabled, services and interventions needs to shift to be newly understood (Sampson et al., 2020). This study has queried the design and practice elements from the client participant and practitioner perspectives. My research data have illuminated design factors that support a structure and environment where practitioners and client participants can foster and develop a relationship using a virtual space. In addition to the design and practice data already presented in chapters 4 and 5; this chapter will also present technical implications that impacted the experience of the intervention and summarises the types of learning and development outcomes that client participants experienced.

7.2 Design

The career intervention that was the focus of this research study was designed to intentionally place the relationship between the client and practitioner at the center of that encounter. This aligns with Watts' (2001) assertion that the integration of technologies into career practice need to determine if the relationship between a client and practitioner should be one of the available resources or central in the design. Additionally, Sampson (1999) described types of career-related websites as integrated (being part of a career resource service) or independent (free standing site not related to a career service). However, neither of these discussed websites facilitated communication between client and practitioner. In contrast, the design of this study intervention specifically sought to advance the career exploration from an integrated website to an integrated intervention that facilitated space for relationship building, development and communication.

This intervention, developed from constructivist learning and counselling principles, uses a pedagogy model, depicted below, that combines content and personal application activities with multiple options for interaction between the client and practitioner (Goddard, 2010).

Figure 7.1 Career Learning Pedagogy Model



As the client participants engaged with online activities, practitioners were able to view the activities and responses that their clients submitted, in real time, throughout the duration of the intervention. In all cases, practitioners and client participants utilised a combination of synchronous and asynchronous communication channels throughout the intervention, with the data demonstrating that the relationship can develop and progress, utilising various communication forms. Although the content and activities were consistent for all client participants, there was significant flexibility in the structure of the design to allow the client participant and practitioner to customise the flow and interaction throughout the intervention delivery. This supports Sampson's (1999) contention that sequencing resources and activities with a client is part of a practitioner's role in technology-enabled delivery.

The importance of blending instructional design skills with career practice skills when developing online career services has been noted (Sampson, 1999; Osborn, 2009). The intervention developers for this study (including this author) have graduate

instructional design training as well as training and experience as career practitioners. The practitioners in the study were experienced online career practitioners, but did not have training in instructional design. It was important the pedagogical and design assumptions were co-created to facilitate an understanding of the relationship between the design, information and activities being included and pathways for practice. This approach reflects Sampson et al.'s (2020) suggestion that having practitioners involved in the design, evaluation and validation of ICT applications can contribute to their overall quality. As the careers field continues to integrate technologies into intervention delivery, a greater emphasis on instructional design skills, along with other technology-related skills, will be required to develop effective online career interventions (Goddard, 2010; Bimrose et al., 2010; Kettunen, & Sampson, 2019; Pordelan et al., 2020; Pordelan, & Hosseinian, 2020). This chapter will begin with a discussion regarding the data and implications that were generated related to design factors from the Relational Intra-action Model for Online Career Learning.

7.2.1 Relevance

Data from this study pointed to relevance as a central concept for anchoring design and usefulness for client participants. The factors that underpin the importance of relevance were identified both by the client participants that found the intervention highly relevant and by those who also found the intervention less relevant.

It is possible that it may be more challenging or take longer to recognise misalignment for a client participating in an online career intervention. It requires the observance of online cues such as the level of effort expended by the client, underlying messages in responses, lack of responses, skipping activities and not engaging with the practitioner. Thoroughly aligning goals prior to an intervention is a critical first step to establishing alignment; however, circumstances can change and a client may become disengaged during the course of the intervention, even though the fit initially looked strong. It may become important to explore development needs and alternative processes to more effectively align an intervention to a client's needs. This points to the importance for practitioners to not only develop acute observation skills within the online delivery so that they notice and evaluate client engagement, but also for practitioners to develop communication skills, for reaching out and connecting with clients, across information and communication technologies. While the skill concepts

may resonate with face-to-face practice, the execution takes on a different form in technology-mediated practice.

This finding may suggest that the design of online career interventions needs to consider increasing opportunities for individualised pathways that are unique and tailored to each client; and making this explicit in the intake and ongoing processes. While this was a premise of design in the research intervention, it seems that the practitioners understood this better than the client participants and that participants, in varying degrees, were comfortable with seeking alternative pathways. It is not surprising that relevance of service to client need is important. What makes relevance particularly important in the context of this study of online practice is the differing range of behaviours that practitioners need in an online context so that they are constantly able to assess relevance in relation to not only the words being shared, but the words and behaviours that may not be present over time and space in the online delivery.

7.2.2 Structure

As discussed in the design findings, the structure of the intervention, that is, those components that facilitate access into and through the in the intervention, were central to the establishment of the client participant-practitioner relationship. The first encounter between a client participant and practitioner was the intake interview and establishing agreement participation. This has been noted as an important first step in the literature (Osborn, et al., 2011; Sampson, 1999; Vuorinen et al., 2011). However, what emerged from the research data was the importance of the intake process not just for confirming suitability and access to technology, but as an important foundation for the building of trust at the start of a working alliance. The intake process allowed client participants to feel seen, heard and valued by their practitioner. Numerous client participants referred to this intake meeting in their interviews when describing their relationship with the practitioner. There appears to be a correlation between the connection formed in this intake session and the ability for the working alliance and practice relationship to develop effectively. The importance and relevance of the working alliance was discussed in chapter 6, section 6.2. This research finding points to the significance of a client's assigned practitioner, in online interventions, conducting the intake interview with a client as a foundational step that will help to determine the relevance and suitability of the intervention while also establishing the tone and foundation for the relationship.

The intervention's five modules were designed with a consistent look, feel and structure to include the same learning elements. This consistency in visual design and length of participation was seen by client participants as helpful to the flow; in knowing what to expect. This is consistent with literature (Cercone, 2008; de Raaf et al., 2012; Lalande, & DeBoer, 2006; Thomson, 2010) that indicates the creation of a cohesive web space, broken into reasonable learning sections, creates a structure that is easy for participants to comprehend, which contributes to client engagement. The intervention had a very low drop-out rate. An earlier study looking at an internet-delivered group career counselling intervention (Herman, 2010) found that the participants identified the learning lessons as too long. It was hypothesised that this led to a high dropout rate. The length of the learning modules in this doctoral study did not appear to contribute to drop out or incompleteness; client participants felt the length was good. This points to the importance of making thoughtful design decisions to ensure that the length of the programme is appropriate for the intended purpose and audience.

Although the length of the modules was perceived as a suitable length, the two weeks allotted for the intervention completion, in most instances, was too short. Client participants indicated that the combined processes of reading, reflecting, writing and discussing took longer than initially expected. It seems that the structure guided deep thinking and reflective processes that required additional time and effort. The client participants who fully engaged in these activities found them to be helpful and insightful. Client participants who were less engaged in the intervention placed less emphasis and value on the thinking and reflective processes. This particular finding points to the importance of recognising how learning and development online, using both synchronous and asynchronous communication technologies, can shift the way a participant engages in the career development process. It is, therefore, important to allow sufficient time for the reading, writing and reflecting process, for both the client participant and practitioners (Boer, 2001; Djadali, & Malone, 2004; Lengelle, Meijers, Poell, & Post, 2014).

Although the modules were designed to be completed sequentially, the time and pace that client participants went through each module varied considerably. Clients spent differing amounts of time on different modules and went deeper in reflection and in communication with their practitioners in areas that resonated with their own career concerns. This finding suggests that maintaining some flexibility with pacing and flow is important to support a participant-centered experience.

7.2.3 Content Delivery

Content was presented in a combination of text, images, graphics, and videos. The intent was to present the career content in a visually engaging manner that would reflect the creative content being explored. Metaphors were used to convey, visually and conceptually, ideas to support a constructivist and narrative approach (Amundson, 2010, 2018). The intervention materials were intentionally designed to foster creative thinking to “evoke emotion and tap unconscious, unknown thoughts that inform decision-making and the construction of future stories” (McMahon, 2017b, p. 226). The purpose of the intervention was to increase career-related hope and clarity of current career concerns and needs. With the interventions adapted from Amundson’s active engagement work (2009), a creative approach aligned well to this design. The intent was to focus less on a rational goal-oriented approach and to utilise meaning-oriented strategies (Lengelle, Hambly, & Hughes, 2018).

The data revealed that most client participants experienced the visual and creative approach as engaging and that it assisted them to conceive their career concerns with a new lens. However, there were some client participants who sought a more traditional cognitive approach to their career learning needs. For these client participants, the focus of the intervention and the presentation of content did not feel aligned, feeling “childlike” and “simplistic”. This reinforces the belief that both personal learning styles and the specific focus of the career concern are factors to be considered in the design of an online career learning intervention.

Although attention to career theories and development models were carefully considered in the design, less attention was specifically devoted to the pathways through the intervention for different learning styles. Educational technology literature contemplates the considering of learning styles and the importance of designing to accommodate different learning strategies and pathways (Cheng, & Chau, 2016; Palloff, & Pratt, 2003; Santo, 2006). While adaptations occurred in the flow and pathways for client participants, it was largely suggested or generated by the practitioner. Future online career intervention development could consider how to address differing learning styles and/or explore the style of intervention more fully up-front with clients to develop amended learning strategies to better align with a client’s learning style. Because the learning experience online can be less evident than a face-to-face encounter, this finding indicates the need for practitioners to become confident

in transparently exploring learning needs and styles more fully at the beginning of the intervention.

While the metaphoric approach seemed well suited to the HOPE based orientation of this intervention; using metaphors as a key visual and conceptual strategy should be evaluated in the context of the content and the clients being targeted. Research has found that metaphors can be challenging to access for persons on the autism spectrum, with brain damage, or other cognitive difficulties (Falconer, 2008). As the careers field continues to explore the development and use of online interventions; it would be valuable to consider how learning preferences and cognitive abilities may impact and be factored into design.

The intervention was designed to provide visual cues to act as wayfinding through the platform and intervention. The data show that this did support client participants to navigate their way through the intervention. No client participants spoke of difficulty in finding their way. Recognising that clients who are coming for career development services may be in varying states of stress and anxiety, minimising technical and navigational confusion within the platform is an important trust-building activity to ready the client for engagement. Research in online learning has recognised that the aesthetics of a course, particularly the ease of use, layout, and intentional use of graphics are important motivators for learning (Glore, 2010; Scribner, 2007). The visual design of an online career intervention may help to increase engagement and communicate credibility of the information. This aspect of using wayfinding design has not been discussed or explored in the careers literature and would be an important aspect to consider in future research.

As already indicated, the intervention integrated a variety of graphics, images, and video content along with written text. The use of multimedia was to create visual engagement, with each element having a specific developmental purpose (Sampson, 1999). This mixed media was recognised as engaging and helpful to client participants and likely made the information easier to consume versus a primarily text-based delivery. Given the distance between practitioners and client participants within online delivery, visually engaging materials may play a more significant role than they would in a face-to-face slide show. At points when client participants were working through their own individual learning and activities in the intervention, the visual engagement of the materials seems likely to have played a role in helping them stay engaged in the absence of visual and emotional cues that would be present in face-to-face delivery.

This was evidenced by the number of comments client participants shared regarding the value of the visuals and how the visuals enabled them to look at their situation differently.

Integrating a variety of communication tools allowed client participants and practitioners to choose methods of communication that were a fit with the client participants' needs and the topic at hand. This required that practitioners both developed comfort with a wide range of communication modalities and learned how to effectively hear and be present with client participants in a way that vastly differed from their face-to-face experiences.

As the careers field continues to integrate online delivery, the focus on online content would seem to assume a greater priority than it has in face-to-face delivery. Practitioners will be less able to adjust on-the-fly and will need to consider what content can be effectively consumed by participants through asynchronous means as supportive learning and reflection activities that will facilitate exchanges and conversations between client participants and practitioners. However, once the content is conceived and developed, it is likely that practitioners will discover that they have greater time to foster meaning making with their clients, because less time is needed for content-sharing or other educational delivery. In their focus group, practitioners commented about the impact of this shift. They expressed relief from having to repeat core content messages that they had felt obliged to do in their previous face-to-face delivery, also finding that they had more time to interact with clients individually in a highly personalised manner to support their meaning-making.

7.2.4 Learning Activities

As previously discussed in chapter 6, the learning activities were built from a constructivist perspective. Also influencing the learning approach was the concept of active learning as applied to career learning. Allen and Tanner (2005, p. 262) described active learning as "seeking new information, organising it in a way that is meaningful and having the chance to explain it to others". Within a career development context, this could be interpreted as seeking new information or insights about oneself, organising and constructing it into a meaningful narrative, then sharing that construction with a practitioner. Data from this study indicate that this is the process through which many client participants engaged and experienced, as they participated in the

intervention. Three specific activities emerged in the data as important to this process: generating examples through storytelling, writing, and video-visualisations.

Storytelling and constructing narratives are well-researched and have been applied to career development activities (Brott, 2004, 2005; Cochran, 1997; Collin, 2000; McMahon, 2017b; Peavy, 1998; Savickas, et al., 2009). Within the research intervention, client participants were asked to recount different experiences and stories to seek new ways of understanding themselves and contextualising their career considerations. The various activities were designed to help client participants gain greater perspective on their current career considerations, skills and strengths while also: reframing perspectives; exploring career problem solving and decision making; and tapping and expanding their own understanding of their resiliency. All of the activities involved client participants identifying and sharing stories. Rather than a traditional presentation of content, small conceptual vignettes were offered with information flowing out from the exploration of examples told through the client participants' stories. The stories were shared, explored, rearticulated and reflected upon using various communication modalities. The practitioner effectively stitched the stories together with client participants to create a cohesive new narrative that supported them to refocus their career efforts. The data suggest that the articulation of multiple stories, alongside the exploration of various career considerations, was a significant activity for client participants that fostered reflection, articulation and meaning making.

Many of the stories that client participants shared were captured in writing and shared with their practitioners. Writing was recognised as a powerful learning activity that client participants identified as helpful for crystallising thinking and reflecting on personal career patterns. This finding is consistent with the creative and imaginative use of reflective writing within a personal counselling and counsellor training to help individuals learn more about themselves (Hubbs, & Brand, 2005; Lengelle et al., 2014; Wright, 2002). The writing process also appears to be both permanent and permeable. Client participants recognised the value of having their thoughts articulated to re-read and return to, for further consideration and reflection, which is consistent with writing benefits identified in online counselling research (Cook, & Doyle, 2002; Beattie, et al., 2009). At the same time, the written narratives provided the opportunity for practitioners to engage with the words and language the client participants shared; effectively permeating the narrative structure and co-constructing understanding together. The

importance of co-construction is well-documented in the careers literature (Bimrose, et al., 2019; Nota, & Rossier, 2015); however, there is very little exploration of how this process can occur online through a combination of synchronous and asynchronous communication. Reading the exchanges between client participants and practitioners demonstrates active co-constructive engagement that reflects how Gage (1986, p. 24) presents the value and reasoning for writing in education:

“Writing is thinking made tangible, thinking that can be examined because it is on the page and not in the head, invisible floating around. Writing is thinking that can be stopped and tinkered with. It is a way of holding thought still long enough to examine its structures, its possibilities, its flaws. The road to clearer understanding of one’s thoughts is travelled on paper.”

In addition to the reflective lens that writing brought to client participants, writing also supported practitioners to engage in reflective practice which contributes to the development and maintenance of professional identity (Bimrose, et al., 2019). The written words penned by both client participants and practitioners allowed the ability to step back from the immediacy of the encounter and gain increased professional clarity from both personal reflections (as evidenced in their learning journals) and from team supervision sessions. This allowed the researcher access to authentic encounters to provide practice support and enabled the practitioners to support each other. Shifting from a purely verbal practice to one that relies significantly on the written word requires the development and personalisation of different strategies for writing and engaging with individuals. Providing supervision on written practice requires consideration for both the form and content of the writing (Malone, Miller, & Miller, 2003). Writing, however, creates opportunities for greater reflection, fosters co-construction and increases the ability to provide transparent supervision and coaching.

Video visualisation was identified as a positive and helpful learning activity by client participants. The video visualisation brought together many learning activities. The visualisation was filmed in a forest, walking up a path past a waterfall. The feel and location were local to the area where client participants lived and evoked metaphors of pathways, water and climbing. This familiarity was noted by numerous client participants as comforting and soothing. The guidance in the video encouraged client participants to envision being on the other side of a career challenge and to think about, and then articulate in writing, the journey that they navigated to get them to their positive outcome. Practitioners read the stories written by their clients and usually

contributed in writing, and then through follow up one-to-one discussion. The appeal of the video-visualisation may be due to the way that mixed media and learning strategies were combined into a seamless activity that enabled client participants to move through and use different learning strategies and learning domains.

The importance of writing as a learning activity, as articulated by the client participants and practitioners, suggest that the career development field may benefit from continued exploration and use of reflective writing as a career intervention; whether online or face to face.

7.2.5 Learning Processes

Research data from this study revealed three significant learning processes that fostered engagement and career learning. These comprised: reflecting and thinking; constructing meaning from past experiences; and revisiting learning. When considered holistically, these three learning processes relied heavily on a client participant's ability to reflect constructively on past experiences, articulate their thoughts and perspectives in writing, while continuing to revisit the learning and meaning-making in which they were engaged. While these learning processes could occur in synchronous, face-to-face practice, it was the affordance of a-synchronous, primarily written, engagement that seems to be the core attribute that facilitate the process of learning within this intervention.

The design of the career intervention intentionally included reflective learning processes as a vehicle to make sense of career concerns. Through participation in the interventions, client participants noted that they learned to reflect in new ways. Thus, the reflective process both facilitated career thinking and provided client participants an opportunity to learn the processes of a deeper, more intentionally focused reflection. The patterns of client participant reflections closely followed Johns (1995) model of reflection that takes the approach of *looking in* and *looking out*. *Looking in* being the process of remembering and describing an experience and reflecting on the thoughts and emotions of an experience. *Looking out* examines the context and influencing factors and learning that can be drawn out and applied.

Combining reflection with writing activities enabled client participants to critically reflect and engage with their career concern using past experiences to explore assumptions and identify strengths, skills and hopes they had not previously articulated. Many client participants described the experience of looking at their past

experiences, writing stories and breaking experiences down, with the support of their practitioners, as a process of critically deconstructing (Fook, 2002) how they developed their workplace skills and values. An intriguing observation through the data analysis was how similarly this process mirrored the discourse of reflective practice in the social and education professions that emphasises the importance of critical self-reflection as the basis of learning and professional growth (see for example Brookfield, 1995; Fook, 2002; Johns, 1995; Mezirow, 1990; Schon, 1983). The data, through the written exchanges and the verbal accounts, demonstrates client participants going through a process of their own critical self-reflection.

Client participants' depth and sustained engagement in reflection throughout the intervention seemed to guide a deeper awareness of self, compared with the experience I have observed in face-to-face delivery. They appeared to account for the depth and criticality of their reflections when they described the experiences of writing, thinking, re-writing, re-thinking and sharing with their practitioner, who further added to their own critical self-assessments. Perhaps, a nuanced distinction between online and face-to-face career interventions can be found in the focus of the client participant and practitioners. In the Canadian context, government funded career interventions have often been delivered in group settings with limited individual coaching provided by the workshop facilitator; usually only to those client participants persistent and assertive enough to make such requests. Within this online intervention, the content and activities were exposed and visible throughout, so that all of the time that practitioners interacted with client participants was in acts of direct engagement and meaning making. As shared in the findings chapter, Pascal, a client participant describing his online experience said: 'it was about me, so if there was someone else sitting in the room with me, I would have taken that into consideration.' In the passage from which this quote is taken, Pascal illuminates the individualised focus for himself and the safety he had in sharing them with his practitioner through the reflective and written process and notes that he would not have shared to this depth if it was not online, or if he had to share publicly with other people.

A recent study (Nota et al., 2016) explored the delivery of a life-design intervention with both online and traditional face-to-face group delivery. The study's design had participants engage in reflection and future focused activities, which is similar to underlying tenets of this doctoral research. The online group individually completed their individualised questionnaires and written reflections online and were

invited to save or print their written accounts. The face-to-face group received the results of their questionnaires and these reports were discussed in groups. The study found that the online client participants had a higher degree of application of life-design approach toward their future aspirations. Client participants in this study had access to the same life-design content, what differed was the process with which participants make meaning of the content to their personal situations; with the face-to-face participants sharing in a group and the online participants writing out and applying the life-design principles to their personal situation. While not directly discussed in this study, it might be hypothesised that the activity of reflecting and writing strengthened the client participants' ability to apply the life design concepts at a deeper level. If so, this would align with the findings of this doctoral study that suggest that the act of reflecting and writing produced deep, reflective cohesive career narratives.

Data from this doctoral study emphasises the value client participants attributed to the asynchronous affordances. The time control combined with the extensive use of reflection, stories, writing-revisiting-writing were the consistent elements that client participants emphasised when they described how the career learning unfolded for them. The use of asynchronous communication has been seen to increase the processing of information (Robert, & Dennis, 2005). Based on the findings from this study, it may be suggested that this quality translates into career learning interventions and that developers would benefit from considering when and how to integrate asynchronous learning into career interventions.

7.2.6 Design Conclusion

The intervention was designed, using a career learning pedagogy (Goddard, 2010) with the intention of placing the practitioner/client relationship at the heart of the encounter. It is evident through this discussion that the design decisions enabled client participants to utilize reflection, narrative storytelling and exchanges with their practitioners to develop new critical self-understanding to guide them toward a preferred career future. The pedagogical design that combined synchronous and asynchronous communication, enabled client participants to connect with the intervention across distance and space in surroundings and at times that were effective in their own lives.

What seems significant is recognising the important relationship between design and practice. After sitting in the lives and stories of the client participants and

practitioners it is evident that the blended nature of the design fostered engagement. The individual activities and reflections in which the client participants engaged not only guided them to reflect on past experiences, but also enabled them to reach new self-understandings. It was this process that readied them to have deep, rich and meaningful engagement with their practitioners.

7.3 Practice

This doctoral research study explored how client participants and practitioners formed and developed relationships through an online career intervention. Sampson (2008) has discussed distance career counselling as the provision of individual counselling using the telephone or web; however, this discussion does not address how the practice relationship might be formed and fostered. In my own professional work, I have witnessed an assumption that integrating online delivery is just about using the familiar face-to-face skills through a different medium. Educational technology and online counselling have produced numerous studies that explore the nuances of online relationships. These research studies together significantly influenced my own professional theory-of-practice. The genesis behind this doctoral research study was taking the time to explore, from a careers context, how relationships form and function, and what both practitioners and clients find as helpful within the intervention delivery.

As discussed earlier in this chapter, the design of the intervention set the nature of the practice relationship at the centre of the intervention; creating numerous opportunities and pathways for participants and client practitioners to interact together. This section discusses how the data revealed the central importance of alliance, together with the key practice components that emerged as important to a productive relationship, positive development and learning outcome(s) for client participants.

7.3.1 Alliance

The importance of forming a strong working alliance with career clients has been referenced in the careers literature (see for example Amundson, Poehnell, & Smithson, 1996; Kidd, 2006; Niles, & Harris-Bowlsbey, 2013). Once again, it emerged as the core principle of effective practice within this study's online intervention. This finding is consistent with the importance of alliance in a face-to-face practice. If a client participant did not feel the true development of a bond with common goals and activities, the intervention was less effective and engaging. Most client participants did

experience a positive working alliance with their practitioner, with two key components for the development of this alliance being genuine communication, acknowledgement and encouragement.

Genuine communication was recognised by client participants as communication that evoked emotion and feelings; that did not feel robotic. Another theme that was strongly linked to genuine communication was the honest and heart-felt display of curiosity; the real interest in the client participant's reality, thoughts and feelings. Curiosity in the questions and text reveals a constructivist approach of enquiry to understand, and to engage, the client participant to co-investigate and explore their experiences, to create meaning. Practitioners did not seek an answer from client participants to create solutions or develop activities for an action plan; instead, the questions demonstrated engagement and support to unleash creative thinking about life and work situations to increase hope and personal career clarity. In turn, there is evidence in the data that this also supported client participants to become more curious about their own situations.

As client participants experienced a deepening alliance with their practitioner, this was evidenced by the pace and depth of personal sharing by participants. The disinhibition effect (Suler, 2004; Joinson, 2007) recognises that individuals can feel a relaxing of familiar face-to-face social restrictions when interactions happen over computer-based communication. It was evidenced in the communication between client participants and their practitioners that client participants quickly and freely shared stories about themselves with a depth of information and texture that allowed the demonstration of intimacy and vulnerability by client participants, which deepened the working alliance. It also allowed the client participants' learning and reflection to be deeply rooted in their personal experiences.

Client participants' interviews indicated that the experience of a working alliance was seen as the core aspect of practice. As the working alliance strengthened, four other key areas of practice were identified as helpful and beneficial in the practice process. These include presence, structuring, personalising, and interacting. Each of these practice components are discussed below.

7.3.2 Creating Presence

Practicing online with client participants begins with the initial reality that the practitioner and participant are in different places, which could mean that participants

feel a lack of social connection to the practitioner (Moore, & Kearsley, 2005). Recognising and addressing the complexity of creating social presence with client participants is an important starting point for online career practice. Social presence has been described as the perception of a person being really there in online communications (Gunawardena, & Zittle, 1997; Richardson, & Swan, 2003; Yen, & Tu, 2011). Therapeutic presence has been defined as “being willing and intent on approaching and connecting to the present moment of clients, with open readiness to receive what is there without prejudice of expectation” (Geller, Pos, & Colisimo, 2012, p. 9). As career practice moves to an online space, there is a need to consider and explore how the design and practice can communicate openness, willingness and readiness to participants.

Within this research study, client participants identified factors that gave them a sense of presence of, and with, their practitioners. These were summarised into the following categories: visibility; practitioner responses; and ongoing contact. The data showed that the presence was experienced both at a personal and professional level through the ways a practitioner demonstrated that they were “listening” to a client participant’s stories and narrative (Evans, 2009).

Early research into the notion of social presence in asynchronous text-based communication indicated that there are three categories of responses that help to convey immediacy and intimacy that shaped the development of online social presence. These included: affective responses, interactive responses and cohesive responses (Rourke, et al., 1999). The data from this doctoral study concurs that these three different response approaches were present and identified by client participants as impacting their sense of connection with their practitioners. Affective practice actions included: expressing emotions such as being positive and happy to interact with client participants; being encouraging and optimistic, displaying genuine concern, curiosity and regard for client participants; being playful and lightly humorous; and appropriate self-disclosure that related to a client participant’s circumstance. Interactive practice actions included: replying to client participants and explicitly referencing other messages or activities a participant completed; quoting the client participant’s words back to them; asking questions to deepen reflection and help clients co-create their current career narrative; expressing encouragement; and providing additional relevant resources and information. Cohesive responses included referencing client participants by name in responses; referring to the nature of the relationship by terms such as ‘we’

and 'us'; and adding communication for social connection (i.e., following up on information a client participant shared about a personal event and connecting about things such as the weather and current affairs). While situated differently over distant time and space, the data indicates that a strong social presence can be formed with thoughtful purposeful practice. .

When considering implications for the continued exploration and integration of online career interventions, it is important to attend to practice strategies that will increase the possibility that social presence can be cultivated so that clients feel a genuine connection with a practitioner. There are familiar hallmarks of face-to-face practice that serve to support a genuine connection such as: the layout of a physical environment; communication patterns such as fluidity of speech, tone of voice, eye contact; and social greetings (Evans, 2009). These factors are important in an online space; however, the nuances shift as the practice adjusts to online interactions and cues. Data from this study indicates that just as the physical environment impacts perceptions of practitioner presence in face-to-face delivery, the structure, design, layout and functionality of the technical learning space impacted how a client participant perceived the presence of a practitioner online. Considerations, therefore, need to be made for ease of access to minimise technical frustrations and to provide a lens to the practitioner at the beginning, such as a photograph and biography. Communication patterns in an online space will provide insight and connection. Practitioners can observe client communication patterns, then use those patterns to connect and be present. Cues such as the medium the client chooses, the time of day a client posts, changes in depth or tone of writing or changes in frequency of posts all offer insights and opportunities to reflect with client participants to make a "real" connection. This study found that maintaining ongoing communication is an important factor in sustaining social presence. For this reason, it is critical that practitioners maintain a proactive orientation toward communications with their clients. There are many choices to be made online regarding both when, and how, to communicate and seek concurrence up front with client participants on the communication engagement that helped to sustain communications. Once fluid and consistent communication slowed down, it was very challenging for practitioners to rekindle it.

As the careers field continues to integrate technology into practice (see for example Barnes, et al., 2020), whether by choice or necessity, it will be important that conscious effort is made to account for presence to be developed and conveyed. Social

presence with and between a practitioner and their client is necessary for a therapeutic relationship to form. Consideration will be needed both when designing interventions and in training practitioners to adapt their familiar face-to-face relationship building skills to new media and interaction formats. There are a greater number of choices to be made regarding how and when to communicate online. To foster and maintain the types of relationships necessary for constructive, productive career work, it will be critical to ensure that the concept of social presence and strategies to achieve it are considered for both synchronous and asynchronous communications.

7.3.3 Structuring the Experience

Structuring a client participant's experience emerged as a theme from the data that encompassed three components: contracting; clarifying and breaking things down; and summarising. While the intervention itself was designed and structured based on certain assumptions, the practice process of structuring emerged as the process of tailoring the experience to the client participant. The initial contracting established mutual expectations for working together and was a key component in rapport building and beginning to develop a working alliance. It also acted as a space to check in on technical needs and reassure that the practitioner was there to assist if technical matters emerged during the intervention. Clarifying and breaking things down was the practice of working with a client participant to carve up the learning into smaller chunks that met participants needs. It also included providing guidance and direction on how to complete and apply activities in a personally relevant manner. Summarising provided punctuation and emphasis to the process.

These themes emphasise that practitioners played an active leadership role to help client participants approach the intervention in ways that made the most sense for them. Even though the intervention was designed with a purposeful flow and in small learning chunks, these findings suggest that it is important for practitioners to ensure that the engagement process is tailored to each client and not assume that one online learning flow can fit all.

The importance of the initial contracting phase to clarify practice scope, establish expectations, verify technical needs, and review ethical considerations has been documented in the careers' literature (Osborn, et al., 2011; Sampson, 1999; Vuorinen et al., 2011) and online counselling literature (Abbott, Klein, & Ciechomski, 2008; Evans, 2009; Jones, & Stokes, 2009). Within the scope of this study the initial

contracting phase also served as an important phase for developing a working alliance which supported the ability for practitioners to help client participants structure the learning in a meaningful way.

Looking deeper into the practice situations that informed the theme of clarifying and breaking things down, reveals another process. The client participants appeared to be seeking and needing support to structure their engagement through the intervention. Some of the supports included: planning out a strategy for completing the intervention within their lives; revisiting and being clear on their goals for completing the intervention; and organising an order and depth of engagement with the materials. It seems that the shift of moving career practice online also required clients to gain new skills for participating in this new environment. This seems closely linked to the notion of self-regulated learning that considers: how learners engage in a cyclical process of preparing and planning for their learning; engaging in and making sense of the learning; and reflecting on the process and learning (Zimmerman, 2002). An implication for careers practice could be that practitioners will need to become more aware and skilled at supporting clients to develop new learning and sense-making skills to fully partake and succeed in online career interventions. It seems to be a rather significant shift from guiding a client through a process and adding the meta-cognitive process to help a client learn to also self-regulate and guide themselves through a learning process.

Client participants also found that practitioner summaries of their discussions and activities supported their navigation through the intervention. In a face-to-face context, verbal comments and even non-verbal communications are often summarised by a practitioner to crystallise thinking, as a stimulus for further exploration and as a perception check. In the online space, the summaries demonstrate that the practitioners integrated observations from online cues along with communication from various media and activities and provided summaries that coalesced the interactions within the intervention. These summaries acted as punctuation within the intervention, brought structure to the engagement and facilitated the ongoing reflections between practitioner and client participants.

The practice of structuring is a process of revealing and making relevant the design of the intervention. This component suggests that it is essential for practitioners to fully understand the intended pedagogy of the design and the meaning and relevance of each activity within the intervention. The practitioners in this study had a strong grasp of all components and were able to intervene and help influence the way

client participants engaged with the intervention to increase applicability for participants. An implication to consider for the careers field is the tension between creating online interventions that meet quality and consistency standards in addition to offering sufficient flexibility to structure and make the interventions relevant to each client.

7.3.4 Personalising the Career Learning

Personalising the career intervention saw the practitioners making choices about how they communicated with client participants including the depth, focus and timing of their responses to clients and the additional resources that they chose to share related to a participant's unique situation and needs. The first point of contact, the contracting meeting, between the practitioner and client participant was a telephone call. Throughout the intervention, client participants and practitioners engaged in asynchronous text-based and synchronous telephone communication. Based on the patterns of practice, the practitioners integrated the immediacy of synchronous telephone communication with the reflective power of asynchronous reflective writing. Blending these two mediums provided the opportunity for client participants to engage in different ways of meaning making, with this blend together supporting and strengthening their engagement and reflection. This concept resonates with the idea of purposeful blended learning where the inclusion of mixed communication methods and media to support differing learning styles and encouraging participants to engage with, and use, different learning domains to gain understanding (Dickfos, Cameron, & Hodgson, 2014; Fregona, 2016; Picciano, 2009; Sharma, 2010).

As described earlier, client participants captured many of their stories and reflections in writing and these were visible to their practitioners. The initial act of writing the stories was conveyed by client participants as a powerful experience. However, it was the responses and dialogue with the practitioner that many emphasised as the meaning-making process. Practitioners had the privilege of witnessing and contributing to client participants' stories, through the narrative writing process and became co-authors with the client participant in the structuring of their future story (McMahon, 2017b). Through this process, client participants and practitioners created a framework for understanding and learning from past events to plan future actions (Polkinghorne, 1988).

Another practice that personalised the experience for client participants was the sharing of relevant, targeted resources. The careers field recognises the significant role practitioners hold in the identification and sharing of quality, vetted resources targeted to clients' needs (Amundson, et al., 2014; Niles, & Harris-Bowlsbey, 2013; Osborn, et al., 2011). However, within the context of this online intervention, the provision of resources occurred within a learning management system. Client participants had access to pre-designed content, materials, activities and resources for the intervention. Practitioners provided additional resources in the form of relevant web-links and professional resources (different from those within the intervention). Examples of the targeted resources provided included: relevant LMI, employer contacts, community and mental wellness information, inspirational quotes, and articles targeted specifically to a client participant's context. These resources were well-received by client participants for their personal and meaningful relevance. Client participants also noted that this made them feel thought of by their practitioner and this contributed to feelings of visibility and the working alliance. The sharing of resources in the online intervention had cognitive, emotional and social benefits. This sharing of resources happened organically in the delivery of services; it was not a structural design component. Given the significance that client participants attributed to the practice action of receiving target resources tailored to their needs in this study, this is an area that could benefit from additional research and certainly is a consideration to evaluate in the design of online career interventions.

The ways in which practitioners personalised this structured intervention provided insight and consideration for future online career interventions. Practitioners spent more hours engaged with their client participants than originally accounted for. They reported that it took a significant amount of time to meaningfully construct their responses to client participants as they read and stitched together a cohesive understanding of the stories and activities that these participants shared. As the field adapts to integrate greater use of online services, the resource of time needs to be addressed structurally, operationally and within funding structures (Bimrose et al., 2015; Osborn, et al., 2014). While long-term cost savings may exist once content is created and accessible, the distance between having no online services to developing online interventions is vast in terms of both intervention design and increasing the skills of practitioners for new delivery models. This is an implication the field needs to consider, debate and plan for.

7.3.5 Interacting

As discussed in the findings chapters (chapters 5 and 6), all of the practices identified are interactive. Yet, the data from this research suggested that the emerging theoretical model warranted a specific component on the processes for sustaining interaction. The data indicate that the practices of active listening, sharing observations, and weaving and threading engaged and sustained interaction between participants and client practitioners.

Active listening was identified by the client participants as being heard by their practitioner. The data showed that this was described as the practitioner listening to understand, clarifying and asking questions, providing feedback, deferring judgement and being present. This process aligns to discussions related to constructivist approaches to career development that facilitates a storied approach to practice. Brott (2005, p. 49) describes this as a process of “co-construction (i.e., to reveal), deconstruction (i.e., to unpack) and construction (i.e., to reauthor)”. Brott (2005) describes this process unfolding through the process of active listening, facilitating and clarifying questions.

When studying the interactive and co-constructive process between client participants and practitioners, it is evident that the practitioners demonstrated a very purposeful approach as they sought to comprehend and contextualise their participants communication to create a cohesive integration of messages as they shared observations, summarised communication and elaborated on client thinking. This process appears aligned to emerging thinking regarding constructivist approaches to listening (Burlinson, 2011). Through a constructivist listening approach the practitioners followed a pathway of hearing, comprehending, interpreting, recognising and understanding the various channels of communication shared by client participants to deeply understand their messages.

To achieve a deep level of understanding, practitioners demonstrated the use of various communication and counselling strategies as they wove and threaded their understanding back to client participants, which supported the ability for these participants and practitioners to elaborate on the client participant's thinking, deepen their personal awareness and consider new perspectives. With access to many threads of communication and levels of participation, the practitioners required highly reflexive orientation (Dewey, 1983; Schon, 1983) to read and consider the client participant in context and fully, not simply responding to the last post a client participant offered.

Interacting in the online environment differs in many ways from face-to-face conditions, as discussed throughout this thesis. Relocating many interactions into the written form provides an opportunity to engage in narrative, meaning-making practices that truly allows the client and practitioner to act as co-authors of a written career narrative (Bujold, 2004; Collin, & Young, 1986; Peavy, 1998; Reid, 2005). McIlveen and Patton's (2007, p. 17) descriptor of the practitioner as a "caring editor for the client who plays the role of author" seems a very appropriate way to capture and illuminate what was seen in the complex weaving and threading process.

This discussion, however, is not intended to indicate that the interactive process was purely a narrative process. While there is strong evidence of a narrative counselling process, cognitive processes were also developed through the interactions. As practitioners shared observations, elaborated on client thinking and offered clarifications, there was evidence that practitioners helped client participants to enhance their metacognitive processing. This refers to the process of selecting and sequencing cognitive strategies to solve career problems through self-talk, self-awareness, monitoring and control (Peterson, Sampson, Reardon, & Lenz, 2002). Through the narrative and interactive process, client participants gained greater clarity of their career story and were able to articulate gains in confidence, reduced anxiety, and greater hope and optimism. This raises interesting possibilities for the value of using multiple modes of communication with the support of a dedicated and skilled practitioner to bridge narrative and cognitive strategies.

7.3.6 Practice Conclusion

Findings discussed in this section (7.3) illuminate the importance and centrality of the practice relationship. It is evident that online career practice requires attention, purpose and focus to provide a highly personalised client experience online. The development of the working alliance fostered opportunity for client participants to engage in the career learning process through relational means (Magnusson, p. 56). As client participants engaged in reflective activities and entered into a dialogic and recursive discussion with their practitioners, the depth of learning application was deep and strong. The shift to the online space, in this study, altered the focus of practitioners' efforts. No longer needing to convey generic career content, all of their time was devoted to interaction and meaning-making with participants.

7.4 Learning & Development Impact

The purpose and intention of the online career intervention was to increase the overall HOPE competencies based on the HCCI (Niles et al., 2010). The theoretical underpinning posits that regardless of the career situation, people with high levels of action-oriented hope are in stronger position to consider possibilities, overcome adversities, and initiate action. The Hope Centred Career Model, integrates the following career competencies: self-reflection, self-clarity, visioning, goal setting and planning and implementing and adapting. While the research questions for this study were not centred around the learned/changed behaviours through the intervention, client participants shared their outcomes and perceptions of intervention effectiveness. By focusing the research questions on participant experiences, the data tells a story about the ways in which the design and practice of the intervention contributed to client participant learning and growth. The data indicate that many positive gains and outcomes occurred for the client participants in this study. These can be clustered into the following outcomes: increased career related self-understanding; growth in emotional and psychological awareness; skill development; and greater goal focus.

As noted, the intention of the intervention was to increase hopefulness and Hope related competencies. With the target client participant for this study being unemployed adults, with low hope, accessing government-funded community employment services; the only consistent common indicator that they all presented with was that they were actively looking for work. The strengths and barriers differed widely across the sample; yet learning occurred and gains were made, in different ways and areas, for nearly all client participants that fully completed the intervention. The intention of this intervention was to increase hopefulness and in turn support client participants attending to their career concern. The general consistency of need was that all client participants who came into the intervention were in active job search. However, what they needed to address to increase their efficacy and chances of obtaining sustainable employment, differed and emerged as they participated in the intervention and engaged with their practitioner. Below is an expanded discussion regarding client participant outcome gains.

7.4.1 Increased Career-related Self-understanding

Client participants demonstrated increased self-awareness and found that they gained increased personal insight regarding their career dilemma and actions in which

they felt they could engage, and take ownership, to move forward. Reading the counselling exchanges and the client participant interviews provided a sense that many were experiencing a type of Johari window (Luft, 1969), with experience related to self-reflection and self-understanding. It appeared for many that they did not possess the deep reflection skills necessary to make sense of their current dilemma and begin to take actions aligned to their strengths and desires. Through the guided interventions and interactions with the practitioner, client participants as they started to tap an understanding of themselves in different ways, were able to create goals and pathways that they had never thought of before. An example of this can be found in Julietta's story.

Julietta, 60, had been a government employee for most of her adult life. When she was made redundant, she spent most of her unemployment time fighting the union and endeavouring to transfer her pension to another city. She was angry and in state of fight. Through the process of telling stories and reflecting on areas of strength and joy, Julietta was able to realise how important her volunteer work had been in her life. Through this she was able to identify the values that aligned with her in helping people. Julietta noted that writing things out and concretely reflecting on them helped her understand why she was angry and why she had lost joy in her employment. This led to Julietta recognising she had a right to seek employment that would better align with her skills, interests and values. Julietta gained personal insight and recognised that "working in an old folks' home, helping little old ladies buy jewellery and go bowling would make me happy".

What is interesting in Julietta's example and many other client participants, is that they were able to increase their reflection abilities by being asked to share stories about their lives. They were not provided interest or values checklists, but instead were guided by activities and the interaction with their practitioners to focus on hopeful experiences, strengths and successes. Through this process client participants noticeably increased their reflective abilities and discovered new insights about themselves as people to whom they were able to apply their career concern, to sharpen their ability to identify, explore and evaluate options.

7.4.2 Growth in Emotional & Psychological Awareness

Another outcome evidenced in the data was the development of metacognitive processing, through which client participants became more acutely aware of their

emotional and psychological experiences. They shared in their intervention and reported in their interviews how they were aware of developing changes in their perspective(s). They were able to look at things differently and were experiencing feelings of inspiration, optimism, hope, confidence and resilience. Addressing the negative emotions and interfering thoughts often associated with unemployment is recognised as an important shift for individuals to enable possibility thinking and the ability to take action (Peterson et al., 2002; Niles et al., 2010). An example of this can be found in Charlotte's story.

Charlotte, 44, had a graduate degree and had been struggling to find employment aligned to her education. Charlotte had started a small business and was lacking the energy to drive it forward. She expressed feeling the need to find passion and confidence to re-engage with her work life. For Charlotte, reflecting and identifying what was important to her at work, helped her reframe her emotional and cognitive outlook. The passage below is one that Charlotte wrote in the intervention, which demonstrates her clarity as she worked through the differing intervention components:

'I enjoy challenging work that requires me to push beyond my comfort zone. I enjoy researching, planning, managing small medium sized projects, developing frameworks to guide my work and having a systematic approach to issues. As an introvert, I think when I work with small teams and have the space to work on my own. I need to have a mix of guided, collaborative and self-paced work. To engage I must feel confident and satisfied in my work.'

From this process, Charlotte realised that being isolated in a small business was not motivating for her. She recognised that being out of her comfort zone was a satisfying space for her and that staying within her comfort zone, during her unemployment, was actually demotivating. She had an emotional and cognitive breakthrough when she was able to recognise this about herself. Charlotte was also able to look back and identify time where she was resilient and credits the responses and engagement with her practitioner as the key component that enabled her to gain this clarity and the confidence and optimism to restart and refocus her job search anew. Charlotte describes her reflective meta-cognitive experience with her practitioner in the interview quote below:

'I found that her responses were appropriate to the self-reflection that I had posted, while they were also very encouraging and acknowledged, for example, the challenges that I had faced, she also shared her interpretations and

something else that she had seen. For example, in the assignment about using the resources around me, she commented that one of the other strengths that she had seen from my personal experience was resilience – a thing I had not seen myself because at that point in time my resilience was being challenged.’

7.4.3 Skill Development

A third area of learning impact for client participants was their own skill development; specifically, soft skill and job search skills. The interventions were not designed with these specific outcomes as a focus; the activities were not anchored around learning objectives to teach soft skills or job search skills, yet the creative and reflective nature of the intervention supported skill development in these areas. The soft skills that were most often referenced as a developmental outcome for client participants included expanding creativity, increasing adaptability and resilience, and enhancing communication skills. An example of increasing adaptability can be found with Lori.

Lori, 44, was trying to find options for work related to the arts, specifically, writing. At the mid-point of the program, Lori considered leaving the intervention. She wrote:

‘I am having a great deal of difficulty answering and understanding most of these questions. I think this is due to the fact that I have a hard time thinking in such an abstract way. We may have to consider that I may not be the right person for this project.’

With encouragement and support from her practitioner, Lori continued to participate in the intervention. In her interview Lori described how the intervention, in the end, helped her increase her creative, abstract reasoning skills.

‘I would come up with one thing and she would have a billion more; I felt like she knew me so well. She helped me get creative to look at my problems; she got a lot more out of me. She really helped me come up with so many ideas I hadn’t thought of. The most important thing that Lori said to me was “Why do you only have to pick one option?” That had a really big impact on me. She’s right, why do I have to only pick one thing [...] why can’t I do two things at once?’

The data also show that client participants identified concrete job search skills that they developed through the intervention. This included: communication skills, interview confidence, networking strategies, job seeking skills, and portfolio

development. Juan, 46, an immigrant to Canada found the reflective activities and the process of writing stories helpful in preparation for interviews. For instance, he said:

'I think it was useful for me for what to express in the job interviews. It helps me understand, when employers ask you, 'Tell me about an experience you have in your job'. Now I can visualise it, now I can imagine what they want to hear. Before I could tell them 'I was in a big company' and just tell them something they don't want or they really don't need to know.'

The data indicate that the use of writing, creative thinking and application, together with deep reflection support client participants to grow skills in areas they had not planned to develop. This is a finding that could be further explored related to the opportunity to embed employability skill growth within career interventions without explicit focus on the skill being developed; which for many clients may be much more engaging than being referred to a 'communication' or 'stress management' workshop.

7.4.4 Goal Focus

Lastly, the data indicate that client participants achieved greater goal focus through the intervention. They described this as finding clarity, developing a future focus, feeling confident in their ability to evaluate options and feeling empowered and motivated for their future. Jenna, 39, was seeking opportunities to transfer her skills toward a helping profession. After exploring ideas with her practitioner, she expressed this on the platform:

'I would like to be doing something that makes me happy and gives me a sense of helping others. I want to work in a job where I feel self-satisfaction and worthiness. Instead of feeling overwhelmed and wanting to run away from problems, I need to be patient and take one step at a time to reach my goals.'

In her interview, after the intervention, Jenna summarised the impact of having greater goal focus in this way:

'In one of the activities, I visualised already being at my new job and I had to look back to where I was today to see the steps I had to take to get there. This made me realise I had to be proactive in my job search, not scared. It reinforced the positive things I needed to do.'

The impact and outcomes client participants achieved exceeded expectations when creating this intervention. What has been a very interesting discovery is to understand the range of impact and development that occurred. The intervention had

space for different client participants to invest in the areas of their career concern and to develop competencies and skills from metacognitive learning. For example, the intervention did not directly set out to increase job search skills, yet the creative and reflective activities and exchanges with practitioners, enabled many client participants to recognise that through these activities, they were able to apply their learning to other return-to-work needs. This finding will be worthy of further exploration for future online career interventions to explore, more specifically, how the components can work together in fostering meta-cognitive growth.

7.5 Technical Implications

The technical experience of client participants in the online intervention was also explored in this research study, with data exposing three factors: access to necessary technology; ability to engage and operate computers and web-based technology; and attitudes toward using technology for communication.

Access to computing devices and broadband internet is always a limiting factor for participating in career interventions online. Client participants in this study were all unemployed and accessing services from a government-funded career agency. Of the 24 participants, 16 participated from their home on their own devices and 8 participated at the career center on public-access computers. Of this latter group, two participants made the choice to attend and work on the intervention at the Center to have quiet time away from their homes to focus; the remaining six needed to participate in the Center to gain access to the needed technology. For the most part, client participants appeared comfortable working at the Centers and appreciated the technical support that Center staff provided. With the access to public computers, lack of personal devices did not limit any client participants from joining; however, the benefits of ease and full control of timing for participation were decreased.

Client participants self-reported a range of computer and technology abilities. The majority had average to low technical abilities and required some instruction and coaching from their practitioners to effectively engage in the intervention. When creating the intervention, this was the anticipated participant technical skill level. This influenced design decisions such as creating a central organisational structure where client participants could find all the intervention materials without being referred to external web-based resources. This type of design approach can reduce stress and

alleviate frustrations for users with less computer self-efficacy (Kruger-Ross, & Waters, 2013; Lee, & Choi, 2012).

There were, however, some design elements that challenged most client participants. An app needed to be installed to run a web-meeting software and that caused challenges for some client participants. However, with support, all were able to get this installed. The meeting was only used to view the client practitioners screen for a mind-mapping activity and the call happened over the phone as we had assessed that the technical access and abilities for computer video and audio use would not be feasible. One client participant did encounter a unique challenge and incurred a mobile-data charge, for what should have been, a toll-free call. The project reimbursed the participant for these costs as paying that unexpected charge would have been a burden.

In addition to technical skills, online asynchronous practice requires communication of thoughts and feelings in writing. A number of the client participants had average-to-low literacy skills and seven were immigrants with English as their second language. Although there was a notable difference in the fluidity and depth of writing across client participants based on literacy and communication skills, those who were actively engaged in the intervention were able to communicate and reveal information about themselves in writing. Practitioners notably made efforts to use communication strategies with consciousness to the client participant's literacy and communication skills.

As discussed in previous chapters, client participants who experienced the intervention as relevant engaged more than those who reported less alignment with the intervention. Another concept that impacted engagement was the attitude a client participant held regarding the role and efficacy of computer-based communication. Those who had a negative orientation or attitude toward the use of technology-enabled communication and practice engaged less fully in the intervention's activities. Data indicated how they participated more out of expectation, rather than for their own growth and development. The negative or sceptical attitudes toward the technology were captured in interviews after the completion of the intervention, where sentiments were shared that conveyed that the computer-based engagement was not a good fit for the client participant's beliefs about interacting online.

Data indicate that those client participants with low or high computer ability were able to function in the intervention; with the technical support provided by the

practitioners. This further supports the notion that client practitioners will need to take on new roles by providing technical support and/or helping participants learn and use technology (Evans, 2009). It also reinforces the proposal that the use of technology-enabled interventions can support client participants increase their digital literacy skills. However, it seems important to recognise that the attitudes client participants held toward the efficacy of technology-enabled communication impacted the time and depth they engaged with the intervention activities.

This suggests that when assessing the relevance of an online career intervention with potential clients, it is important to consider their attitudes and assumptions about the online delivery and engagement methodology. This observation is consistent with a research study (Morgan, Wilkinson, & Osborn, 2002, p. 93) that found “identifying individuals with negative computer attitudes should be considered to ensure the efficacy of computerized career services with economically marginalized people”.

Numerous client participants appeared to have come into this research study with neutral attitudes toward the online delivery. Through their interviews, many expressed surprise at how close they felt about their practitioner and how personal, immediate, intimate and effective the process was for them. Some also shared that the intervention design was much more effective than they expected, based on previous online learning experiences. This raises an interesting challenge in distinguishing between those with negative attitudes and those with neutral attitudes, as those with neutral attitudes were open and appeared to have allowed the intervention to surprise them. Further research on this potential distinction is therefore indicated.

The challenge of access can be conceived as a binary question: does a client have access to the required devices and internet or not? However, simplifying this question of access denies the importance of the questions as related to social justice and the actions the career development field may take to increase equal access for all individuals (Watson, 2010). If services are being offered in online formats, it is incumbent upon organisations to increase public access to devices and to advocate for improved access to stable, high-speed internet. Since many have noted the value of online services being beneficial for those living in remote areas with differing abilities, and potential mobility limitations (Djadali, & Malone, 2004), the career field needs to be aware that online services do not further isolate those who may need and benefit from access to the services the most.

Through this study, the data indicated three significant technical factors to consider when assessing the suitability of delivering an online career intervention and in assessing the suitability for clients. While the issues of access, abilities and attitudes may be helpful to assess suitability, they should not be seen as static, fixed measures. As a field there is a responsibility for engaging and advocating about these issues at a systemic level and at a personal level with clients. As the career field integrates technology-enabled delivery, so too must it accept its role to engage with and lead in practice and research.

7.6 Conclusion

The importance of design for web-based career delivery has been documented (Harris-Bowlsbey, 2002; Harris-Bowlsbey & Sampson, 2001; Sampson, 1999, 2000, 2002, 2008; Sampson & Harris-Bowlsbey, 2005; Sampson & Lumsden, 2000; Sampson, et al., 2003; Offer & Sampson, 1999). This work, however, has largely focused on technology enabled systems, rather than facilitated intervention design. This study explored the impact of design factors within facilitated delivery and the findings demonstrate that the intervention design created the foundation for practice to occur. Providing relevant content in an easy-to-navigate structure allowed client participants to engage in learning activities and processes that generated written activities and narratives that served as the base of discussion and co-creation between client participants and practitioners.

Data revealed that the practice strategies used in the delivery of the intervention contributed to the development of a working alliance and that as the alliance strengthened, the relationship became central to the learning process for client participants. The intimacy of the relationship was evidenced in both the depth and volume of the communication between the client participants and practitioners. The practice process involved creating presence, structuring and personalising the learning, and constant interaction throughout. Data indicate that design and practice were highly interwoven. If the intervention was delivered as a self-directed experience, independent of practice, it was clear that the depth of reflection and learning would not have been possible. Simultaneously, if the practitioner had a telephone call with a client participant and attempted to provide career practice supports just through email communication, it is unlikely the depth of relationship and practice would have been achieved. It appears that the mixing of the content, activities and interactions is what enabled the

intervention to provide a deep and rich experience to unfold. This suggests that the transition to online career practice requires far more than endeavouring to replicate existing practices through technology; it suggests that we need to bring new approaches and practices to a new space (Magnusson, 2015).

Chapter 8. Conclusion

8.1 Introduction

There are escalating calls for the careers field to increase the use of technology within the counselling process (Barnes et al., 2020; Gati, & Asulin-Peretz, 2011; de Raff, Hui, & Vincent, 2012); yet the published literature holds little evidence-based research that explores factors that impact the delivery and efficacy of online career guidance interventions, as argued in chapter 2 of this thesis. This research study aimed to explore the use of ICT as the medium of communication between client participants and practitioners in a purpose-built online career intervention. The research questions that guided this study are restated below:

- i. How does the career intervention learning design impact engagement, disengagement, and perceived effectiveness?
- ii. How do client-practitioner relationships form, develop and function within the technology-enabled intervention?
- iii. How does the usability and functionality of the technology-enabled space help and hinder the experience?

Informing these questions was a curiosity as to whether technology-enabled services, which integrate different career learning processes, may expand or shift the psychological access and experience of practice in ways that differ from face-to-face interventions. Findings have been presented throughout that would appear to indicate that in this specific online intervention example, familiar practice approaches did take different shape and form as the location of career guidance shifted from a face-to-face to online space.

This change of space aligns with the concept of an emergent “third space” (Bhabha, 1994). Bhabha conceived the “third space” as a space between, a liminal space, where identity can be re-imagined and negotiated. Studies have explored how encounters using computer-mediated communication created transformation in student-teacher relationships; a transformation that shifts from a traditional power dynamic to one that, through deep listening, opens horizons and provides opportunity for self-expression and identity renegotiation (Bretag, 2006; English, 2002; Hannula, 2001). As I have sat with the client participants and practitioners within this study, I often saw this emergence, this sense of new safety and desire to explore more deeply, to engage

equally in co-constructed understanding, in the absence of traditional face-to-face power dynamics. This opening up of deep self-expression allowed identities to be examined and renegotiated. It is with this new understanding, that I summarise the conclusions of this thesis.

The conclusion summarises the field contributions as related to design, practice and technology. It then further identifies implications for the field, including governments and funding agencies; career organisations, practitioners and clients. It concludes with my final reflections on this study.

8.2 Field Contributions

The data analysis (chapter 4) led to the emergence and formation of a model that I named as the Relational Intra-action Model of Online Career Learning. Data indicated that the experiences of client participants showed that the interplay between design and practice were inextricably linked. The experience came to life between the interplay of design and practice, with this occurring from the interaction within the phenomena of the intervention (Barad, 2007). This may be one of the most pivotal findings from this research. It suggests that approaching the design and delivery of online career learning interventions requires careful thought to ensure relevance of the pedagogical and technical design of the intervention to allow the possibility for strong working alliances and productive practice to develop. Unlike face-to-face delivery, the opportunity for a meaningful relationship to form and for clients to achieve career learning outcomes requires not just strong career practice skills, applied in new ways, but the ability to anticipate and design relevant interventions using technology. This sheds light on calls that have been made in the literature recognising that practitioners and the providers of career services will need to consider how to integrate new technical and instructional design capacities within practice and service delivery teams, while learning to adapt familiar practice skills to new environments. The next section of this chapter will detail the contributions to the field that emerged from my findings related to intervention design and practice.

8.2.1 Design

The intervention for this study was built using constructivist learning and counselling principles. This study set out to query how the career intervention design impacted engagement, disengagement and perceived effectiveness. Findings have

been presented over the last three chapters (5, 6 and 7), with the most significant contributions summarised below.

8.2.1.1 Role of Relevance

The notion of intervention relevance emerged as a central tenet of design. Of course, it is essential for all career services to ensure relevance and fit of interventions for clients. However, in the online context, relevance was a concept that needed to be constantly monitored throughout the intervention delivery, using different observational skills from face-to-face delivery. Practitioners monitored relevance through the words being shared and the words and behaviours that were not present, adapting to new online cues (including absence of presence) and developed communication strategies for connecting and probing to ensure that the intervention remained relevant. Working across spaces, platforms and communication modalities, both to ensure relevance and client engagement, represent new skill sets that practitioners will need to develop.

8.2.1.2 Centrality of the Relationship

Watts (2001) posited that the design of ICT in the careers field needs to consider whether the practitioner is seen as one of the available resources or if the relationship should be central in the design. This study demonstrated that online career interventions can be designed to place the practitioner/client relationship as a central component and that relevant and purposefully designed content and activities can be of service to the practice relationship, providing the practitioner intimate access to the mental constructs of the client.

The intervention was designed based on a career learning pedagogy (Goddard, 2010), which I developed after watching and analysing online practice with my staff and clients over a six-year period. As discussed in chapter 6, the pedagogical approach focuses on the combined resources of: selected relevant content; personal application activities for client engagement, after reading content; and intentional points of interaction between practitioners and client participants for discussion, reflection and supporting meaning making. This study, therefore, serves to demonstrate an example of integrated career delivery that combines two or more guidance functions (Sampson, 2002). Data strongly indicate that the interplay between these different learning components fostered a strong relationship that supported client participants to learn and apply that learning to their evolving career narrative.

8.2.1.3 Asynchronous, Written, and Blended Learning

Intervention design also adopted blended learning approaches that integrated multiple modes of communication in both synchronous and asynchronous learning. The learning opportunities and benefits of blended learning are well documented in the educational technology literature (see for example: Dickfos, et al., 2014; Fregona, 2016; Poon, 2013; Sharma, 2010). However, little to no research has been conducted applying this model to career interventions. Data from this study strongly indicate that the integration of writing and providing client participants with time to reflect, articulate, re-examine and rearticulate their career narrative, with the contribution and interaction of their practitioner, deepened their learning. As client participants went through this process, many noted that the richness compelled them to put more time into the intervention and to go deeper, to make meaning of past experiences for their career future going forward. There was a quality to the writing and process that suggested that this process allows the career experience to be both permanent and permeable. As client participants articulated their thoughts, they effectively penned a record that captured their thoughts and feelings from a moment in time. Yet, they were able to return to their written words and add to them, restructure and adapt, based on contributions from their practitioner. Thus, client participants had an opportunity to structurally reflect on their own words, penetrate their thinking and witness their own re-thinking. They were active in their learning and were able to seek out new information about themselves, organise it in a different way to make new meaning, then have the opportunity to articulate this new meaning to, and with, their practitioner (Allan & Tanner, 2005).

This research finding contributes significant new knowledge to be considered in the careers field. It offers a very different, transformational, approach to engaging and helping a client access their stories. Client participants demonstrated great willingness and engagement to find different stories and examples that revealed themselves at a depth and speed that would be unlikely to occur in face-to-face delivery, evidencing the impact of the disinhibition effect (Suler, 2004). It seems this process may have supported client participants to find their quiet, “untold stories” (McMahon, 2017b, p. 19) that live under their dominant narrative. This aligns with creative and written approaches that are becoming more actively explored in the field (Amundson, 2018; Lengelle et al., 2014; Lengelle, Hambly & Hughes, 2018; McMahon, 2017a). It provides

an example of evidence for how these approaches could be designed for online career learning delivery.

8.2.1.4 Structure and Flexibility

Relocating career interventions to an online space requires significant effort and time. It requires the development of a technical infrastructure, the content and activities for the intervention and a purposeful pathway. That said, the data from this study suggests that even with a purpose-built intervention, it is important to allow for, and expect, the need for flexibility as well. Although all client participants started in the same place and there was an assumption of forward linearity, for some, the relevance of, and engagement with, the intervention required the ability to break activities down into smaller chunks, alter the order of engagement and supplement the learning with additional, tailored resources. This suggests that when developing online interventions, it is necessary for the lens of flexibility to be applied in the design process.

8.2.2 Practice

The intervention for this study was built using constructivist learning and counselling principles. This study set out to query how the career intervention design impacted engagement, disengagement and perceived effectiveness. While findings have been detailed over the last three chapters (5, 6 and 7), below the most significant contributions are summarised.

As career practice transitions to multi-modal online delivery new questions need to be explored to understand how the tenets of effective practice show up in the online space where the words and writing live on. This study set out to query how client and practitioner relations form and develop within a technology-enabled intervention. The most significant findings are summarised below.

8.2.2.1 Building a Working Alliance

Research has revealed that a strong working alliance was central to the online practitioner/client relationship. Data indicate that the working alliance started forming from the initial intake meeting and continued forward throughout the intervention. Two key factors emerged that contributed to the formation, development and sustainment of a working alliance: 1) offering genuine and personal communication; and 2) providing acknowledgement and encouragement. Offering genuine and personal communication immediately addressed fears of client participants regarding a potentially robotic

experience online. Approaching this communication with a genuine sense of curiosity helped client participants open-up and feel connected. They realised the engagement was solely for their benefit to learn and grow. Providing acknowledgement and encouragement was recognised by the timeline and personalised responses and from practitioner efforts and engagement to encourage client participants to expand their perspectives. Building connections in this way required purpose from the practitioner. The data shows that when these experiences and encounters happened early in the intervention engagement, client participants were more likely to feel connected to their practitioner and the intervention. In a few instances, when client participants were slow to engage or more reticent to share information about themselves, the practitioners had nothing to respond to, which, in turn, meant that a working alliance could not form.

There are important contributions this finding offers. Firstly, it indicates that a strong working alliance can form online and that it is a central quality of the relationship, just as it is in face-to-face practice. Secondly, the Intake meeting takes on greater importance than simply assessing relevance and fit for the program. It was evident in the data that the working alliance formation started in this first contact (a telephone call in the case of this intervention). This suggests that having an intervention practitioner conduct initial intake meetings with clients could increase engagement and effectiveness of the intervention. Lastly, specific activities and approaches can be utilised to form a lasting working alliance with clients online. These include: fostering a sense of presence; structuring and personalising the intervention; interacting with clients through active listening, sharing observations and weaving; and threading communication together throughout the intervention.

8.2.2.2 Seeing and Being Seen

Relocating career interventions online means that physical presence (to be seen and acknowledge others) is suspended. Yet, humans need to see and be seen. To feel visible to the other person is a cornerstone of all communication. Moving to an online space requires rethinking how practitioners can create and foster this sense of presence. Data from this study indicate that the three categories of responses (affective, interactive and cohesive) identified in early asynchronous text-based communication research (Rourke, et al., 1999) were evident in practitioner responses and that each type contributed to the client participant experiencing social presence (see details in chapter 7, section 7.3.2).

This points to the importance of training practitioners explicitly in constructing different types of responses and learning how to determine the use of appropriate responses. Depending on the training and experience of the practitioner, it may not feel natural: to express their own emotions in writing online to a client (such as being happy to interact or optimistic); to construct a response that specifically refers to the client's writing or quotes their own words back to them; or even to communicate in ways that aligns the social connection between the practitioner and client. The practitioners in this study: took great effort to be personable; were thorough in their responses, referencing the client participant's thoughts and feelings; and found strategies to build connection (such as sharing purposefully chosen resources or following up on a personal event the client may have shared). They also noted the weight that responses carried, given the permanence of the written word. This suggests that supporting practitioners in learning these skills and offering support on an ongoing basis as they transition online will be critical for the field.

8.2.2.3 Guiding the Learning Experience

This study indicated that practitioners had an important role to play in leading and guiding their client participants through the career learning experience. Although the intervention was designed to be easy to navigate, with visual cues to guide navigation, practitioners helped to reveal the structure and intention of the intervention to ensure that clients could make personal sense and approach their participation in meaningful ways. These conversations of preparation and application occurred at the beginning during the intake meeting and at different points throughout the intervention. They often included references to a client participants' learning style and learning strategies. Practitioners would help their client participants create a plan for their learning and suggest adaptations that might be more suited to their particular needs. Through this process, practitioners applied meta-cognitive learning practices to help the client participant be effective learners in the process.

This finding is relevant for developers, managers and practitioners. The intervention was designed very intentionally, at a grade 6 reading level and was very easy to navigate. Yet, client participants welcomed a review of the intervention with practitioners and valued conversations that helped them break things down into smaller chunks, alter the order of the activities as may be applicable, and strategise how to organise their life to have space to complete the intervention. Moving the guidance

intervention into the online space meant client participants needed to consider how to integrate time into their own structures to complete the activities. This differs significantly from arriving at a career centre to participate in a workshop. The practitioners in this study recognised that they needed to help their client participants plan for, and engage in, their learning. As the field continues to integrate online delivery, this indicates that training for practitioners should include meta-cognitive learning and developing competencies for conducting conversations with clients about the approach and execution of the learning, along-side the substantial guidance conversations.

8.2.2.4 Listening, Sharing and Weaving the Learning

Practitioners utilised numerous communication strategies throughout the intervention to support clients' learning and meaning-making. Practitioners did not simply read and reply to messages. There was evidence that they examined and listened to the messages client participants shared throughout their participation, whether on the telephone, in personal activities they completed online or in the interactive written dialogue they shared. Practitioners also shared observations they made from the interactions and quoted client participants' written words directly back to them (so reinforcing learning, elaborating and expanding their thinking). Practitioners took an active role in weaving the learning that helped client participants reconceive their narrative as it was co-constructed to a new, cohesive perspective.

These communication strategies privileged client participants' words and perspectives and allowed the practitioner to enter deeply into their cognitive and emotional constructs. For client participants who entered into the intervention and began to participate early and fully, the exchanges and narrative steadily expanded throughout the interventions. For the small number ($n=4$) of client participants who did not engage fully at the beginning, the exchanges and developing narrative is far less robust and in two cases does not evidence that learning and change of perspective occurred. From the data it is difficult to surmise what blocked or limited some client participants from engaging due to limited reflection being expressed in the interview or choosing not to participate in the interview. One indicator of participation appears to be correlated to their attitudes toward communicating using online technologies. However, it is likely there were other impacting factors, which suggests that studying lack of engagement would be a significant contribution to this unfolding area of research. It is

important to note that the client participants who did not engage fully in the intervention were deeply appreciated and valued in this study as their lack of engagement provided important data that validates the importance of building a working alliance, beginning to communicate and connect at the very early stages of the intervention.

8.2.3 Technology Implications

Three key factors impacted the usability, functionality and suitability of technology. Firstly, access is naturally the first impacting factor. Clients needed to have physical access to the necessary devices and internet to participate in the intervention. Six client participants in this study needed to engage through the use of public computers at the employment centre due to inadequate technology access. While this allowed them complete ability to participate, it reduced some of the online benefits such as full participant controlled timing. As will be discussed further in this chapter, the issue of access is one that requires attention and effort from the field to ensure clients are not excluded from online services.

Secondly, data indicate that a client participant's ability to engage with, and operate, computers and web-based technology is another critical factor. The intervention was designed to assume a relatively low level of digital literacy and the majority of client participants indicated they had average to low technical skills. No client participants reported the inability to complete the intervention due to technology skills; however, the practitioners did take proactive measure to introduce client participants to the technical platform at their first meeting and were available to provide technical support as needed throughout the intervention.

Finally, a client participants' attitudes toward the role and efficacy of computer-based communication were a fairly strong indicator of the quality of their participation in the intervention. Those with a negative attitude towards online communication struggled with full engagement in the intervention. However, one interesting finding in the data suggests that those client participants with neutral attitudes were open to trying the intervention and in some cases were fully surprised by the relationship that formed with their practitioner and the richness of their experience.

These findings suggest implications for the field going forward. As noted, ensuring clients have access to the required technologies, without the expectations of incurring significant costs to acquire access, is central to the decision of delivering online. If clients do not have access, it is incumbent upon organisations and funding

agencies to create alternative access sites. To support all clients to effectively use technology, it is important to design services that can be used by both lower skilled and more tech savvy clients. Finally, within this study, it appears that client participants' attitudes toward the efficacy of communicating online may be a strong predictor for the likelihood of engaging in the online intervention. However, those with neutral attitudes seemed open and many flourished. This suggests that exploring clients' attitudes toward participating in an online environment may even be more important than their computer operation skills.

8.2.4 Conclusion

These findings represent key findings from this research study. When considered together, there are a few key themes that I would like to summarise as important considerations and contributions to this area of research.

Firstly, what we know to be true about face-to-face practice, continues to be equally, or perhaps even more important online. This intervention was built on sound, researched career theory. Central to the design was a strong focus on the practice relationship, or counsellor support, as noted by Whiston et al. (2017) to be the most important ingredient of career interventions. With careful planning and purposeful practice, career development learning outcomes can be achieved. While it may sound, superficially, that I am suggesting that face-to-face and online career interventions are essentially one in the same, in fact, I see many aspects of the online delivery that can serve to transform and improve services.

Integrating online career interventions can widen geographical and psychological access. There is no question that relocating services to an online space provides clients with an opportunity to access services that may not be readily available in their community. It also provides a greater choice of when, where and how to participate, an important aspect of service transformation. Additionally, the data from this study indicates that online delivery also widens psychological access. With the integration of a-synchronous delivery, it allowed client participants to be in control of the time and space. Importantly, it provides the control to manage their time and emotional readiness for participation. Utilising a range of learning processes, perhaps most notably, the writing out of stories, reflecting on the narrative and exchanging written accounts with a practitioner, allowed client participants to have a deep encounter with themselves, where they expressed internal transformation and deep learning. The

constructivist design in the online space supported the development of rich, co-constructed narratives along-side meta cognitive processing growth.

On reflection, this process seemed deeper, richer, and faster than I have previously witnessed in face-to-face delivery. Perhaps a pivotal aspect of this transformation rests in the professional repositioning of the practitioners themselves. No longer was any of their time spent conveying content; all of their time was spent engaging with their clients in a co-constructive process, supporting their meaning-making and application. The work of the career development field, as compared to other counselling contexts, comes with much more information to convey from the labour market for career exploration activities, learning effective job search strategies and more. It is a matter for speculation exactly how much time career practitioners spend conveying familiar content to clients, only to find little time to help them process and make meaning of the content within the specific structural contexts of their lives. In this study, practitioners devoted their time to the meaning and application process and in this relatively short intervention, client participants were able to experience, reflect upon and describe transformational learning experiences. Perhaps, this may be the most important finding of this study, that repositioning practice space also offers us an opportunity to reposition how career practitioners can contribute to the complex career journeys our clients are on.

8.3 Field Implications

Findings from this study suggest a number of implications for the career field. Given the impact of the international COVID-19 pandemic, necessitating a sudden shift to remote practice, the field is undoubtedly already experiencing the impact of this change with likely stakeholders consequently encountering the impact of some implications, summarised below. This section of the conclusion reinforces considerations related to social justice and identifies some implications for governments and funders, career organisations, practitioners and clients themselves.

8.3.1 Social Justice

The research study explored a fully remote online delivery with unemployed, low hope clients. Approximately 30% of the study participants were immigrants with English as a second language and 55% were in active receipt of government financial supports for living. While recognising this was a very small sample, it is still encouraging to see

that the intervention was applicable across age, gender, ethnicity, and social and economic realities. I believe that had this group of clients been accessing services together in a face-to-face group workshop, the guidance experience would not have been able to target and tailor as deeply to the specific contexts of individuals lives. Perhaps, as the field consider issues of widening and offering equal access to career development, there is value in asking in what way our assumptions about effective career guidance may be reinforcing structures that limit access. As discussed earlier, this could be conceived as not just issues of geographical access, but also psychological access.

The relocation of the guidance practice online and decentralised to client's places and spaces brought with it a shift in power dynamic. Clients were not waiting for an appointment, sitting across the desk from a practitioner who would be seen in a place of power in their office or needing to share space with others in a workshop classroom. Instead, they had the autonomy and control to participate in their own spaces, with their own families around them and at times, and with a level of disclosure, that they guided by the choices they made when participating. As an adult educator, I fully understand the value of face-to-face learning for individuals and the potential learning supports it can offer. However, I also question how we may be reinforcing tacit forms of power and control when we bring unemployed individuals together, hoping they will be able to learn in a verbal format and be able to apply the learning to their unique situation. I wonder how, in a classroom setting, we inadvertently reinforce dominant discourse and culture, even excluding, maybe, the voices of those who are trying to make sense of their employment needs and who are marginalised because of poverty, or other social and cultural realities.

I am not suggesting that this small scale-study can make any claims about how the field progresses forward with the social justice agenda. For me, as a researcher and practitioner, I was in awe to witness the depth of work that occurred in this intervention, the co-constructive, egalitarian relationship that formed between practitioners and clients participants, the power of client participants writing and penning their narratives and futures, together with the learning impact that occurred. I believe there is a strong argument diversify our service delivery models and consider instilling that we continue to innovate and create different pathways for clients to gain access to the career guidance services they need and deserve.

8.3.2 Governments and Funders

As discussed in the methodology chapter (chapter 3, section 3.4), there has been significant documentation regarding ethical risks when relocating the practice relationship online. As we have seen during the COVID-19 period, most of our services and communications with others are now occurring online. Different jurisdictions require differing handling and storage of client data. In Canada, this most-often requires storage of client data (even just an email address) on servers in Canada. In the Canadian context, this severely limits the innovative use of online applications that could be useful and beneficial in the delivery of services. In the case of this research study, all data were stored in Canada and we used a learning management system to house the intervention. However, technology continues to change at a rapid pace, now seven years out from when this intervention was developed. While protection of privacy and data storage always needs to be a primary concern for safe-guarding our clients, it may be an area that jurisdictions will need to reflect upon, and monitor, as online services grow within the field. Perhaps, allowing clients to opt-in to their data being stored on a server, outside of their home country, could be an option to allow more creative use of technology. However, and whatever, solutions are found, the challenge and question of data storage to ensure privacy protection alongside ease of use will likely continue to be a tension for the field.

Additionally, governments and funders will need to consider, and invest in, the development of quality assurance models for online delivery. This will be particularly important for the monitoring and assessment of proposals and in evaluating the efficacy of community-based services. In a face-to-face context, it is relatively easy to account for time and participation by the hours a practitioner uses in a day for meetings with clients or by the number of individuals registered in a workshop. In the online space, the metrics are more difficult to measure. Attempting to constrain practice (i.e., you may have up to five written exchanges with a client and no more) could severely and negatively impact the pedagogy the practice opens up. It would seem that through this shift, the focus on client learning outcomes needs to become a central focus; however, this too will require careful thinking, so as not to fall into the only measurement being obtaining employment.

A very real challenge that I have seen surface during the COVID-19 pandemic, is the time and cost that developing and relocating services online requires. Agencies with which I have interacted during COVID-19 have largely attempted to transfer their

face-to-face services online by using web-enabled meetings for synchronous delivery. As time has passed, I have seen agencies become frustrated by their experiences and concluded that building interventions that combine synchronous and asynchronous delivery would be better suited. The challenge is that the time and resources to find suitable technology, license it, and build robust online content and activities is usually far beyond the budget for community-based career agencies. The simple reality is that building online services to a level that allows an agency a robust offering that may result in improved, diversified services and potential cost savings at some point, is expensive and usually out of scope. It will be imperative that funders of career services in the future begin to grapple with this dilemma and integrate funding mechanisms to allow the time and effort required to integrate career practice in online spaces.

8.3.3 Career Organisations

Possessing the time, competencies and budget for the development of online career interventions represents a major challenge for many agencies. In my experience, very few agencies have materials created that can transfer quickly to a digital format. This will require re-thinking workforce development needs. Both in terms of the acquisition of talent with the skills required to build interventions, and the capacity to train practitioners to transfer their familiar face-to-face skills to an online environment. The broadening of the human resources compliment may need to include instructional designers, developers and technicians.

The integration of online delivery also requires a re-examination of intake procedures and adds administrative workload related to the registration and management of participants in learning systems. As highlighted in this thesis, strong benefits were identified by having the practitioner facilitating the intervention conduct the intake for the intervention. Dependent upon the operational agency model, clients may be entering into an online intervention at the beginning of service or potentially mid-service. Either way, establishing business processes and structures to create a streamlined process to access services is an important consideration.

A third area that agencies will need to attend to is the development of strong practice supervision models to support practitioners as they transition online. If agencies do not take the time to provide transition and learning support, there is a risk of tension if the assumption of new practice activities are introduced as a new activity to existing structures and roles. Beyond the competencies of practice, practitioners will

need mentoring to increase their confidence and empowerment in the online space. Fortunately, the transition to online practice, utilising asynchronous communication, offers transparent supervision opportunities to support skills acquisition. Practitioners can set up peer-to-peer support review written exchanges and to pause, and brainstorm, options for the forthcoming communication. The practitioners who participated in this research study had years of previous online experience and when they were developing their skills and confidence, this transparent and open approach to considering communication strategies was a cornerstone of their learning.

8.3.4 Practitioners

As discussed above, there are substantial training and support needs for practitioners as they learn to transfer their practice online and across multiple communication modalities. In addition to practice skills, this study identified that practitioners utilised complex observation skills as they tended to the presence and absence of clients online. And they engaged in meta-cognitive conversations with clients as they helped make sense of their learning styles and how to best adapt and make the intervention relevant for clients.

Another consideration for practitioners is the shifts that may come in their sense of professional identity. If in their face-to-face practice they were comfortable with the provision of resources with light touch counselling work; the depth of disclosure and exchange in online practice may be altering. In addition, it is likely that practitioners will adopt new roles within their guidance delivery and find themselves wearing multiple hats from intake worker, to technical training and support. Some may welcome this diversity and others may experience tensions in this change. Regardless, it is imperative that practitioners find ways to embrace the changes as the field transforms and that together they work with the managers and agencies to gain training and support to transition their skills.

8.3.5 Clients

This study would suggest that the addition of new career guidance forms provides greater opportunity for clients to engage in services in a time and space that are convenient. It suggests that utilising blended communication and learning processes may engage and open clients to a deeper self-examination in their career quest. Some clients also expressed that it increased their computer skills and

confidence. Overall, as discussed above, a significant shift occurred as the power structure shifted and clients demonstrated a high degree of empowerment in the intervention; choosing to push themselves, go deeper and apply the reflection to their future career narrative.

Limitations for clients fully participating and benefitting in online service provision include: lack of access to suitable devices and internet connection; a reticence using information and communication technologies to communicate with others; being misaligned with the goals and intent of the intervention; and encountering unexpected occurrences in their lives that limit participation. When planning to integrate online services, attending to these factors would be critical for setting clients up for success.

The field implications presented are drawn from the study findings and the context of my field understanding working in Canada. It is possible some of these implications may not apply across jurisdictions. As greater experimentation and research continue, I am certain that additional implications will emerge and that as a field, there will be much for us to learn and make sense of.

8.4 Study Limitations & Recommendations for Future Research

8.4.1 Study Limitations

This was a small scale, qualitative study employing a constructivist epistemology. The findings are based on 24 unemployed client participants and two practitioners. Within this thesis, attempts have been made to transparently present data, analysis and theory construction; however, the findings and resulting theoretical model are offered recognising that this study is not generalisable.

A second limitation is related to the choice to conduct the research within a live operational employment centre. The design was relatively complicated to attend to the operational needs of the centre and to conduct two research projects, simultaneously (see chapter 3). This generated tensions throughout the field delivery and it is difficult to know the extent to which this may or may not impacted the selection of study participants. Further, decisions needed to be made along the way to ensure that the client participants were not impacted through any service limitations. Thus, four participants in this study were engaged in other workshops in the Centre. These workshops could have impacted the experience in the online intervention. The study design did not account for this investigation. While a limitation, it has negligible impact

on the data, given that the focus of the study was experience and perceived usefulness; it was not seeking to establish causation between the intervention and outcomes.

The two practitioners that participated in this study were experienced with online delivery. This offers both a strength and limitation to the research. Their experience undoubtedly contributed toward the relationships they formed with their clients which contributed to the experience client participants encountered. This could, however, mean that the results and findings may not be experienced in the same with practitioners just learning this craft.

As a qualitative researcher, I am aware that my own knowledge and experience with this topic is deeply woven within the fabric of this research. I believe this strengthened the analysis of the data, but I am aware that my positionality cannot be removed from these findings. It is my sincere hope that my deeply reflective processes, throughout this research, enabled me to maintain perspective and subjectivity to allow the research participants voices to be privileged.

8.4.2 Recommendations for Future Research

With the recent pivot to remote and online work, due to COVID-19, I would urge that research of many forms and subjects are required for the career field. Any one finding of this thesis could be expanded, applied with a different design, target population and practitioner groups. In addition, it is critical that the field looks at the policy implications of the delivery of online services and quality assurance. We are woefully under-prepared with research to help guide the field in this massive transformation; a transformation, in my perspective, that will forever change the service model and fabric of career services. We are doing our clients a massive disservice if we limit our aspirations to the transfer of familiar face-to-face services to a web-meeting format. There are so many opportunities to strengthen and transform services to enable greater physical and psychological access for clients seeking career support. The need for research is urgent.

Personally, there are specific areas of research that I would like to explore further. I am curious if, and how, the theoretical model from this study could be applied to different design models that integrate additional communication modalities, such as web meetings. This study was mounted before the wide-spread use of interactive/video technology that has become a central form of communication during the pandemic.

Prior to this study, few clients even owned a web camera. As such, the intervention in this study was designed using the phone as the synchronous touchpoint in combination with a-synchronous written communication. I believe there is strong applicability to the theoretical model that emerged from this study within the context of web-based delivery. Combining multiple modes of communication and learning processes results in deep, affective career learning. Having the opportunity to mount a new intervention that blended video-based interaction with content and written interaction would be a timely contribution to the sector.

I believe these findings can contribute to the understanding of competencies required as practitioners move into online delivery. We have seen during this pandemic an assumption that moving to web-based interaction is just a repositioning of face-to-face delivery. I believe this study has highlighted that while the core skill sets practitioners need and use align with the theories and practices of face-to-face delivery, moving to technology-enabled service delivery requires a re-thinking and re-articulation of how to adapt these skills and how to enrichen new skills that are required working across time and space with clients. More research to extract and articulate competencies from this research and test them with practitioners, in a field context would be a valuable contribution to the training and professional development of career practitioners.

I am also interested in working within this research areas and applying evaluation measures to online delivery. I am specifically interested to apply an evaluation model that emerged from Canadian Research Working Group to address the needs of quality evaluation in the careers sector (Baudouin, et al., 2007). This considers the inputs, process and outcomes as a model for evaluating the effectiveness of career development interventions. This model would enable a greater focus on the resources (inputs) required in online delivery; the activities that are undertaken (process) and the related indicators of client change (outcomes). As noted in chapter 7 of this thesis, concrete learning/change outcomes were evident to the client participants after participation in the intervention. Gaining a greater understanding of the relationship between the inputs, processes and outcomes would provide a strong framework for evaluation that would also contribute to the discussion on designing and delivering effective online career interventions. Slomp, Magnusson and Bernes (2011) conducted a research study investigating perceptions of agency managers and administrators related to evaluating the impact of career development services. It was

found that while managers and administrators viewed evaluation as very important, they faced barriers from conducting meaningful evaluation. Recognising the barriers the field is encountering with the integration of online delivery, it is reasonable to assume that evaluation is far from the priority. It is imperative for our field to not only continue with the integration and experimentation of online intervention delivery, but to develop a culture of evaluation (Lalonde & Magnusson, 2007) as we innovate and prioritise the integration of solid, impactful evaluation to truly understand what's working, for whom, in what settings.

8.5 Final Observations

8.5.1 Personal Observations

As I arrive to the end of my decade's long research journey, I am filled with admiration and gratitude for the client and practitioner participants who contributed so fully to this study and who allowed me access to their intimate, raw, and transformational experiences. My own personal journey over this same time-period found me in significant work change and a completely rearranged sense of myself and my identity when I suddenly and unexpectedly lost my husband in 2018. In 2017 I had made a career decision to step away from owning and operating a large career agency so that I could shift my life/work balance. I wanted to focus my time researching, educating, and consulting in new spaces within the industry where I could contribute my lived experience, passion, and curiosities. Navigating a structural business and career change and then losing my husband, business partner, and primary caregiver of our daughter [a year later]; found me profoundly confused with a shattered career and personal identity. As I navigated this time, I often reflected on Collin's (2000) work and the idea that identity is drawn together from social episodes and fragments. I found myself dreaming of a time when I might bring together the shattered fragments of my broken life and find a place of integration again.

After a two year leave of absence, I returned to writing my thesis in May 2020; amidst the COVID-19 pandemic. I had a short window of time to complete a significant amount of writing and I immersed myself deeply into the process. At the same time, I gave what I could of my time and knowledge to our field that had been thrust into remote delivery, and as indicated throughout this thesis, with very little research, information or how-to guidance to rely on.

While my data was coded and my theoretical model articulated before my husband passed away, I felt it necessary to reacquaint myself with each participant's story and the learning journals of the practitioners. This was a transformational experience for me. As I re-read and witnessed the complexities the participants faced, the wisdom the practitioners inspired and the courage and vulnerability of their joint encounters to deeply reflect, in a way many expressed they had not done before, I felt my own courage increasing. It is, as if, with each chapter written, I too witnessed part of my identity stitching back together. I have always been so proud of our field, what we stand for and what we seek to give. And then I found myself in a place where the stories and courage of the participants were giving strength back to me. And with the steadfast support and encouragement of my supervisors, I come to the end of this journey having a much more solid sense of myself and my emerging identity as a researcher and as a human being.

8.5.2 Professional Observations

As I pen these last words of my thesis, I'd like to conclude what I professionally take away from this research and thesis findings. From the decision point to conduct my research utilising Grounded Theory Methodology, I sought out definitions of theory. It is a word used so often, and yet I needed to find a definition of theory that resonated with me that could guide my query. When I read the Gioia and Pitre (1990) definition; "theory is a statement of concepts and their interrelationship that shows how and/or why a phenomenon occurs" I knew that was the guide I needed. I was once told by a professor (not my Supervisors) that a doctoral researcher's research is but a mere grain of sand on top of mounds and mounds of sand. Some may hold this perspective, but the lived stories of my participants were precious to me and I felt a compelling responsibility as a researcher to give all I could to respect and honour their efforts and seek the concepts and interrelationships from what they shared to shed even a small light on the phenomenon of online careers practice; which became all the more significant during from the COVID-19 pandemic.

The theory put forward in this thesis does not tell us about causality and is not a tidy set of steps to follow in designing and delivering online career interventions. Rather it informs the interrelationship between the design of the intervention and encounter between practitioners and clients. Maybe this is my favourite reflection on my thesis. Moving career practice online does not automate and control the process; it frees the

process. When thoughtfully designed, it can create a space where clients and practitioners can engage and transcend the familiar to allow a deeper expression to unfold.

For over a decade as I have shared my experiences of online practice in local and international spaces, I have consistently been informed by practitioners that this is only an idea for *young, tech savvy clients*. While my own experience contradicted that assertion, as many of our first online clients, back in 2004, were men in their 50's laid off from the forestry industry in a rural town, practitioners did not want to hear any evidence to the contrary. The mix of clients with differing abilities that participated in this doctoral study reinforced my belief that individuals across age, gender, ethnicity, and experience can engage with online career practice. So, my call to the field, is to assume that online career practice can be an option for a wide range of clients; the challenge we have is to dig deep and consider how to design relevant interventions and learn, as practitioners, how to enter the mental constructs of our clients in new ways, with different technological affordances. Of course, this brings with it considerations related to access and social justice that we must attend to and advocate for, always.

Over the years, practitioners have conveyed such fear about the idea of online practice; as if the mere concept of it was threatening their jobs. Throughout this study, it is evidenced that the opposite is true. All of the time practitioners engaged with clients was through active practice; supporting clients to make meaning and co-constructing future narratives. This raises another question. Are practitioners ready and skilled for that level of engagement and co-construction or is it more comfortable to present a career workshop and expect the clients to take the content and apply it to themselves?

What remains curious to me is while we continue to illuminate ethical awareness and challenges the field is experiencing regarding the integration of online practice, research that focuses on how online practice might be designed and delivered is barely explored. As I come full circle, a decade since the beginning of my doctoral studies at Warwick, I am dismayed by the lack of research into effective online career practice. Will the sudden thrust into mandated online practice from COVID-19 change this? If it does, are we willing to go deep enough to explore how to leverage the affordances that blended information and communication technologies can offer career practice?

As I conclude this thesis, I have been reflecting on what is required to create and foster sustainable career services. The COVID-19 pandemic has alerted us all to

the fragility of social service structures. We have seen the significant impact on the provision of career services with the online infrastructure, in technology and practice competencies, being weak. In our field, we often talk about client-centered services. This terminology is taken from the notion of client-centered therapy, which assumes that the client determines the general direction of the counselling and the practitioner facilitates understanding, while assuming the client's words will guide direction. What if our clients are struggling to know what they need? What if they need more encouragement to share stories across their life to make meaning of their career goals and to plan and take actions that will change their trajectory? Might it be that the online space provides us a safer, less pressurised space, to encourage clients to express, revisit and craft anew their career/life plans?

As I close this chapter of my life, I am grateful for the honour and privilege to conduct this research. I have grown as a researcher and at the same time recognise shifts across my identity as a learner, career practitioner, leader, mother, daughter, friend, community member and, as, a widow. Our clients are their own variation of all these roles and more. I sincerely hope that as a field we may embrace the power of providing alternative service spaces and be open to the transformation available to us to create new spaces where our clients can share their told, untold, and future stories (McMahon, 2017).

References

- Abbott, J., Klein, B., & Ciechowski, L. (2008). Best Practices in Online Therapy. *Journal of Technology in Human Services, 26*(4), 360-375.
- Alim, S. (2019). Social Media Use in Career Guidance Delivery in Higher Education in the United Arab Emirates: A Literature Review. *International Journal of E-Adoption (IJEA), 11*(1), 25-44.
- Allan, D., & Tanner, K. (2005). Infusing active learning into the large-enrollment biology class: Seven strategies from the simple to the complex. *Cell Biology Education, 4*(4), 262-268.
- Amundson, N. (1993). Mattering: A foundation for employment counseling and training. *Journal of Employment Counseling, 30*, 146-152.
- Amundson, N. (2003). *Active engagement: Enhancing the career counselling process* (2nd ed.). Richmond, Canada: Ergon Communications.
- Amundson, N. (2005). The Potential Impact of Global Changes in Work for Career Theory and Practice. *International Journal for Educational and Vocational Guidance, 5*(2), 91-99.
- Amundson, N. (2006). Challenges for career interventions in changing contexts. *International Journal for Educational and Vocational Guidance, 6*, 3-14.
- Amundson, N. (2009). *Active Engagement* (3rd ed.). Richmond Canada: Ergon Communications.
- Amundson, N. (2010). *Metaphor Making: Your career, your life your way*. Richmond BC: Ergon Communications.
- Amundson, N. (2017). Active engagement and the influence of constructivism. In M. McMahon, & W. Patton (Eds.), *Career Counselling Constructivist Approaches* (pp. 17-28). Abingdon, UK: Routledge.
- Amundson, N. (2018). *Active engagement* (4th ed.). Richmond, Canada: Ergon Communications.
- Amundson, N., Goddard, T., Yoon, H., & Niles, S. (2018). Hope centred career interventions with unemployed clients, *Canadian Journal of Career Development, 17*(2), 87-98.
- Amundson, N.E., Harris-Bowlsbey, J.N., & Niles, S. (2014). *Essential Elements of Career Counseling*. Upper Saddle River, New Jersey: Person Education.

- Amundson, N.E., Poehnell, G., & Smithson, S. (1996). *Employment Counselling: Theories and Strategies*. Richmond, British Columbia: Ergon Communications.
- Andrei, A., & Scoda, A. D. (2017). How the potential of ICT is integrated in counselling and guidance throughout Romania, *eLearning & Software for Education*, 2.
- Ariadne (2004). Guidelines for web-based guidance. Bucharest: Afir Publishing.
Retrieved from <https://www.scribd.com/document/292027252/Ariadne-GUIDELINES-Final>
- Arnold, J. (1997). *Managing careers into the 21st century*. London: Chapman.
- Arthur, M. B., & Rousseau, D. M. (Eds.) (1996). *The boundaryless career: A new employment principle for a new organizational era*. New York: Oxford University Press.
- Arthur, M., Hall, D., & Lawrence, B. (1989). *Handbook of career theory*. Cambridge, England: Cambridge University Press.
- Arthur, N. & McMahon, M. (Eds), (2019). *Contemporary theories of career development. International Perspectives* (pp. 166-179). London and New York: Routledge: Taylor & Francis Group.
- Arthur, N., Neault, R., & McMahon, M. (Eds), (2019). *Career theories and models at work: Ideas for practice*. Toronto, ON: CERIC.
- Baake, I., Hagaseth Haug, E., & Hooley, T. (2018). Moving from information provision to co-careering: Integrated guidance as a new approach to e-guidance in Norway. *Journal of the National Institute for Career Education and Counselling*, 41(1), 48-55.
- Badouin, R., Bezanson, L., Borgen, B., Goyer, L., Hiebert, B., Lalande, V., Magnusson, K., Michaud, G., Renald, C., & Turcotte, M. (2007). Demonstrating value: A draft framework for evaluating the effectiveness of career development interventions. *Canadian Journal of Counselling*, 41(3), 146-156.
- Bakshi, A. J., & Goss, S. (2019). Trends related to ethics, technology, counselling and careers. *British Journal of Guidance & Counselling*, 47(3), 265-273.
- Barad, K. (2007). *Meeting the Universe Half Way: Quantum physics and the entanglement of matter and meaning*. USA: Duke University Press.
- Barley, S. R. (1989). Careers, identities and institutions: The legacy of the Chicago School of Sociology. In M. B. Arthur, D. T. Hall, & B. S. Lawrence (Eds.), *Handbook of career theory* (pp. 41-65). Cambridge: Cambridge University Press.
- Barnes, A., La Gro, N., & Watts, A. G. (2010). *Developing e-guidance competences: The outcome of a two-year European project to transform the professional*

- development of career guidance practitioner*. Cambridge: Career Research and Development.
- Barnes, S-A., Bimrose, J., & Attwell, G. (2011). The Potential Role of technology in Careers Education in the UK. In L. Gómez Chova, D. Martí Belenguer, & A. López Martínez (Eds.), *Proceedings of EDULEARN11 Conference* (pp. 6558-6568). Valencia, Spain: International Association of Technology, Education and Development.
- Barnes, S-A., Bimrose, J., Brown, A., Kettunen, J., & Vuorinen, R. (2020). *Lifelong guidance policy and practice in the EU: trends, challenges and opportunities*. Luxembourg: Publications Office of the European Union. ISBN 978-92-76-17340-3.
- Beattie, A., Shaw, A., Kaur, S., & Kessler, D. (2009). Primary-care patients' expectations and experiences of online cognitive behavioural therapy for depression: A qualitative study. *Health Expectations: An International Journal of Public Participation in Health Care & Health Policy*, 12(1), 45-59.
- Belot, M., Kircher, P., & Muller, P. (2019). Providing Advice to Jobseekers at Low Cost: An Experimental Study on Online Advice. *The Review of Economic Studies*, 86(4), 1411-1447.
- Bhabha, H. (1994). *The location of culture*. London: Routledge
- Bimrose, J. (2017). Constructivism in online career counselling. In M. McMahon (Ed.), *Career counselling. Constructivist approaches* (pp. 210–222). New York: Routledge.
- Bimrose, J., & Barnes, S-A. (2010). *Labour market information (LMI), information communications and technologies (ICT) and information, advice and guidance (IAG): The way forward?* London, UK: UK Commission for Employment and Skills.
- Bimrose, J., & Brown, A. (2019). Professional identity transformation: supporting career and employment practitioners at a distance. *British Journal of Guidance & Counselling*, 47(6), 757-769.
- Bimrose, J., Barnes, S-A., & Attwell, G. (2010). *An investigation into the skills needed by Connexions personal advisors to develop internet-based guidance*. Reading: CfBT Education Trust. Retrieved from <http://cdn.cfbt.com/~media/cfbtcorporate/files/research/2010/r-skills-needed-connexions-personal-advisers-full-2010.pdf>
- Bimrose, J., Brown, A., Mulvey, R., Kieslinger, B., Fabian, C.M., Schaefer, T., Kinkel, S., Kopp, T., & Dewanti, R. T. (2019). Transforming Identities and Co-constructing Careers of Career Counselors. *Journal of Vocational Behavior*, 111, 7-23.

- Bimrose, J., Hughes, D., Barnes, S-A., (2011). *Integrating new technologies into careers practice: Extending the knowledge base*. London: UK Commission for Employment and Skills.
- Bimrose, J., Kettunen, J., & Goddard, T. (2015). ICT – the new frontier? Pushing the boundaries of career practice. *British Journal of Guidance and Counselling*, 43(1), 1-14.
- Blank, G., & Groselj, D. (2014). Dimensions of Internet use: amount, variety, and types, *Information, Communication & Society*, 17(4): 417-435.
- Block, J. (2010). Distance Education and the Digital Divide: An Academic Perspective. *Online Journal of Distance Learning Administration*, 13(1). Retrieved Online October 18, 2020 <https://www.westga.edu/~distance/ojdla/spring131/block131.html>
- Bloom, J. W. (1998). The ethical practice of webcounseling. *British Journal of Guidance and Counseling*, 26(1), 53-59.
- Boer, P. (2001). *Career Counseling Over the Internet: An emerging model for trusting and responding to online clients*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bordin, E. S. (1979). The generalizability of the psychoanalytic concept of the working alliance. *Psychotherapy: Theory, Research & Practice*, 16, 225-260.
- Bosley, C., Krechowiecka, I., & Moon, S. (2005). *Review of the literature on the use of information communication technology in the context of careers education and guidance*. Derby: Centre for Guidance Studies, University of Derby.
- Bretag, T. (2006). Developing ‘third space’ interculturality using computer-mediated communication. *Journal of Computer Mediated Communication*, 11, 981-1011.
- Bright, J. E. (2015). If you go down to the woods today you are in for a big surprise: Seeing the wood for the trees in online delivery of career guidance. *British Journal of Guidance & Counselling*, 43(1), 24-35.
- Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.
- Brott, P. (2004). Constructivist assessment in career counselling. *Journal of Career Development*, 30(3), 189-200.
- Brott, P. (2005). A constructivist look at life roles. *The Career Development Quarterly*, 54(2), 138-149.
- Brown, D. (2003). *Career Information, Career Counseling and Career Development* (8th ed.). Boston: Pearson Education.

- Brown, M. T. (1988). The mental health counselor and research: And never the twain shall meet? *Journal of Mental Health and Counselling*, 10, 9-15.
- Brown, S. D., Ryan Krane, N. E., Brecheisen, J., Castelino, P., Budisin, I., Miller, M., & Edens, L. (2003). Critical ingredients of career choice interventions: More analyses and new hypotheses. *Journal of Vocational Behaviour*, 62, 411-428.
- Brown, S., Ryan Krane, N., Brecheisen, J., Castelino, P., Budisin, I. Miller, M., & Edens, L. (2003). Critical ingredients of career choice interventions: More analyses and new hypothesis. *Journal of Vocational Behavior*, 62, 411-428.
- Bryant, A., & Charmaz, K. (2007). Grounded theory research: Methods and practices. In A. Bryant, & K. Charmaz (Eds.), *The SAGE handbook of grounded theory* (pp. 1-28). Thousand Oaks, CA: Sage Publications.
- Bujold, C. (2004). Constructing career through narrative. *Journal of Vocational Behavior*, 64, 470-484
- Burleson, B. (2011). A constructivist approach to listening. *The International Journal of Listening*, 25(1/2) 24-46.
- Butterfield, L. D., Borgen, W. A., Amundson, N.E., & Maglio, A. T. (2005). Fifty years of the critical incident technique: 1954-2004 and beyond. *Qualitative Researcher*, 5(4), 465-497.
- Butterfield, L. D., Borgen, W. A., Maglio, A. T., & Amundson, N. E. (2009). Using the enhanced critical incident technique in counselling psychology research. *Canadian Journal of Counselling*, 43(4), 265-282.
- Cedefop (2018). *Handbook of ICT practices for guidance and career development*. Luxembourg: Publications Office of the European Union.
- Cercone, K. (2008). Characteristics of adult learners with implications for online learning design, *Association for the Advancement of Computing in Education Journal*, 16(2), 137-159.
- Chang, H. Y., Wang, C. Y., Lee, M. H., Wu, H. K., Liang, J.C., Lee, S. W. Y., ... Tsai, C. C. (2015). A review of features of technology-supported learning environments based on participants' perceptions. *Computers in Human Behavior*, 53, 223-237.
- Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In N. Denzin, & Y. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.)(pp. 509-535). Thousand Oaks, CA: Sage.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage.

- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). London, UK: Sage.
- Cheng, G., & Chau, J. (2016). Exploring the relationships between learning styles, online participation, learning achievement and course satisfaction: An empirical study of a blended learning course, *British Journal of Educational Technology*, 47(2), 257-278.
- Clarke, A. (2005). *Situational analysis: Grounded theory after the postmodern turn*. Thousand Oaks, CA: Sage.
- Cochran, L. (1997). *Career counseling: A narrative approach*. Thousand Oaks, CA: Sage Publications.
- Cogoi, C. (2005). *Using ICT in Guidance: Practitioner competences and training. Report of an ED Leonardo project on ICT skills for guidance counsellors*. Bologna: Outline Edizione.
- Collin, A. (2000). Dancing to the music of time. In A. Collin, & R. Young (Eds.), *The future of career* (pp. 83-97). Cambridge: Cambridge University Press.
- Collin, A., & Young, R. A. (1986). New directions for theories of career. *Human Relations*, 39(9), 837-853.
- Collin, A., & Young, R. A. (1992). Constructing career through narrative and context. In R. A. Young, & A. Collin (Eds.), *Interpreting career. Hermeneutical studies of lives in context* (pp. 1-14). Westport: Praeger.
- Cook, J. E., & Doyle, C. (2002). Working alliance in online therapy as compared to face-to-face therapy: Preliminary results. *CyberPsychology & Behaviour*, 5(2), 95-105.
- CooperGibson Research (2017). *Informed Choice: how data and tools are used to make career decisions (Research report DFE-RR740)*. London: Department for Education. Retrieved from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665441/Informed_Choice_how_data_and_tools_are_used_to_make_career-decisions.pdf
- Corbin, J., & Strauss, A. (2007). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage.
- Cresswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

- Cresswell, J. (2005). *Educational Research: Planning, conducting and evaluating quantitative and qualitative research*. Upper Saddle River, New Jersey: Pearson Education Inc.
- Cresswell, J. (2007). *Qualitative Inquiry and Research Design*. Thousand Oaks, California: Sage Publications.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Davis, J., Wolff, H. G., Forret, M. L., & Sullivan, S. E. (2020). Networking via LinkedIn: An examination of usage and career benefits. *Journal of Vocational Behavior*, 118.
- de León, L. P., & Castro, P. L. (2014). ICT in career guidance. A Case Study of a “Blended Learning” Career Guidance Programme for Music Students. *Procedia-Social and Behavioral Sciences*, 116, 2049-2058.
- De Raff, S., Shek-wai Hui, T., & Vincent, C. (2012). *Career motion: How web-based technologies can improve the career choices of young people* (Research Report). Ottawa, Canada: Social Research and Demonstration Corporation. Retrieved from http://www.srdc.org/uploads/careermotion_final_report_en.pdf
- Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed.)(pp. 1-32). Thousand Oaks, CA: Sage Publications.
- Department of Labour and Advanced Education (2017). *Request for Proposals for Nova Scotia Works Digital Service Delivery Channel* (Publication No. WS95547051). Nova Scotia, Canada: Government of Nova Scotia.
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Chicago: Henry Regnery.
- Dickfos, J., Craig, C., Hodgson, C. (2014). Blended learning: making an impact on assessment and self-reflection in accounting education. *Education and Training*, 56(2/3), 190-207.
- Djadali, Y., & Malone, J. (2004). Distance Career Counseling: A technology-assisted model for delivering career counseling services. In G. R. Walz, & C. Kirkman (Eds.), *CyberBytes: Highlighting Compelling Uses of Technology in Counseling*. Washington, DC. Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED478213). Washington, DC., USA: Office of Educational Research and Improvement.

- Dutton, W. H., & Reisdorf, B. C. (2019). Cultural divides and digital inequalities: attitudes shaping Internet and social media divides. *Information, Communication & Society*, 22(1), 18–38.
- Elad-Strenger, J., & Littman-Ovadia, H. (2012). The contribution of the counselor-client working alliance to career exploration, *Journal of Career Assessment*, 20, 140-153.
- English, L. (2002). Third Space: Contested Space, Identity, and International Adult Education. Paper presented at the CASAE/ACEEA 21st Annual Conference: *Adult Education and Contested Terrain of Public Policy*, Toronto Canada.
- Evangelista, L. (2003). *How is the internet changing career guidance? First results of a survey amongst European Careers Advisers*. Retrieved from https://archive.org/details/ERIC_ED479318
- Evans, J. (2009). *Online guidance and counselling skills: A practical resource for trainees and practitioners*. London: Sage Publications.
- Falconer, L. (2008). Evaluating the use of metaphor in online learning environments, *Interactive Learning Environments*, 16(2), 117-129.
- Fernandez, L., Sanz, C., & Perez, M. (2012). The presence of ICT in vocational guidance: A training proposal. *Problems of Education in the 21st Century*, 44, 72 – 80.
- Fine, M. (1992). *Disruptive voices: The possibilities of feminist research*. Ann Arbor: University of Michigan Press.
- Flanagan, J. C. (1954). The Critical Incident Technique. *Psychological Bulletin*, 51, 327-358.
- Fontana, A., & Frey, J. H. (2005). The interview: From neutral stance to political involvement. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed.)(pp. 695-727). Thousand Oaks, CA: Sage.
- Fook, J. (2002). *Social work: Critical theory and practice*. London: Sage
- Fregona, C. (2016). Blended Learning. In H. Pokorny & D. Warren (Eds.), *Enhancing Teaching Practice in Higher Education* (pp. 91-105). London: SAGE.
- Gage, J. (1986). Why write? In A. Petrosky, & D. Bartholomea (Eds.), *The teaching of writing*. Chicago: National Society for the Study of Education.
- Gati, I., & Asulin-Peretz, L. (2011). Internet-based self-help career assessments and interventions: Challenges and implications for evidence-based career counselling. *Journal of Career Assessment*, 19(3), 259-273.

- Geertz, C. (1983). *Local Knowledge: Further essays in interpretive anthropology*. New York: Basic Books.
- Geller, S., Pos, A., & Colosime, K. (2012). Therapeutic presence: A common factor in the provision of effective psychotherapy. *Society for Psychotherapy Integration, 47*, 6-13.
- Gioia, D. & Pitre, E., (1990). Multiparadigm perspectives on theory building. *Academy of Management Review, 15*, 584-602.
- Glaser, B. & Strauss, A. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Aldine.
- Glasser, B. (1978). *Theoretical Sensitivity*. Mill Valley, CA: Sociology Press.
- Glavin, K., Smal, P., & Jungersen, T. (2009). Online career advising for undergraduate students. *Career Planning and Adult Development Journal, 25*(4), 190-199.
- Glore, P. (2010). *Identifying motivational strategies to engage undergraduate learning in web-based instruction*. (Doctoral dissertation, Capella University).
- Goddard, T. (2010). *Online Career Counselling: Developing a pedagogy for e-career learning*. Paper presented at the meeting of the International Association of Educational and Vocational Guidance, Bangalore, India. Retrieved from <https://mixtmode.com/events/iaevg-jiva-international-career-guidance-conference/>
- Goddard, T., Kettunen, J., Sampson, J., Schmidt, J., & Vuorinen, R. (2014). In J. Bimrose (Chair), *Integration of ICT within Career Development & Guidance Practice*. Symposium conducted at the meeting of the International Association for Educational and Vocational Guidance (IAEVG), Quebec City, Canada.
- Gore, P., & Leuwerke, W. (2000). Information technology for career assessment on the internet. *Journal of Career Assessment, 8*, 3-20.
- Goss, S., & Anthony, K. (Eds.), (2003). *Technology in counselling and psychotherapy: A practitioners' guide*. London: Palgrave.
- Goss, S., & Hooley, T. (2015). Editorial Symposium on online practice in counselling and guidance [Special issue]. *British Journal of Guidance & Counselling, 43*(1), 1-7.
- Gough, J. (2017). Educating career guidance practitioners in the twenty-first century, *British Journal of Guidance & Counselling, 45*, 199-207.
- Greenson, R. (1967). *The Technique and Practice of Psychoanalysis*. Vol. I. New York: International Universities Press.
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology, 29*(2), 75-91

- Guba, E. G. (1996). What happened to me on the road to Damascus. In L. Heshusius, & K. Ballard (Eds.), *From positivism to interpretivism and beyond: Tales of transformation in educational and social research* (pp. 43-49). New York: Teachers College Press.
- Guichard, J. (2003). Career counseling for human development: An international perspective. *Career Development Quarterly*, 51(4), 306-321.
- Gunawardena, C. & Zittle, F. (1997). Social presence as a predictor of satisfaction within a computer-mediated conferencing environment. *The American Journal of Distance Education*, 11(3), 8-26.
- Hall, D. (1996). *The Career is Dead Long Live the Career: A relational approach to careers*. Virginia: Jossey-Bass.
- Hambley, L., & Magnusson, K. (2001). The receptivity of career practitioners toward career development resources on the internet. *Canadian Journal of Counselling*, 35(4), 288-297.
- Hannula, M. (2001). Third space: Merry-go-round of opportunity. *Kisama Magazine*, 12(1). Retrieved 15 January 2021 from <https://lehti.kiasma.fi/12.php?lang=en&id=4>
- Harris-Bowlsbey, J. (2002). Models of Use of the Internet in Career Planning Services. In J. Harris-Bowlsbey, M. Dikel & J. Sampson (Eds.), *The Internet: A tool for career planning* (2nd ed.) (pp. 57-80). Tulsa, Oklahoma: National Career Development Association.
- Harris-Bowlsbey, J., & Sampson, J. P., Jr. (2001). Computer-assisted career guidance planning systems: Dreams and realities. *Career Development Quarterly*, 49, 250-260.
- Heppener, M., Multon, K., Gysbers, N., Ellis, C., & Zook, C. (1998). The relationship of trainee self-efficacy to the process and outcome of career counselling. *Journal of Counseling Psychology*, 45, 393-402.
- Heppner, P., Gelsco, C. J., & Dolliver, R. (1987). Three approaches to research training in counseling. *Journal of Counseling and Development*, 66, 45-59.
- Herman, S. (2010). Career HOPES: An Internet-delivered career development intervention. *Computers in Human Behaviour*, 26, 339-344.
- Herr, E. (2001). Career development and its practice: A historical perspective. *Career Development Quarterly*, 49(3), 196-211.

- Hill, C., Thompson, B., Hess, S. A., Knox, S., Nutt Williams, E., & Ladany, N. (2005). Consensual qualitative research: An update. *Journal of Counselling Psychology, 52*(2), 196-205.
- Hill, C., Thompson, J., & Nutt Williams, E. (1997). A guide to conducting consensual qualitative research. *The Counselling Psychologist, 25*, 517-572.
- Holland, J. L. (1966). *The Psychology of Vocational Choice*, Waltham, Massachusetts: Blaisdell.
- Holland, J. L. (1973). *Making Vocational Choices: a theory of careers*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Holland, J. L. (1985). *Making Vocational Choices: a theory of vocational personalities and work environments*. Englewood Cliffs, New Jersey: Prentice Hall.
- Holland, J. L. (1992). *Making Vocational Choices: a theory of vocational personalities and work environments* (2nd ed.), Odessa, Florida: Psychological Assessment Resources.
- Hood, J. C. (2007). Orthodoxy vs. power: The defining traits of grounded theory. In A. Bryant, & K. Charmaz (Eds.), *The SAGE handbook of grounded theory* (pp. 151-164). Thousand Oaks, CA: Sage Publications.
- Hooley, T. (2012). How the Internet changed career: Framing the relationship between career development and online technologies. *Journal of the National Institute for Career Education and Counselling, 29*, 3-12.
- Hooley, T., Hutchison, J., & Watts, A. G. (2010). *Careering through the Web. The potential of Web 2.0 and 3.0 technologies for career development and career support services*. London: UKCES.
- Hooley, T., Shepherd, C., & Dodd, V. (2015). *Get yourself connected: conceptualising the role of digital technologies in Norwegian career guidance*. Derby: International Center for Guidance Studies, University of Derby.
- Hooley, T., Sultana, R. G., & Thomsen, R. (2019). (Eds). *Career guidance for emancipation. Reclaiming justice for the multitude*. New York & Abingdon, Oxon: Routledge.
- Horvath, A., & Luborsky, L. (1993). The role of therapeutic alliance in psychotherapy. *Journal of Consulting and Clinical Psychology, 61*(4), 561-573.
- Horvath, A., & Symonds, B. (1991). Relation between working alliance and outcome in psychotherapy: A meta-analysis. *Journal of Counseling Psychology, 38*, 139-149.

- Howieson, C., & Semple, S. (2013). The impact of career websites: What's the evidence? *British Journal of Guidance and Counselling*, 41(3): 287-301.
- Hubbs, D., & Brand, C. (2005). The Paper Mirror: Understanding Reflective Journaling. *Journal of Experiential Education*, 28(1), 60-71.
- Hughes, D., & Gration, G. (2009). *Literature review of research on the impact of careers and guidance-related interventions*. Reading CfBT Education Trust.
- Institute of Educational Science (2012). *Good practices in the use of ICT in providing guidance and counselling*. Bucharest. Retrieved from http://www.jobtribu.eu/pdf/JT_ICT_Goodpractices_web.pdf
- International symposium on career development and public policy (2011). *Reports of the international working groups established to follow up themes: 1) Transformational technology 2) Prove it works*. Retrieved from <http://iccdpp.org/wp-content/uploads/2014/02/IS2009-to-IS2011-TT-and-PIW-Rept-FIN.pdf>
- Jencius, M., & Rainey, S. (2009). Current online career counseling practices and future trends. *Career Planning and Adult Development Journal*, 25(3), 17-28.
- Johns, C. (1995). Framing learning through reflection within Carper's fundamental ways of knowing in nursing. *Journal of Advanced Nursing*, 22(2), 226-234.
- Joinson, A. (2007). Disinhibition and the Internet. In J. Gackenbach (Ed.), *Psychology and the Internet: Intrapersonal, interpersonal, and transpersonal implication* (pp. 75-92). San Diego, CA, US: Academic Press.
- Jones, G., & Stokes, A. (2009). *Online counseling: A handbook for practitioners*. London: Palgrave Macmillan.
- Katz, M. R. (1973). Career decision making: A computer-based system of interactive guidance and information (SIGI). *Proceedings of the Invitational Conference on Testing Problems* (pp. 43-69). Princeton, NJ: Educational Testing Service.
- Kemmis, S. (2010). Research for praxis: knowing doing. *Pedagogy, Culture and Society*, 18(1), 9-27.
- Kettunen, J. (2017). *Career practitioners' conceptions of social media and competency for social media in career services*. University of Jyväskylä, Finish Institute for Educational Research Studies.
- Kettunen, J., Lindberg, M., Nygaard, E., & Kardal, J. (2020). Enhancing career practitioners' understanding and use of ICT in guidance and counselling. In E. Hagaseth Haug, T. Hooley, J. Kettunen, & R. Thomsen (Eds.), *Career and Career*

- Guidance in the Nordic Countries, Career Development Series, 9* (pp. 163-175).
Leiden: Brill.
- Kettunen, J., Sampson, J., & Vuorinen, R. (2015). Career practitioners' conceptions of competence for social media in career services. *British Journal of Guidance and Counselling, 43*(1), 43-56.
- Kettunen, J., Vuorinen, R., & Sampson, J., (2013). Career practitioners' conceptions of social media in career services, *British Journal of Guidance and Counselling, 41*(3), 302-317.
- Kettunen, K., & Sampson, J. (2019). Challenges in implementing ICT in career services: perspectives from the career development experts, *International Journal of Educational and Vocational Guidance, 19*, 1-18.
- Kholiq, A., & Solehuddin, M. (2020). The Use of Facebook as a Media for Career Guidance and Counseling Services in Junior High School. In *4th Asian Education Symposium (AES 2019)* (pp. 224-228). Atlantis Press
- Kidd, J. M. (2006). *Understanding Career Counseling*. London: Sage Publications.
- King, E. (1996). The use of self in qualitative research. In J. T. E. Richardson (Ed.), *Handbook of Qualitative Research Method for Psychology and the Social Sciences* (pp. 175-188). Leicester: BPS Books.
- Knowles, M. (1984). *The Adult Learner: A Neglected Species* (3rd ed.). Houston: Gulf Publishing.
- Kruger-Ross, M., & Waters, R. (2013). Predicting online learning success: Applying the situational theory of publics to the virtual classroom. *Computers & Education, 61*, 176-184.
- Krumboltz, J., & Levin. A. (2004). *Luck is no Accident*. Atascadero, California: Impact Publishers.
- Krumboltz, J., & Winzelberg, A. (1997). Technology applied to learning through and group support for career concerns. *Career Planning and Adult Development Journal, 13*, 101-110.
- Kuzel, A. (1992). Sampling in qualitative inquiry. In B. Crabtree, & W. Miller (Eds.), *Doing Qualitative Research* (pp. 31-44). Newbury Park, CA: Sage.
- Lalande, V., & De Boer, J. (2006). Evaluation of an Online Psychoeducational Career Workshop. *Canadian Journal of Career Development, 5*(1), 12-18.

- Lalande, V., & Magnusson, K. (2007). Measuring the impact of career development services in Canada: Current and preferred practices. *Canadian Journal of Counselling, 41*(3), 146-157.
- Lavis, V. (2010). Multiple researcher identities: Highlighting tensions and implications for ethical practice in qualitative interviewing. *Qualitative Research in Psychology, 7*(4), 316-331.
- Lee, Y., & Choi, J. (2012). Discriminating factors between completers of and dropouts from online learning courses. *British Journal of Educational Technology, 44*(2), 328-337.
- Lehman, R. M., & Conceicao, S. C. (2010). *Creating a sense of presence in online teaching: How to be there for online learners*. San Francisco, CA: Josey-Bass.
- Leibert, T., Archer, J., Munson, J., & York, G. (2006). An exploratory study of client perceptions of internet counseling and the therapeutic alliance. *Journal of Mental Health Counseling, 28*(1), 69-83.
- Lengelle, R., Hambly, L., & Hughes, D. (2018). Connecting to the muses. *British Journal of Guidance and Counselling, 46*(3), 269-271.
- Lengelle, R., Meijers, F., & Hughes, D. (2016). *Creative writing for life design: reflexivity, metaphor and change processes through narrative*. *Journal of Vocational Behavior, 97*, 60-67.
- Lengelle, R., Meijers, F., Poell, R., & Post, M. (2014). Career writing: Creative, expressive and reflective approaches to narrative identity formation in students in higher education. *Journal of Vocational Behavior, 85*(1), 75–84.
- Leon, L., & Castro, P. (2013). ICT in Career guidance. A case study of a “blended learning” career guidance programme for music students. *Procedia Social and Behavioural Sciences, 116*(2014), 2014-2058.
- Lewis, J., & Coursol, D. (2007). Addressing career issues online: Perceptions of counselor education professionals. *Journal of Employment Counseling, 44*(4), 146-153.
- Lincoln, Y. S., & Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (2nd ed.)(pp. 163-188). Beverly Hills, CA: Sage.
- Luft, J. (1969). *Of human interaction*. University of Michigan, Michigan: Mayfield Publishing Company.

- Madahar, L., & Offer, M. (2004). *Managing e-guidance interventions within HE careers services: a new approach to providing guidance at a distance*. Manchester: HECSU. Retrieved from: https://hecsu.ac.uk/assets/assets/documents/EGUIDANCE_RESEARCH_REPORT.pdf
- Magnusson, K. (2015). New Technologies and Leadership Challenges for Teacher Education. In S. Elliott-Johns (Ed.), *Leadership for Change in Teacher Education: Voices of Canadian Deans of Education* (pp. 55-59). Rotterdam, The Netherlands: Sense Publishers.
- Maharaj, N. (2016). Using field notes to facilitate critical reflection. *Reflective Practice*, 17(2), 114-124.
- Mahoney, M. J., & Patterson, K. M. (1992). Changing theories of change: recent developments in counselling. In S. D. Brown, & R. W. Lent (Eds.), *Handbook of Counselling Psychology* (pp. 665-689). New York: John Wiley.
- Mallon, M., & Walton, S. (2005). Career and learning: the ins and the outs of it. *Personnel Review*, 34(4), 469-487.
- Malone, J., Miller, K. & Miller, R. (2003). The evolution of a distance career counseling model: Implications for training, practice and supervision of cybercounselors. In J W. Bloom, & G. R. Walz (Eds.), *Cybercounseling and Cyberlearning: An Encore* (pp. 151-182). Washington, DC: US Department of Education. Retrieved from https://archive.org/details/ERIC_ED481137/page/n1/mode/2up
- Malone, J. F., Miller, R. M., & Walz, G. R. (2007). *Distance Counseling: Expanding the counsellor's reach and impact*. Ann Arbor, MI: Counselling Outfitters.
- Martin, D., Garsek, J., & Davis, M. (2000). Relation of the therapeutic alliance with outcome and other variables: A meta-analytic review. *Journal of Consulting and Clinical Psychology*, 68, 438-450.
- Martin, J., & Hiebert, B. (1985). *Instructional Counseling, A Method for Counselors*. Pittsburg: University of Pittsburg Press.
- Masdonati, J., Massoudi, K., & Rossier, J. (2009). Effectiveness of career counseling and the impact of the working alliance. *Journal of Career Development*, 26, 183-203.
- Masdonati, J., Perdrix, S., Massoudi, K., & Rossier, J. (2014). Working alliance as a moderator and a mediator of career counseling effectiveness. *Journal of Career Assessment*, 22, 3-17.

- Maxwell, J. (1992). Understanding and Validity in Qualitative Research. *Harvard Educational Review*, 62(3), 279-301.
- May, K. M. (1996). Naturalistic inquiry and counseling: Contemplating commonalities. *Counseling & Values*, 40(3), 219-229.
- McCarthy, C., Moller, N., & Beard, M. (2003). Suggestions for training students in using the internet for career counseling. *The Career Development Quarterly*, 51(4), 368-382
- McIlveen, P., & Patton, W. (2007). Narrative career counselling: Theory and exemplars of practice. *Australian Psychologist*, 42(3), 226-235.
- McLeod, J. (1996). The emerging narrative approach to counseling and psychotherapy. *British Journal of Guidance and Counselling*, 24(2), 173-184.
- McLeod, J. (2001). *Qualitative Research in Counselling and Psychotherapy*. London: Sage.
- McMahon, M. (2017a). Creativity and constructivist career counselling. In M. McMahon, & W. Patton (Eds.), *Career Counselling Constructivist Approaches* (pp. 222-232). Abingdon, UK: Routledge.
- McMahon, M. (2017b). Working with storytellers: A metaphor for career counselling. In M. McMahon, & W. Patton (Eds.), *Career Counselling Constructivist Approaches* (pp. 17-28). Abingdon, UK: Routledge.
- McMahon, M., & Patton, W. (2006). Constructivism – an overview. In M. McMahon, & W. Patton (Eds.), *Career Counselling Constructivist Approaches* (pp. 3-15). Abingdon, UK: Routledge.
- McPherson, G., & Horne, S. (2006). Exploiting exceptions to enhance interpretive qualitative health research: Insights from a study of cancer communication. *International journal of qualitative methods*, 5(2), 1-11.
- Meara, N. M., & Patton, M. J. (1994). Contributions of the working alliance in the practice of career counseling. *The Career Development Quarterly*, 43, 161-177.
- Mezirow, J. (1990). How critical reflection triggers transformative learning. In J. Mezirow (Ed.), *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning*. San Francisco: Jossey-Bass.
- Miles, M. B., & Huberman, M. A. (1994). *Qualitative data analysis: an expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.

- Milot-Lapointe, F., Savard, R., & Le Corff, Y. (2018). Intervention components and working alliance as predictors of individual career counseling effect on career decision-making difficulties. *Journal of Vocational Behavior, 107*, 15-24.
- Milot-Lapointe, F., Savard, R., & Paquette, S. (2018). Effect of Labour Market Information (LMI): Comparison between Independent and Assisted Use of LMI. *Canadian Journal of Career Development/Revue Canadienne de Développement de Carrière, 17*, 1, 43-52.
- Ministry of Social Development and Poverty Reduction (2018). *Request for Qualifications: Employment Services* (Publication No. OC-003091).
- Mishler, E. G. (1990). Validation in inquiry-guided research: the roles of exemplars in narrative studies. *Harvard Educational Review, 60*, 415-442.
- Moore, M. & Kearsley, G. (2005). *Distance education: A systems view* (2nd ed.). New York: Wadsworth.
- Morgan, D. L. (1988). *Focus Groups as Qualitative Research*. Beverly Hills, CA.: Sage.
- Morgan, M., Wilkinson, R., & Osborn, D. (2020). Barriers to computerized career interventions in community outreach centers. *Journal of Employment Counseling, 57*, 85-96.
- Morrow, S. L. (2005). Quality and trustworthiness in qualitative research in counselling psychology. *Journal of Counselling Psychology, 52*(2), 250-260.
- Morrow, S. L., & Smith, M. L. (2000). Qualitative Research for Counseling Psychology. In S. D. Brown, & R. W. Lent (Eds.), *Handbook of Counseling Psychology* (3rd ed.)(pp. 199-230). New York: John Wiley.
- Morse, J. M. (2004). Theoretical saturation. In M. S. Lewis-Beck, A. Bryman, & T. F. Liao (Eds.), *The Sage encyclopaedia of social science research methods* (pp. 1122-1123). Thousand Oaks, CA: Sage.
- Mossberger, K., & Tolbert, C. J. (2003). *Race, Place, and Information Technology*. National Center for Digital Government Working Paper Series, 25. Retrieved from <https://scholarworks.umass.edu/ncdq/25>
- Niles, S. G., & Harris-Bowlsbey, J. (2002). *Career development interventions in the 21st Century. Education Review*. Upper Saddle River, N.J.: Merrill Prentice Hall
- Niles, S., & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21st century* (4th ed.). Upper Saddle River, New Jersey: Pearson Education.
- Niles, S., Yoon, J., Balin, E., & Amundson, N. (2010). Using a Hope centred model of career development in challenging times. *Turkish Psychological Counseling and Guidance Journal, 34*, 101-108.

- Nota, L., & Rossier, J. (Eds.). (2015). *Handbook of life design: From practice to theory and from theory to practice*. Oxford: Hogrefe Publishing.
- Nota, L., Santilli, S., & Soresi, S. (2016). A life-design-based online career intervention for early adolescents: Description and initial analysis. *Career Development Quarterly*, 64, 4-19.
- Offer, M. (2004). *What is e-guidance? Using Information and Communications Technology Effectively in Guidance Services*. Cambridge: Higher Education Careers Services Unit (HESCU) and National Institute of Careers Education and Counselling (NICEC).
- Offer, M. S., & Watts, A. G. (1997). *The Internet in Careers Work*. NICEC Briefing. Cambridge: National institute for careers education and counseling.
- Offer, M., & Sampson, J.P., Jr. (1999). Quality in the content and use of information and communications technology in guidance. *British Journal of Guidance and Counselling*, 27(4), 501-516.
- Osborn, D. (2009). Online teaching of career development: Evaluating our effectiveness. *Career Planning and Adult Development Journal*, 25(3), 71-81
- Osborn, D., Kronholz, J., Finklea, J., & Contonis, A. (2014). Technology-savvy career counselling. *Canadian Psychology*, 55, 258-265.
- Osborn, D., Riley Dikel, M., Sampson, J., & Harris-Bowlsbey, J. (2011). *The Internet: A tool for Career Planning* (3rd ed.). Broken Arrow, OK: National Career Development Association.
- Osiceanu, M. (2016). Online coaching/consulting in career management. *Journal of Innovation in Psychology, Education and Didactics*, 20(1), 27-42.
- Paloff, R., & Pratt, K. (2003). *The virtual student*. San Francisco: Jossey-Bass.
- Palomba, E. (2009). ICT for Counseling and Careers Guidance Services. *Research, reflections and Innovations in Integrating ICT in Education*, 70-73.
- Parsons, F. (1909). *Choosing a vocation*. Boston: Houghton-Mifflin.
- Patton, M. (1990). *Qualitative evaluation and research methods* (2nd ed.). Thousand Oaks, CA: Sage.
- Patton, W., McMahon, M. (2014). *Career Development and Systems Theory, Connecting Theory and Practice* (3rd ed). Rotterdam, The Netherlands: Sense Publishers.
- Peavy, R. V. (1998). *SocioDynamic counselling: A constructivist perspective*. Victoria, Canada: Trafford.

- Peshkin, A. (1988). In search of subjectivity – One's own. *Educational Researcher*, 17(7), 17-21.
- Peterson, G., Sampson, J., Reardon, R., & Lenz, J. (2002). A cognitive information processing approach to career problem solving and decision making. In D. Brown (Ed.), *Career choice and development* (4th ed.) (pp. 312-272). San Francisco: Jossey-Bass.
- Phillippi, J., & Lauderdale, J. (2017). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research*, 28(3), 381-388.
- Picciano, A. G. (2009), Blending with Purpose: The Multimodal Model. *Journal of the Research Center for Educational Technology*, 5(1), pp. 4-14.
- Plant, P. (2002). *IT in careers guidance: constructs and learning. Computer assisted careers guidance: Some European perspectives*. Retrieved from https://docuri.com/download/it-guidance-construct-learning_59b8e65af581717b5b876f30_pdf
- Polkinghorne, D. (1988). *Narrative knowing and the human sciences*. Albany, NY: State University of New York Press.
- Poon, J. (2013). Blending Learning: An institutional approach for enhancing students' learning experiences. *MERLOT Journal of Online Learning and Teaching*, 9(2), 271-288.
- Pordelan, N., & Hosseinian, S. (2020). Design and development of the online career counselling: a tool for better career decision-making. *Behaviour & Information Technology*, DOI: 10.1080/0144929X.2020.1795262
- Pordelan, N., Sadeghi, A., Abedi, M. R., & Kaedi, M. (2020). Promoting student career decision-making self-efficacy: An online intervention. *Education and Information Technology*, 25, 985-996.
- Pordelan, N., Sadeghi, A., Abedi, M., & Kaedi, M. (2018). How online career counseling changes career development: A life design paradigm. *Education and Information Technologies*, 23, 2655-2672.
- Potter, J. (2002). Two kinds of natural. *Discursive Studies*, 4(4), 539-542.
- Rafalin, D. (2010). Counselling Psychology and Research: Revisiting the relationship in light of our mission. In M. Milton (Ed.), *Therapy and Beyond* (chapter 3). Chichester: Wiley-Blackwell.
- Ranerup, A. (2004). Internet-based guidance in quasimarkets for education in Sweden. *International Journal for Educational and Vocational Guidance*, 4, 43–60.

- Rayman, J. R. & Harris-Bowlsbey, L. (1977). Discover: A model for a systematic career guidance program. *Vocational Guidance Quarterly*, 26, 3-12.
- Reid, H. L. (2005). Narrative and career guidance: Beyond small talk and towards useful dialogue for the 21st century. *International Journal for Educational and Vocational Guidance*, 5, 125-136.
- Rennie, D. L. (2004). Reflexivity and the person-centered counseling. *Journal of Humanistic Psychology*, 44, 182-203.
- Richards, K. (2003). Qualitative inquiry. *TESOL Journal*. New York: Palgrave Macmillan.
- Richardson, J. (2005). Students' approaches to learning and teachers' approaches to teaching in higher education. *Educational Psychology*, 25(6), 673-680.
- Richardson, J., & Swan, K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks*, 7(1), 68-88.
- Richardson, M. (2000). A new perspective for counsellors: From career ideologies to empowerment through work and relationship practices. In A. Collin, & R. Young (Eds.), *The future of career* (pp. 197-211). Cambridge, England: Cambridge University Press.
- Robert, L., & Dennis, A. (2005). Paradox of Richness: A Cognitive Model of Media Choice. *IEEE Transactions on Professional Communication*, 48(1), 10-21.
- Robson, C. (1993). *Real World Research: A resource for social scientists and practitioner-researchers*. Oxford: Blackwell Publishers.
- Rockawin, D. (2012). Using innovative technology to overcome job interview anxiety. *Australian Journal of Career Development*, 21(2), 46 – 52.
- Rogers, C. (1951). *Client-centered Therapy: Its current practice, implications and theory*. Boston: Houghton Mifflin.
- Rogers, C. (1957). The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology*, 21(1), 95-103.
- Rourke, L., Anderson, T. Garrison, D. R., & Archer, W. (1999). Assessing social presence in asynchronous, text-based computer conferencing. *Journal of Distance Education*, 14(2), 50-71.
- Ryan Krane, N. E. (1999). *Career counseling and career choice attainment: A meta-analytically derived model for career counseling practice*. Doctoral dissertation, Loyola University, Chicago.

- Sampson, J. P., Jr. (1997). *Helping clients get the most from computer-aided guidance systems*. Paper presented at the Australian Association of Career Counselors 7th National/International Conference, Brisbane, Australia.
- Sampson, J. P., Jr., (1998). The Internet as a potential force for social change. In C. C. Lee & G. R. Walz (Eds.), *Social action: A mandate for counselors* (pp. 213-225). Greensboro, NC: University of North Carolina, ERIC Clearinghouse on Counseling and Student Services).
- Sampson, J. P., Jr. (1999). Integrating Internet-based distance guidance with services provided in career centres. *The Career Development Quarterly*, 47(3), 243-254.
- Sampson, J. P., Jr. (2000). Using the Internet to enhance testing in counseling. *Journal of Counseling and Development*, 78, 348-356.
- Sampson, J. P., Jr. (2002). Quality and ethics in Internet-based guidance. *International Journal for Educational and Vocational Guidance*, 2, 157-171.
- Sampson, J. P., Jr. (2008). *Designing and implementing career programs: A handbook for effective practice*. Broken Arrow, OK: National Career Development Association.
- Sampson, J. P., Jr. (2010). Quality, innovation, and social justice in career assessments. In J. Harris-Bowlsbey (Chair) at *Bridging International Perspectives of Career Development*. Presented at the 2010 NCDA-IAEVG-SVP International Symposium, San Francisco, CA.
- Sampson, J. P., Jr., & Bloom, J. W. (2000). *A taxonomy for defining face-to-face and technology-assisted distance counseling*. Tallahassee, FL.: Florida State University, Center for the Study of Technology in Counseling and Career Development.
- Sampson, J. P., Jr., & Bloom, J. (2001). The potential for success and failure of computer applications in counseling and guidance. In D. C. Locke, J. Myers, & E. L. Herr (Eds.), *The handbook of counseling* (pp. 613-627). Thousand Oaks, CA: Sage.
- Sampson, J. P., Jr., Carr, D. L., Panke, J., Arkin, S., Minvielle, M., & Vernick, S. H. (2003). *Design Strategies for Need-Based Internet Web Sites: Technical Report Number 28*. Tallahassee Center for the Study of Technology in Counselling and Career Development: Florida State University.
- Sampson, J. P., Jr., & Harris-Bowlsbey, J. (2001). Computer-based career Planning Systems: Dreams and realities. *The Career Development Quarterly*, 49(3), 250-260.
- Sampson, J. P., Jr., & Harris-Bowlsbey, J. (2005). Use of technology in delivering career services worldwide. *The Career Development Quarterly*, 54(1), 48-56.

- Sampson, J. P., Jr., Kettunen, J., & Vuorinen, R. (2020). The role of practitioners in helping persons make effective use of information and communication technology in career interventions. *International Journal for Educational and Vocational Guidance*, 20, 191-208.
- Sampson, J. P., Jr., Kolodinsky, R.W., & Greeno, B.P. (1997). Counseling on the information highway: Future possibilities and potential problems. *Journal of Counseling and Development*, 75, 203-212.
- Sampson, J.P., & Lumsden, J. (2003). Ethical issues in the design and use of internet-based career assessment. *Journal of Career Assessment*, (8), 21-35.
- Sampson, J. P., Jr., Reardon, R., & Lenz, J (1991). Computer-assisted career guidance: Improving the design and use of systems. *Journal of Career Development*, 17(3), 185-194.
- Santo, S. (2006). Relationships between Learning Styles and Online Learning. *Performance Improvement Quarterly*, 19(3), 73-88.
- Saunders, D. E. (2007). A step-by-step approach for adopting and using distance counseling as a private practitioner. In J. F. Malone, R. M. Miller, & G. R. Walz (Eds.), *Distance counseling: Expanding the counselor's reach and impact* (pp. 75-89). Ann Arbor, MI: Counseling Outfitters, LLC.
- Savickas, M. (1993). Career counseling in the postmodern era. *Journal of Cognitive Psychotherapy: An International Quarterly*, 7, 205-215.
- Savickas, M., Nota, L., Rossier, J., Duwalder, J., Duarte, M., Guichard, J., ...van Vianen, A. (2009). Life-designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior*, 75, 239-250.
- Scheerder, A., van Deursen, A. J. A. M., & van Dijk, J. A. G. M (2017). Determinants of Internet skills, uses and outcomes. A systematic review of the second- and third-level digital divide. *Telematics and Informatics*, 34(8): 1607–1624.
- Schön, D. (1983). *The Reflective Practitioner*. England: Ashgate Publishing Limited.
- Scribner, D. (2007). *High school students' perceptions: Supporting motivation to engage and persist in learning*. (Doctoral dissertation, Capella University).
- Severy, L. (2008). Analysis of an online career narrative intervention: "What's my Story?" *Career Development Quarterly*, 56(3), 268-273.
- Sharma, P. (2010). Blended Learning. *ELT Journal*, 64(4), 456-458.
- Slomp, M., Magnusson, K., & Bernes, K. (2011). Evaluating the impact of career development services in Canada: The perception of managers and program

- administrators. *Canadian Journal of Career Development*, 10(1). Retrieved from: <https://cicd.scholasticahq.com/article/14020-evaluating-the-impact-of-career-development-services-in-canada-the-perceptions-of-managers-and-program-administrators>
- Spokane, A. R. (1991). *Career interventions*. Upper Saddle River, NJ: Prentice Hall.
- Spokane, A., & Oliver, L. (1983). Outcomes of vocational intervention. In S. H. Osipow, & W.B. Walsh (Eds.), *Handbook of vocational psychology* (pp. 99-136). Hillsdale, NJ: Erlbaum.
- Stead, G. (2004). Culture and career psychology: A social constructivist perspective. *Journal of Vocational Behavior*, 64, 373-388.
- Stemmer, P. M., Jr., Montgomery, B., & Moore, J. P. (2004). *Career guidance services at Michigan Virtual University: Linking careers and education through virtual tools – A lifespan career development model*. Michigan, USA, Department of Education.
- Strauss, A., & Corbin, J. (1990). *Basics of Qualitative Research Techniques and Procedures for Developing Grounded Theory*. London: Sage Publications
- Strauss, A., & Corbin, J. (1998). *Basics of Qualitative Research*. Thousand Oaks: Sage Publications.
- Suler, J. (2004). The online disinhibition effect. *CyberPsychology and Behavior*, 7, 321-326.
- Tashakkori, A., & Teddlie, C. (2003). *Handbook of mixed methods in social & behavioral research*. Thousand Oaks, CA: Sage.
- Thomson, A. (2010). Embedding an online career development programme into student learning. *Australian Journal of Career Development*, 19(3) 6-14.
- Thornberg, R. (2012). Informed grounded theory. *Scandinavian Journal of Educational Research*, 56(3), 243-259.
- Turcotte, M., & Goyer, L. (2018). The Use of Information and Communication Technologies (ICT) in the Practice of Quebec Career Guidance Counsellors?. *Canadian Journal of Career Development*, 17(2): <https://cicd.scholasticahq.com/article/13942-the-use-of-information-and-communication-technologies-ict-in-the-practice-of-quebec-career-guidance-counsellors>
- Turner, V. (1986). Dewey, Dilthey and Drama: An essay in the anthropology of experience. In V. Turner, & E. Bruner (Eds.), *The Anthropology of Experience* (pp. 33-34). Chicago: University of Illinois Press.

- Valverde, J. de, Thornhill-Miller, B., Patillon, T.-V., & Lubart, T. (2020). Creativity: A key concept in guidance and career counselling. *Journal of Adult and Continuing Education, 26*(1), 61–72.
- van Deursen, A. J., & van Dijk, J. A. (2019). The first-level digital divide shifts from inequalities in physical access to inequalities in material access. *New Media & Society, 21*(2):354-375
- Venable, M. (2010). Using technology to deliver career development services: Supporting today's students in higher education. *Career Development Quarterly, 59*(1), 87-96.
- Viljamaa, H., Patton, W., & McMahon. M. (2006). Constructivist career tools on the internet. In M. McMahon and W. Patton (Eds.), *Career counselling: Constructivist approaches*. Oxon, UK: Routledge.
- Von Glasserferd, E. (1995). A constructivist approach to teaching. In L. Steffe, & J. Gale (Eds.), *Constructivism in education* (pp. 3-16). New Jersey: Lawrence Erlbaum Associates, Inc.
- Vuorinen, R. & Sampson, J. P., Jr. (2009). *Ethical concerns in the design and use of e-guidance*. Report prepared for the European Commission as part of the ICT Policy Support Programme for the “e-Guidance and e-Government Services project” (CIP ICT PSP 224971). Brussels, Belgium: European Commission.
- Vuorinen, R., Sampson, J. P., Jr., & Kettunen, J. (2011). The Perceived Role of Technology in Career Guidance among Practitioners Who are Experienced Internet Users. *Australian Journal of Career Development, 20*(3), 39–46.
- Walsh, W. B. (2010). Introduction to the Special Section: Career Assessment and New Technology on the Internet. *Journal of Career Assessment, 18*(4), 315-116.
- Walz, G. R., (2000). Summing Up. In J. W. Bloom, & G. R. Walz (Eds.), *Cybercounseling and cyberlearning: Strategies and resources for the millennium* (pp. 405-416). Alexandria, VA: American Counseling Association.
- Walz, G. R., (2009). The contemporary cool career counselor (C4). *Career Planning and Adult Development Journal, 25*(3), 103-107.
- Wanat, C. (2008). Getting Past the Gatekeepers: Differences between access and cooperation in public school research. *Field Methods, 20*(2), 191-208.
- Watson, M. (2010). Career psychology in South Africa: Addressing and redressing social justice. *Australian Journal of Career Development, 19*(1), 24-29.

- Watts, A. G. (1986). The role of the computer in careers guidance. *International Journal for the Advancement of Counselling*, 9(2), 175-188.
- Watts, A. G. (1996) Computers in guidance. In A. G. Watts, B. Law, J., Killeen, J. M. Kidd, & R. Hawthorn (Eds.), *Rethinking careers education and guidance: Theory, policy and practice* (pp. 269-283). London: Routledge.
- Watts, A. G. (2001). Career guidance and social exclusion: A cautionary tale. *British Journal of Guidance and Counselling*, 29(2), 157–176.
- Watts, A. G. (2002). The role of information and communication technologies in integrated career information and guidance systems: A policy perspective. *International Journals for Educational and Vocational Guidance*, 2(3), 139-155.
- Watts, A. G., & Dent, G. (2007). The evolution of a national distance guidance service: Trends and challenges. *British Journal of Guidance and Counselling*, 36(4), 455-465.
- Watts, A.G., & Offer, M. (2006). *The current and potential role of ICT in delivering information, advice and guidance*. Derby: Center for Guidance Studies, University of Derby.
- Whiston, S. C., Li, Y., Goodrich Mitts, N., & Wright, L. (2017). Effectiveness of career choice interventions: A meta-analytic replication and extension. *Journal of Vocational Behavior*, 100, 175-184
- Whiston, S., Rossier, J., & Hernandez Baron, P. (2016). The working alliance in career counseling: A systematic overview. *Journal of Career Assessment*, 24(4), 591-604.
- Wolff, S. (2004). Ways into the field and their variants. In U. Flick, E. von Kardoff, & I. Steinke (Eds.), *A Companion to Qualitative Research* (pp. 195-202). London: Sage.
- Wright, J. (2002). Online counselling: learning from writing therapy. *British Journal of Guidance & Counselling*, 30(3), 285-298.
- Wu, H., Lee, S., Chang, W., & Liang, J. (2013). Current status, opportunities and challenges of augmented reality in education. *Computers & Education*, 62, 41-49.
- Yen C. & Tu, C. (2011). A multiple-group confirmatory factor analysis of the scores for online presence: Do they measure the same thing across cultural groups? *Educational Computing Research*, 44(2), 219-242.
- Zimmerman, B. (2002). Becoming a self-regulated learner. *Theory into Practice*, 41(2), 64-70.

Appendices

Appendix 1: Sampling online exchange

Career Flow Activity

This activity has been submitted on Sep 15, 2016, 12:42am



Step 1: Think about the different types of water you were introduced to in the Career Flow metaphor. As you move through your work life, it is normal to find yourself in each of these types of water at some point in time.

What type of water best describes your situation now?

- White Water
- Still Water
- Steady Currents
- Twists and Bends
- Interrupted Flow
- Other

Why does this water best describe your current situation?

i wanted to say white water and I initially did, but changed it because I always use the metaphor in the past year that I feel like I'm finally getting my head above water, I'm beginning to have something to hold on to, to breathe, and to be able to begin helping myself, but it is very interrupted.



Step 2: Sometimes you get totally immersed in an activity. You are doing something for its own sake. The ego falls away. Time flies. This is called an **OPTIMAL MOMENT**.

Close your eyes and remember a few times when you were doing something that gave you this feeling. These tasks or activities can be work related or can come from other parts of your life. Share your experiences below:

EXAMPLE 1:	EXAMPLE 2:	EXAMPLE 3:
<i>type here</i>	<i>type here</i>	<i>type here</i>
What was the setting? in the himalayas doing a three week trek XXXX	What was the setting? Going to College of XX taking a Horticultural Program in the small town of XX	What was the setting? A meditation center.
Who was there? my boyfriend, and people we met along the way. This part was not optimal flow though, but nevertheless it didn't take away from my experience.	Who was there? Myself andXXXX classmates and a few teachers.	Who was there? Myself and meditation teachers and students.
What tasks were you doing? hiking all day every day for three weeks, up and down valleys, through tibetan villages, in december.	What tasks were you doing? Learning about plants, I wanted to learn how to become a professional "gardener", to be knowledgeable about growing vegetables primarily, and landscape plants as well, as I	What tasks were you doing? multiple 10 day meditation courses, with duties in between that helped take care of the center, also serving on courses, helping the students. Various tasks, kitchen,

	had a wish to have my own nursery growing and selling native plants that attract songbirds, hummingbirds and bees and butterflies, medicinal plants, drought tolerant plants, and edible plants.	cleaning, helping students with challenges. During courses doing extensive intensive meditation.
What skills were you using? my mental and physical strength, physically but also and maybe more so mentally as I overcame the many challenges involved.	What skills were you using? I was learning. I worked in my parents garden and property landscaping but our gardens were never successful. I learnt why.	What skills were you using? Learning to focus and discipline myself. Mental strength.
What interests and values were you expressing? my love of nature, and the mountains. My interest in culture.	What interests and values were you expressing? My love of gardening and food sustainability, nature, and wildlife habitat. The medicinal properties of plants as I had studied herbology previously and worked on organic farms and medicinal farms. I guess that part should have been in my skills area.	What interests and values were you expressing? Self reflection and introspection, self discipline, strength of mind.
Who started the activity? I cannot remember, it was probably something both my boyfriend and I wished to do.	Who started the activity? I did.	Who started the activity? I did.

Step 3: Review your answers from **Step 2** and pay particular attention to any themes you can see. What skills, interests, and values seem to be important to you? What attitudes were you demonstrating? (ie. risk taking, confidence, cheerfulness, etc.) Summarize your findings below and click **SUBMIT** to send to your facilitator.

SKILLS	being healthy and doing physical work and exercise, mental strength to overcome challenges.
VALUES	love of nature and the outdoors, being a better person and continually wanting to improve myself, helping.
INTERESTS	nature, helping nature and people through nature and plants, spiritually becoming a better person.
ATTITUDES	Wanting to improve myself and the world.

This activity has been submitted on Sep 15, 2016, 12:42am



Private Page Comments

[New Private Comment](#)

Lori, Sep 15, 2016, 11:45pm

Hi Marla, Here we are. Thank you for the detail you put in your examples of optimal moments. Such interesting experiences! It really gave me a sense of who you are.

I thought this was a poignant passage:

i wanted to say white water and I initially did, but changed it because I always use the metaphor in the past year that I feel like I'm finally getting my head above water, I'm beginning to have something to hold on to, to breathe, and to be able to begin helping myself, but it is very interrupted.

I'm happy to hear that you are noticing moments of relief and rest. How are you/can you use these moments to cultivate some energy? How do you gather strength and nourishment for yourself?

Knowing the challenges you've been experiencing, I find it truly inspiring that you walk through life with a desire to be the best you can be, and offer up yourself to the world. Beautiful.

Optimal Moments



Optimal Moments

What needs to be part of your next work experience in order for you to have some "Optimal Moment" tasks and experiences?

Drafts

Replies

New Reply

No entries

Lori, Sep 21, 2016, 4:41pm

Fantastic!!

L



Marla, Sep 21, 2016, 11:58am

wow thanks for that! I will defiantly look into some of those, you have no idea how close they are to home, and I had no idea. For example,XXX I have her number by my phone, I'm supposed to call her concerning questions about my mom, and the XXX health program has the same number that connects me to my counsellor, I'm familiar with them and could easily get a referral thank you!!! :)

Lori, Sep 20, 2016, 6:45pm

love this idea:

Or if I finished cooking school, I could find a commercial kitchen to cook home cooked meals for people to pick up after work, stuff like that...just ideas where I would want to go with this, eventually.

Are you familiar with the programs going on here?

[XXX Community Kitchen](#)

I know you still struggle with finding time and energy, but maybe just thinking about possibilities of how you could feed your passions through volunteering hen you're ready could build some hope!

Lori



Marla, Sep 19, 2016, 12:32am

Thank you for the advice and motivation. Yes, I see what you mean. Well, one of the things that I was doing before summer vacation was going to yoga, it was a huge help to my well being. I had to stop for summer, and indefinitely if I went back to school, which was difficult to accept. I just went back today for the first time and it felt great, so I can make sure to get yoga back in my life while he is in school. XXXXXX I am super tired. And like you said, meditate for 10

minutes instead of not at all. Jog around the block.....

I love school for the love of learning something I am very interested in I guess. Definately. I have had a vision for a long time, which required land XXXXX and so I am needing to change parts of it, but even though growing and cooking may seem a bit seperate, I wanted to teach and blend the two. Getting back to basics with food, I guess being an active person in the slow food movement, teaching from the ground up ;) from growing to cooking, and I still want to do that, maybe in cookbooks-slash-gardening books, or teaching cooking classes at community centers how to cook very healthy meals that taste great that don't cost a lot, learning how to use alot of the vegies we see in the stores that alot of us don't know what to do with or to versify what we do with them, foods that are healthy and economical (kale, cabbage, squash, etc) so all the schooling I have done brings me more skills to get to this place.

Or if I finished cooking school, I could find a commercial kitchen to cook home cooked meals for people to pick up after work, stuff like that...just ideas where I would want to go with this,

null

1

eventually.

Lori, Sep 18, 2016, 1:43pm

Marla,

I understand why it's been challenging to take care of yourself and do the things that inspire you. It sure sounds like life has been overwhelming. But you've come through. I think that it's important to underline that you are coming out of survival mode; that things are shifting for you. The fact that you are here, doing this small, but significant workshop is a testament to that.

You listed a bunch of reasons that prevent you from doing the things that inspire you and keep you healthy: logistics, energy, motivation, finance, time. All legitimate reasons. Maybe you need to bite off a smaller piece of the self care pie. What if you were to choose one thing that you could do most of the time without fail. Something that you could say, 'Oh, yes, that would be easy to do 5 days of the week.' What would it be? Maybe it's meditating for 2 minutes before getting up, or just jogging around the block instead of 1/2 hour on your favourite trail...It's consistency that is key. Doing something - even if it's very small - with intention and frequently is what changes personal patterns. What do you think?

I also want to ask you about school. What is it about being in school that makes you thrive? Is it the excitement of learning? being externally motivated by a schedule and demands? a sense of belonging to a cohort of fellow learners? If going to school isn't going to happen immediately, how could you replicate what school provides you in some other way?

I love your list of what you'd like to see in your work: learning, supportive people, respect, contributing to the world. Keep growing your vision!

Lori



Marla, Sep 16, 2016, 11:32am

thanks, in answering your questions: In these moments where I feel like I'm not in a washer, I am generally just able to see myself a bit better, sometimes I see myself as just absolutely exhausted, other times I see myself as very strong. Sometimes I see myself needing a change to improve my life, it's been a decade of very intensive work and it's maybe just time to take care of myself. People would always tell me to remember to take care of myself, as they do to all young mothers, but for myself it literally was not an option, I was on survival mode. So I think now it's about taking care of myself. Things that inspire me but are often hard to do for either logistics or energy or motivation or finance or time include jogging and hiking and eating clean and yoga and writing and cooking and being in nature more, meditation, and going back to school. I have tried rather unsuccessfully to do these things slowly over the course of the past couple of years, but it's so hard to manage my life, which I know has alot to do with my mental health challenges. But no matter what, I always seem to thrive when I am in school. and I think this is a good way to kick start me back into life.

Optimal Moments that I would need to have in my work experience would be a sense of growing and learning and being surrounded by supportive kind people. A place where I am respected and where I know I am making a difference in the world, a place that supports my life and my lifestyle, visions, and values.

Strength Story

This activity has been submitted on Sep 16, 2016, 11:53am



Directions:

This activity has 2 steps. **Step 1** involves thinking of an activity where you felt engaged and proud of contributions. **Step 2** involves talking with your facilitator about the experience you shared through a web conference.



Step 1: Think about an activity you participated in, in the past where you felt engaged in the activity and proud of your contributions and / or the outcome. This can be a work, volunteer or education-related activity. Use the questions below to describe that activity.

Think About....	Engaging Experience
Describe the setting of this experience:	When I was at school for Horticulture
What were the tasks or activities you were doing?	The program consisted of theory and practical. A lot of the practical was taking what we were learning and putting into practice, like growing greenhouse tomatoes and cucumbers and peppers, or poinsettias for xmas and annuals for hanging baskets in spring. Theory consisted of memorization of plants and their growing requirements, soil science, entomology, and plant disease.
What were your thoughts and feelings about the experience at the time it was happening?	I loved the experience even though I hadn't been back to school in awhile and found parts of it challenging, the hours put in for study, being on a student budget, and working my brain in ways I hadn't done for awhile.
What was motivating you at the time?	My desire to learn more about plants and how to grow them.
What challenges did you need to overcome during this experience?	My lack of confidence and my ability to pick up and move to a town I had never been to with no money, and no support. The fear of the unknown and what the course load would be like, if it would be manageable.
What would you have changed about the experience if you could have?	Nothing. It was amazing. Except I guess the program cancelled one of the courses (once we were there) that I really wanted to take, one of the main courses that interested me, so I guess going to a different school but I had no idea of knowing that would happen.

Step 2: Click SUBMIT to send to your facilitator. You should have a pre-arranged web conference date and time with your facilitator to complete this activity together. If you don't, please send her a message to arrange an appointment.

This activity has been submitted on Sep 16, 2016, 11:53am



Private Page Comments

[New Private Comment](#)

Lori, Sep 18, 2016, 1:51pm



null

1

Marla,
This is a great 'strength story'! I look forward to talking about it more with you and pulling out your personal strengths it represents.
Yes! We've already booked our web conference date. We are good to go for Tuesday, Sept 20th at 10:30am. I will send you the link so that I can share my computer screen with you like last time.

Talk to you soon!

Lori



Marla, Sep 16, 2016, 11:54am



it looks like I need to set up a web conference date, but we have that already, right? on tuesday at 10, right?



Marla, Sep 16, 2016, 11:43am I'm
having a hard time thinking of one.



Strength Highlights



The stories we tell about our experiences highlight our strengths, skills, interests, attitudes, and what we value as individuals. Return to your story and the strengths that your facilitator and you identified. Then, click on the Career Flow activity from the previous unit and review the skills, values, interests and attitudes you identified there.

What similarities and overlaps do you see between the strengths from the Circle of Strengths activity and the skills, values, interests, and attitudes you identified in the Career Flow activity?

Drafts

Replies

[New Reply](#)

No entries



Marla, Sep 21, 2016, 12:51am
thank you :)



Lori, Sep 20, 2016, 7:03pm



Marla,

This is a great exploration of your skills, strengths and interests. I also found our work today revealed some important aspects of your strengths.

What stood out for me is how much your vision is still intact. You said that it's not even a choice for you. You're authentically driven by these elements: nature, food, spirituality and healing. I think it shows a lot of resilience and perseverance that you continue to find ways to modify your vision with the changed landscape of your life.

I encourage you to find ways to feed your passions in your daily life in very small ways. It may be a source of energy for you. Yoga is a great start :-).

Lori



Marla, Sep 19, 2016, 12:15am



My strength story I think highlights my love of learning and challenging myself, self-growth and improving myself through learning, to do something that gives me purpose and vision, which keeps me motivated, using my body and mind, being creative (landscape design, flower arrangements, etc), helping others (tutor, mentoring, inspiration, motivation), choosing a path that helps the earth and people (native plants, wildlife habitat, xeroscaping, etc, food sustainability, organic, medicinal etc)

My optimal flow moments while hiking in the Himalayas show strength in also challenging my body and my mind, as a young person finding my way and my love of culture and unity, and my love of nature.

My optimal flow moments while going back to school again show strength in a vision to help the earth and people, as already expressed, (ie pollination, wildlife habitat, native plants, food sustainability and wanting to teach about growing and using real foods, medicinal plants, growing), using my body and being creative.(ie ideas of cookbooks with growing vegetables and recipes together, landscape design, incorporating edible plants into the landscape, etc)

The optimal flow moments during my time at the meditation centers express again strengths in challenging my body and mind (its hard to sit forever!!! :)) and improving my self for a better world, helping others by being supportive.

null

1

So the overlap I think is challenging myself to grow and improve myself and be a better person, staying focused in making sure what I do is a contribution to the world, helping others, using my body and mind to be creative in making the world both beautiful in the most practical of ways.

Walking Activity

This activity has been submitted on Sep 21, 2016, 12:48am



Directions:

In this activity, you will watch a video and go through a guided visualization activity. You will then have a chance to share your insights and observations.

Step 1: Describe a problem you are currently trying to solve. You may want to use a problem related to your current job search. Alternatively, you can also use a problem from another aspect of your life.

I so much want to go to culinary school, and it doesn't make sense why it's not included in the XXX program. I understand it falls under the XXX or whatever its called, but it's not a typical apprenticeship. I actually go to school for 32 something weeks (a year program) and from there I could decide to carry on and do the apprenticeship to get my red seal, or I could start working immediately in kitchens. I feel this should qualify for one year training for in demand jobs. I feel there has been a mix up in all the paperwork. It's so frustrating!!!!

Step 2: Click on the link below to start the guided visualization. Leave yourself 5-10 minutes for this experience. You may want to have a pen and paper handy to jot down any immediate thoughts.

Step 3: Think about the guided visualization you completed and share your insights and observations in the spaces below. Click SUBMIT to send to your facilitator.

What was it like to stand in the solution place? How did you feel? Was the journey worth it?

It felt incredibly good and empowering and exciting. I was doing something that moved me forward in knowledge and experience towards my goals, and I was doing something for myself (vs my family). I was taking a huge step in my life towards both becoming more financially stable and also in my own healing, confidence-building, and self-esteem.

Looking from the solution place to where you started, what words of encouragement do you have for the "you at the beginning"?

don't give up, get knowledge about all the facts as to why the program is not accepted with XXXX (saying it's classified as an apprenticeship is not satisfactory because it doesn't fall under a normal apprenticeship which consists mostly of work and a few weeks of school. This is a full year of school and the option to carry on as an apprentice to become a fully designated red seal chef) and insist that the picture on the poster advertising the program had a picture of people in culinary school and don't give up until I get a formal explanation as to why that is on there if it doesn't fit in the particular requirements, because obviously it does.

Looking from the solution place to where you started, what steps will you need to take to get you to the end result?

-find out particular specifics - differences and similarities - of apprentice in culinary vs other trades
-talk to head people at XXXX, not just local
-talk to XXXX and other culinary schools and see if other people have gotten in through the same program from other regions/locales
-What if I agree not to carry on to do an apprenticeship and just only go to school (which is ridiculous but shows my point)
-explain to XXXX that when I had spoken about my future after training, when I was looking at my options, one of them was going on to do the apprenticeship, so maybe she doesn't understand that one doesn't automatically do an apprenticeship when entering the program, it as far as I know is just able to be carried forward as credit or something to the apprenticeship.

null

1

-so check to see if 1st year of training is formally considered an apprentice, or if it is just a pre-requisite to carry on to be a red seal chef if desired, or can be applied to that apprenticeship.

-try and unravel the loopholes

What other insights or "aha" moments did you experience?

that this is just silly loopholes and it should defiantly be accepted as part of the program. It's a one year training program at a school, and it's an in demand job. Simple.

It's NOT working year round and going to school for a couple of weeks every year, not in the first year.

This activity has been submitted on Sep 21, 2016, 12:48am



Private Page Comments

New Private Comment

Lori, Sep 22, 2016, 1:43pm



Marla,

I appreciate that this activity brought you back to the importance of being thorough. I agree it's important to clearly understand the system and to see what's possible and what's not. And if it's not, then to be just as thorough to see what other avenues would be open to you.

I know it was a big disappointment when that potential door to cooking school didn't open. From your perspective, is there is any advantage for you that life may be forcing you to wait before launching into a year long program? How could you use this time?

Lori

Change of Perspective



If you are already at the top of a mountain, you must have already overcome whatever obstacles there were on the path to the top. Your visioning and planning can then work backwards toward the start rather than the other way around.

How has this exercise impacted your view of work, career, or your job search? Has either your vision or the pathway to reach it changed at all?

Drafts

Replies

New Reply

No entries

Lori, Oct 2, 2016, 10:21am

Marla,

I hope you got my phone message!

I was thrilled to read your email saying that the culinary program is now a possibility for you!! Your perseverance and thoroughness paid off! I'm so excited and happy for you.

Lori



Marla, Sep 29, 2016, 12:55am

thanks. I just got off the phone from the XXX customer support person and they confirmed for me that the culinary program I was referring to is not considered an apprenticeship, you can't be doing an apprenticeship unless you already have an employer who represents you. They were amazed XXXX doesn't understand this and gave me a name of a local support person for XXX to contact. Hope!

Lori, Sep 22, 2016, 2:21pm

Certainly.

Perseverance. You know this one. And you've also shown me how you are able to adapt and find new ways to do things. So perseverance AND resilience.

Since you draw strength from meditation and Buddhist teachings, I thought I'd offer this quote here:

Letting there be room for not knowing is the most important thing of all. When there's a big disappointment, we don't know if that's the end of the story. It may just be the beginning of a great adventure. Life is like that. We don't know anything. We call something bad; we call it good. But we really just don't know. - Pema Chodron

Also, here is the website for XXX Maybe you'd like to compare it to your own vision, or even experience it one day...

Lori



Marla, Sep 21, 2016, 12:49am

don't give up.

null

1

The Chair Activity

This activity has been submitted on Sep 29, 2016, 1:12pm



Directions: In this activity, you will visualize moving between two chairs to imagine multiple solutions to a decision you need to make.

Step 1: Describe a problem or a decision that you are having difficulty making by answering the questions below:

What is the problem or decision that needs to be made?	I want to go to school for culinary training and I cannot afford it on my own. I would like to get accepted into a program to help me achieve this goal. If this is not possible, how can I find a way to go to school on my own with no support and no money?
How is this issue impacting your job search?	It is driving me to look deeper and be investigative and problem solve. To make contact with individuals and get connected to the outside world at large.
How have you tried to solve this problem in the past?	I am in the process for the first time.

Step 2:



Imagine a room with 2 chairs in it. One chair represents a decision or solution to your problem. The other chair represents an alternate decision or solution to the same problem.

Now imagine sitting in Chair One and visualize one solution to your problem. Fully embrace this solution or decision by describing it and its impact on your work and life:

CHAIR ONE

Describe this decision:	To not give up in my belief that the one year culinary training is not considered an apprenticeship, and to be able to have that professionally confirmed, and thus be accepted into the program.
How does it feel to have this decision be the answer to your problem?	I feel hopeful and confident that there has been a misunderstanding on what is considered an apprenticeship regarding the culinary training program in particular.
What impact will this decision have on your life?	A very good one. I will be able to attend school and begin a new start on my life.

Next imagine yourself moving to Chair Two. This time fully embrace this solution or decision. Describe it and its impact on your work life:

null

1

CHAIR TWO

Describe this decision:	I will need to find a way to go back to school on my own steam.
How does it feel to have this decision be the answer to your problem?	not so good. I know it will involve much more time before I can accomplish such a thing, as it will involve debt I cannot afford, and afterschool childcare costs, and transportation costs, and living costs. It probably won't happen for 5 years or so at least, but in that time I can continue to work on my own mental health and coping skills, raise my child to the best of my ability, and just keep my dreams on the back burner.
What impact will this decision have on your life?	a big one. It means I will probably just continue on as I am doing. Maybe I will try writing more and find a way to commit myself to that instead.

Step 3: Which solution chair holds more appeal and interest? Why?

the first one, because I know now that I am ready to move forward. I looked at the flyer for almost a year, every day, as it was on my fridge by my phone. I didn't know if I was ready or not, but now that the opportunity has been rejected, it showed me how ready I actually am. I don't have the fear or uncertainty anymore, I just have the drive to make it happen.

This activity has been submitted on Sep 29, 2016, 1:12pm



Private Page Comments

[New Private Comment](#)

Lori, Oct 2, 2016, 10:23am



Isn't that interesting when you have to fight for something, confidence and certainty can come to the surface. I'm so glad that you feel grounded energized by this decision.

Lori

Decision Insights



This exercise is about looking at choices and problems from a new viewpoint in order to find solutions you hadn't thought of before.

What new insight do you have about decisions and planning that you didn't have before this exercise?

How would you describe your current feelings or levels of confidence when it comes to setting goals and making plans to reach those goals?

Drafts

Replies

[New Reply](#)

No entries

Lori, Oct 2, 2016, 10:25am



You have been busy! and I have the impression that you have found a bounty of energy tucked away now that you are working on something that is meaningful to you. I'm so impressed by all the reaching out and research you've done!

Lori



Marla, Sep 29, 2016, 1:16pm



As mentioned, I now see that I am ready to go back to school, I was so hesitant and unsure whether I was emotionally physically mentally prepared for such a big change, one that would involve alot of stress and energy. My insight is that I can easily see how ready I actually am.

Right now I feel hopeful and confident. I have been proactive and wrote to different people and agencies, and beginning to hear back with promising information.

Staying Afloat Activity

This activity has been submitted on Sep 29, 2016, 1:47pm



Sometimes, the best way to increase buoyancy is through wearing a life jacket. Your personal life jacket is made up of your toolkit of resources and supports that you have used to get you through tough situations in the past.

Step 1:

Think about an unexpected challenge from the past. It may be work related such as being unemployed, or related to other aspects of your life such as overcoming a health issue, family difficulties, or the loss of someone important in your life. Share your experience here:

XXXX the content of a deeply personal, challenging experience has been redacted for confidentiality. It was, however a critical piece of Marla's narrative. Redactions in the following sections were also deeply revealing and deemed private between myself and my supervisors.

Step 2:

Reflect on your coping strategies. What helped you through that tough time? Use the 4 questions and quadrants below to help you remember what thoughts, activities, people and resources were helpful.

What thinking was helpful?

I constantly reminded myself that life was short. That regardless how painful this was, it was just life, and soon enough it would all be over. XXXXXX

What activities did you engage in?

XXXXXXXX

What people and support did you seek out?

There was a XXXX 'service' that provided a weekly drop in group to single moms. They gave a morning of childcare and provided breakfast and lunch and coffee and different activities. This started when my child was X. It saved me.

What resources did you turn to? These can be books, websites, or community resources...

I had no time for any of these. No time for books, no time for

null

The

1

people there were so kind and caring, and listened and supported us. At Christmas they did special things for us, and were just overall very very supportive. I owe them my life.

internet, and few community resources. The food bank, the pool, the library.

Step 3: Read through and review the quadrants from Step 2. What supports and tools will you take as part of your life jacket while you navigate your return back to work?

To realize how resilient I actually am. I really liked the analogy of the ball on water. My ball was, to me, thrown into the rapids up in Alaska and made its way down here onto the shores of the Fraser river at the mouth into the Pacific. I am actually still alive. wow. resiliency.

To understand that I need to take care of myself. It is not selfish or indulgent. That I need to do whatever I need to, whatever I can, to keep my health and energy up and my stress and sense of overwhelm low. To accept I don't have full capacity yet and be gentle on myself, yet to know that I am ready and I now have the power to take on a bit more. To get as much help as I need and can.

This activity has been submitted on Sep 29, 2016, 1:47pm



Private Page Comments

[New Private Comment](#)

Lori, Oct 2, 2016, 10:59am



Marla,

Although you shared quite a bit of your story with me before, reading the details made me understand even more the incredible challenges that you are overcoming. Incredibly poignant.

I hope that writing it out like this had some value. I would encourage you to save or print out some of your work here in the HOPE program (I or XXXX office can help you with this) since you've mentioned that you keep a journal and would like to possibly write a book one day.

I love how you decribed your journey using the water metaphor, and am relieved to know that you feel like you are at the shores of the XXXX River ;). But above all, this is the passage that struck a strong note for me:

To understand that I need to take care of myself. It is not selfish or indulgent. That I need to do whatever I need to, whatever I can, to keep my health and energy up and my stress and sense of overwhelm low. To accept I don't have full capacity yet and be gentle on myself, yet to know that I am ready and I now have the power to take on a bit more. To get as much help as I need and can.

You are a true example of the strength of the human spirit. As you continue to gather strength, I know you'll shine your light on others.

Lori

Job Search Supports



Now that you have identified the supports and tools that have helped you in the past and can help you now, consider the following questions:

In which areas of your job search will these supports and tools be particularly beneficial?

How do you think you will benefit?

Drafts

Replies

[New Reply](#)

No entries

Lori, Oct 2, 2016, 11:02am



What a wonderful summary of your work here. Now that you can take down the Culinary Arts poster, I think you should put [this](#) on your fridge!

Lori



Marla, Sep 29, 2016, 1:52pm



To know I am strong enough to persevere even though I am already coming across obstacles and challenges. To find the people who are able to support me and give me encouragement, and to use their skills and knowledge to help me attain my goals. To stay open to all opportunities, advice, opinions. To not get discouraged when I feel in my heart there is space to move, and when I come to dead ends, to look at other areas of my life where I can move forward, to adapt.

I will benefit by realizing my own self worth and my strengths and resiliency.

This activity has been submitted on Oct 3, 2016, 2:26pm



Directions: Thank you for participating in the Hope research project and congratulations on completing all 5 Hope units. In this activity, you will summarize your learning and any "aha" moments you had while completing the Hope activities.

Once you complete and submit the activity, feel free to print it and share your insights with your Case Manager when you next meet with her.

Step 1: Review the 4 quadrants below and summarize new insights you have gained about yourself through completing the Hope activities.



My Strengths - what are your skills, values, interests and personality characteristics?

My skills are working with my hands and body, and being creative, flexible and adaptable.

I value cooperation, integrity, and what brings forth positive outcomes for myself and others, as well as the world at large.

My interests revolve around helping ourselves, animals, plants, and the earth at large. Healing internally, as in spiritually, mentally, emotionally, as well as the physical body. Connecting with nature and helping others find the balance that nature supports.

I am a woman who likes to live a life embraced by simplicity. To grow food in a garden and bring it into the kitchen and ultimately teach and empower others to do the same. To help each other remember the important aspects of life, the basics values we all need to live a balanced connected peaceful life.

My Future - what vision do you have for yourself?

I see myself feeling like a part of my spirit is complete, that I am a woman confident in the kitchen, teaching others, and supporting and being a strong example of healthy eating and living. To work in vegetarian kitchens or extend my learning experience in kitchens that continue my education and growth, and/or remembering to keep my balance and working close to home in a healthy environment that supports my values and helps improve the quality of my son and my lives.

My Next Steps - what steps do you need to start with?

I need to continue my correspondance with work bc with the goal of going back to school.

My Supports - who and what can you turn to for help? XXX and XXX, my counsellor, doctor, and anyone else supporting me in my mental and physical health.

Step 2: As you think about your career flow and the activities you have completed, share any closing thoughts with your facilitator.

Thank you Lori for all your loving, kind, caring thoughts and words that you have given to me during our time together. I am so grateful for your presence and that I was given you as my facilitator. It is easy to see that you are dedicated to your work and to the people around you. Thank you for all you done.

Much luck and blessings in everything you do.

Sincerely,
Marla

This activity has been submitted on Oct 3, 2016, 2:26pm



Private Page Comments

New Private Comment

No entries

null

Appendix 2: Participant Information Leaflet



Project Information

HOPE CENTRED CAREER INTERVENTIONS

What is the Research For?

The purpose of this research project is to explore the impact of *Hope Centred Interventions* (activities) with unemployed adults. The aim is to provide new insights on approaches that Career Practitioners can use to help individuals increase hopefulness during times of unemployment.

Who is Conducting the Research?

The Research is being funded, in part, by the Canadian Education and Research Institute for Counselling (CERIC) www.ceric.ca. The research team includes:

- Dr Norman Amundson, University of British Columbia. [REDACTED]
- Dr Spencer G. Niles, The College of William and Mary, School of Education, [REDACTED]
- [REDACTED]
- Dr Hyung Joon Yoon, Al Akhawayn University, [REDACTED]
- Tannis Goddard, MA, President of Training Innovations / Mixt Mode [REDACTED] innovations.com. Tannis is also a PhD student at the University of Warwick. Some data collected in this project will also be utilized for the completion of her doctorate. Tannis' PhD Supervisors are Professor Jenny Bimrose & Dr. Sally-Anne Barnes. They can be reached at [REDACTED]

What Does Participation Involve?

The project comprises two phases:

Phase 1:

Interested individuals will be introduced to the research project by a Research Assistant. They will be invited to complete the *Hope Centred Career Inventory* (HCCI) and answer some questions about their current employment and life situation. Eligibility for participation in the research study will be determined based on the score of your HCCI. Eligible Participants will then engage in 5 brief hope-centred activities with a Career Practitioner. At the conclusion of the activities Participants will be asked some questions about their experiences of completing these activities.

Phase 2:

Three months after these activities, all Participants will be asked the same questions as they were asked in phase 1. Some participants will be selected for an interview following the completion of the activities.





How is the Research Being Conducted?

The Hope-based activities will be delivered in two different mediums: face to face and online. You will be assigned to one medium based on a number of factors, which will be explained. The study will investigate what aspects of the intervention delivery were helpful and how you felt about the relationship you had with your Career Practitioner. The Career Practitioners will also be asked questions to learn more about their experience delivering the activities with Clients.

Once the activities, questionnaires and interviews are completed the researchers will be analyzing the information to better understand how hope-based interventions can be effectively used to provide supports to unemployed individuals.

How will the results be used?

The results of the study will be published and will be of interest to Career Practitioners and governments making decisions about activities to include in employment service programs.

Appendix 3: Client Consent Form



HOPE CENTRED CAREER INTERVENTIONS – INVITATION & CONSENT

We would like to invite you to take part in our research study. Before you decide, we would like you to understand what would be required for your involvement.

Your involvement

If you chose to participate in this study, you will be asked to engage in the following activities:

- Complete the Hope-Centred Career Inventory (HCCI) and answer questions about your current employment and life situation. Eligibility for the research project will be determined by your score on the HCCI. This will require approximately 30 minutes.
- Participate in 5 hope-centred activities with a facilitator either in-person or online for a total commitment of up to 6 hours. During these activities you will be asked to share and reflect on your current and/or past employment challenges and experiences.
 - The face to face activities will occur over two – 2 hour meetings at the Employment Centre.
 - The online activities will occur over a period of 1 ½ weeks and involve phone calls, reading online and completing activities online at a time that is convenient for you.
- These hope-centred activities will be confidential and individualized between you and the Facilitator. The decision for participating face to face or online will be determined by your access to and comfort using a computer.
- Upon completion, you will be asked to complete the HCCI for the second time and, again, three months later.
- You may also be asked to participate in a face-to-face interview to share your experience after completion of the activities. The interview would not exceed 1 hour in length.
- You will be invited to comment on the research findings before they are published

Potential Benefits

We hope that you will find sharing your challenges and experiences is rewarding and beneficial. You may gain new insights through talking about your own experiences. Through participating in the 5 activities and building strengths in the hope-centred competencies, you may find that you are more hopeful and positive about your future. Your participation will be contributing valuable information and understanding about newly emerging models in the career development field.

Potential Risks

There is minimal risk involved in this study. You are, of course, free to decline to answer any questions that you do not wish to answer and may stop your participation in the research project at any time. In addition to encouraging you to seek out your regular resources, additional community supports can be suggested in the event that your participation triggers a need to further process or explore arising issues.





Confidentiality

Your HCCI results, the work you do with the Facilitator and follow-up contact are confidential to the research investigation and all necessary steps will be taken to protect your identity. Specifically, No individual identities will be used in any reports or publications resulting from the study. To protect your identity, pseudonyms will be used when reporting findings. All research information will be stored securely adhering to legal requirements. Information may be kept for up to 10 years after the study.

There are three exceptional circumstances under which confidentiality cannot be maintained, including if a participant discloses:

1. Legitimate concern of, or actual harm being done to a child or vulnerable person;
2. Serious and imminent risk of harm to yourself or someone else;
3. If legally requested by a valid subpoena or court order

If at any point a participant's self-disclosure includes any of these three situations, the researchers are required to take steps to ensure the safety of the participant and those in danger. If confidentiality needs to be broken in these ways, the participant will be informed at every stage and will be given every opportunity to engage in accessing these services him or herself, with the support of the investigator.

Remuneration

You will receive a gift card of \$50 to Walmart for your participation in this research project at the completion of your involvement (which includes the completion of the questionnaires at 3 months after the interventions).

Contacts

At any time during the study, if you have any questions with respect to the study, you may contact Maria Starosta (Project Coordinator) at [redacted] Tannis Goddard at [redacted] or Dr. Norm Amundson at [redacted] or at [redacted]





Participant Consent Form

Taking part in this study is entirely up to you. You have the right to refuse to participate in this study. If you decide to take part, you may choose to withdraw from the study at any time without giving a reason and without any negative impact. This study in no way will determine or directly impact access to any Employment Program of BC Services. You understand that this study is being conducted outside the scope of EPBC Services.

Your signature below indicates the following Consent:

- I have read the information presented in this information letter about the study being conducted.
- I have had the opportunity to ask questions about my involvement in this study and to receive additional details I requested.
- I have been given a copy of this form and understand that I can ask further questions or withdraw from the study at anytime.
- I understand that if I need further help after participating in this study, I will be direct to sources of further help.
- I agree to participate in this study.

Research Participant Name (Print)

Email

Research Participant (Signature)

Date

Research Assistant – Lead Investigator

Date



جامعة الأنموين
ALAKHAWAYN
UNIVERSITY

WARWICK INSTITUTE for
EMPLOYMENT RESEARCH



Appendix 4: Practitioner Consent Form



HOPE CENTRED CAREER INTERVENTIONS – PRACTITIONER INFORMATION & CONSENT

We would like to invite you to take part in our research study. To help you decide, your involvement would require engagement in the following activities:

- Completing training in the *Hope Centred Career Development model*;
- Engaging with 15 Participant Clients by facilitating *Hope Centred Career Interventions*;
- Engaging weekly reflective discussions with the Facilitator Team (4 members), Tannis Goddard and Maria Starosta;
- Completing the *Ways of Mattering scale* after completion of intervention delivery with each Client;
- Maintaining a reflective journal about your delivery process;
- Participating in interviews and focus group discussions with Tannis Goddard, which may last up to 1 hour and be recorded;
- Reviewing and providing feedback on data analysis.

Potential Benefits

Your willingness to take on an active Practitioner role in this research project represents your commitment to practice and the field by exploring new ways of supporting the Clients we serve. It is our hope that this undertaking will provide you job enrichment by learning and utilizing new interventions. We further hope that being an active and reflective research participant will enrich your own understanding about your practice and the process to build an evidence base for career development.

Potential Risks

There is minimal risk involved in this study. However, it should be noted that Tannis Goddard is both a Research Lead on this project and the owner of Training Innovations whom you work for in delivering these services. The primary relationship between you and Tannis, within the research project, will be that of mentor and coach; however the dual nature of the relationship needs to be acknowledged and understood by both parties. You will be undertaking new delivery strategies through this project and it may invoke anxiety or insecurity. Reflective activities will be designed to support you and your development through this process.

Confidentiality

The information that will be generated by your participation includes the following:

- Notes that you record in your reflective journal;
- Completion of the *Ways of Mattering Scale* for your Clients;
- Notes collected by the Researcher during reflective discussions;
- Audio recorded interviews and focus groups;
- For the online facilitators – written record of interactions with Clients.





The presentation of research data and results will protect your confidentiality. Pseudonyms will be used when reporting findings. All research information will be stored securely adhering to legal requirements. Information may be kept for up to 10 years after the study.

Given the small team of Practitioners involved, it is important to recognize that through discussions, other facilitators and members of the research team may recognize quotes or perspectives generated from a particular person. All members of the research team are required to preserve and uphold confidentiality by not revealing insider information that was generated during the research study.

Remuneration

You will receive your regular salary compensation for the time you are participating in this project.

Contacts

At any time during the study, if you have any questions with respect to the study, you may contact Maria Starosta (Project Coordinator) at [redacted] or at [redacted] Tannis Goddard at [redacted] or at [redacted] or Dr. Norm Amundson at [redacted] or at [redacted]





Consent

By agreeing to assume the Practitioner roles for this study, you understood that you were consenting to be an active participant in this research study. If any concerns about continued participation arise, these would be discussed with Tannis Goddard and Maria Starosta.

Your signature below indicates the following Consent:

- I took on this Practitioner role understanding that I would be an active participant in the research study, though I have the right to withdraw at any time.
- I have received training from Dr Norm Amundson regarding *Hope Centred Career Development model*.
- I agree that Tannis can further utilize project data for her doctorate.
- I have read the Project Information Form.
- I have had the opportunity to ask questions about my involvement in this study and to receive additional details I requested.
- I have been given a copy of this form.
- I agree to participate in this study.

Research Participant Name (Print)

Research Participant (Signature)

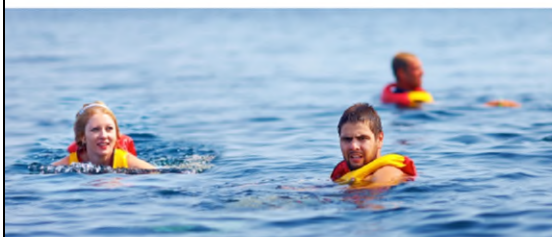
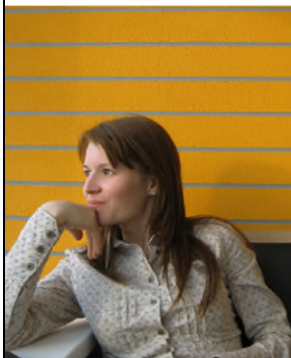
Date

Tannis Godard – Lead Investigator

Date



Appendix 5: HOPE Centred Career Interventions Information



The Project Team

Dr. Norman E. Amundson
Tannis Goddard, M.A.
Dr. Spencer G. Niles
Dr. Hyung Joon Yoon
Jane Schmidt, M.A.
Mariana Braga, M.B.A.

Project Funding



www.hopcareerinterventions.com

CAREER FLOW

Overview

The idea of "Career Flow" is a Metaphor. The flow of a river with its twists and currents seems similar to the twists and currents of work or career. It may include:

- **White water** which requires strong paddling and knowledge to navigate the rapids
- **Still waters** which require you to generate momentum using your strength to move along the river
- **Steady currents** where work occurs at a steady and manageable rate
- **Twists and Bends** which involves unexpected and expected challenges



With each experience on the river, you have to use certain strategies and skills. When the challenges of the river match your skills and interests, the likelihood increases for you to experience a positive journey as you flow through the water.

The career flow metaphor is designed to help you think in new ways about challenges you encounter with work and the strategies you can use to manage those challenges.

It is easy, especially if you have experienced work challenges for an extended period of time, to begin to feel hopeless and maybe even helpless. You can begin to feel there is no clear solution to your challenge. Managing your career effectively requires a substantial amount of career and self-awareness.

Hope is another important aspect of managing your career well. Hopefulness relates to envisioning a meaningful goal and believing that positive outcomes are likely to occur

should you take specific actions. There are certain attitudes and behaviors you can develop to increase your level of hope and to better manage the Career Flow experiences. These are called Career Flow Competencies. They are a foundation, an anchor that grounds your beliefs, goals, and actions. They are:

- **Self-reflection** – identifying what is important to you, what you value, what skills you possess, and what you want to develop further
- **Self-clarity** – developing answers to the questions from self-reflection
- **Visioning** – considering future possibilities that are desirable
- **Goal Setting & Planning** – identifying meaningful goals using the answers you clarified
- **Implementing & Adapting** – taking action and re-evaluating with new information



Optimal flow moments is a term used to describe an experience of being totally immersed in a work-related activity or task. People are more likely to experience optimal flow moments when they value the task and when they do work that requires them to use skills they enjoy using and feel reasonably competent doing. By focusing on optimal moments in your past, you can identify the work tasks you are most likely to find highly satisfying.



Adapted from: Wiley, S., Amundson, N. & Newell, B. (2011). Career flow: A Hope-Oriented Approach to Career Development. www.hopecareerinterventions.com

HOPE Centred Career Competency

This intervention focuses on developing career competency in **Self-Reflection**.



Set-up

1. Re-introduce the Hope-Centred Model of Career Development and share how the Career Flow competencies of: Self-reflection, Self-efficacy, Visioning, Goal Setting & Planning, and Implementing & Adapting are foundational to navigating career and maintaining a sense of hopefulness when navigating different currents, bends, and twist in a river – especially as

environmental factors push in on one's experience. Define competency if necessary.

- a. Discuss the client's reaction to this model. Ask her/him to share any additional thoughts about the competencies s/he feels strong at since the debrief meeting.
 - b. Explain that the upcoming activities / conversations will touch on each of the competencies in the Hope-Centered Model.
2. Introduce the metaphor of Career Flow and expand on the types of currents, twists, and turns one may experience in their work life.
 - a. Discuss the client's reaction to this metaphor. Ask her/him to describe the current Career Flow. Ask if there have been recent times when s/he was in different currents or waters. Ask what has changed.
 3. Introduce the idea of Optimal Flow Moments.
 - a. Read out loud / post on your wall:
When you are in the flow you are involved in an activity for its own sake. The ego falls away. Time flies. Every action, movement, and thought flows inevitably from the previous one, like playing jazz. Your whole being is involved, and you're using your skills to the utmost. - M. Csikszentmihalyi
 - b. Ask the client to focus attention on tasks in the past when s/he felt in "optimal flow". Try to have the client describe 2-3. They can be work / volunteer / general life related. Ask what made them special experiences?
 - c. Ask the client to think about what skills, interests, values or attitudes s/he was expressing during the Optimal Flow Moments.



Adapted from: Niles, S., Amundson, N. & Neuhoff, R. (2011). *Career flow: A Hope-Centred Approach to Career Development*. www.hopecareerinterventions.com

CIRCLE OF STRENGTHS

Overview

Our stories and experiences can give us insights into our values, interests, personal characteristics and those tasks that are more likely to impact our career flow. Often our experiences are so close to us that we can miss valuable information about ourselves. We miss out on really seeing our own strengths (personality characteristics, skills, values and interests).

When we are able to make observations grounded in real behaviour it is more likely that we will accept the information and integrate it into our thinking. Awareness of our own strengths can lead to decisions about work that feel more positive and hopeful.



HOPE Centred Career Competency

This intervention focuses on developing career competency in **Self-Clarity**.

Set-up

1. Ask the client to think about an activity s/he participated in the past where s/he felt engaged in the activity and proud of his/her contributions and/or outcome. Explain that this can be a work, volunteer or education activity.
2. Take a large flip chart paper, and use it to write notes as the client tells her/his story. This should be done in clear

view for both client and practitioner. This information will be used in the analysis later in the intervention. As the client is talking and describing the activity and his / her experience with it, probe for a full description including feelings, thoughts, people and motivation involved.

3. Take a second large flip chart piece of paper and write a very large letter S in the middle of the paper. The S stands for "story" as well as the strength that is embedded in the story.



4. At the end of the story sharing, look at the details and observations generated on the first flip chart and begin to identify what those observations might say in terms of the client's goals, strengths, interests, personal style and values. Write each new insight as a spoke around the large S on the flip chart paper.
5. Once you are done, ask the client if there are any other observations or reframing that s/he would want to add to the S flip chart.
6. You may also ask the client to think of a time when the activity they shared didn't go well and see what new information arises in terms of the client's strengths, values, interests, personal style etc., or what "traps" or "pitfalls" to avoid in the future. (Ensure that the "S" flipchart is full of positive strengths only, so if you identify pitfalls to avoid, either reframe them as a strength or don't write those down on the "S" flip chart.)
7. Discuss how the strengths identified might be applied to her/his vision for work and decision about job search.



Adapted from: Amundson, NE. (2006). *Active Engagement: The being and doing of career counseling* (3rd ed.). www.hopecareerinterventions.com

WALKING THE PROBLEM

Overview

You can create energy and creativity by standing and physically moving from one point to another – problem to solution – identifying steps along the way and then physically looking back to observe the problem from a new position.



Once standing victorious and looking back at the beginning it makes the path to victory much more dear and feasible. For example, if you are already at the top of the mountain, you must have already overcome whatever obstacles there were on the path to the top. Your visioning and planning can then work backwards toward the start rather than the other way around.

HOPE Centred Career Competency

This intervention focuses on developing career competency in **Visioning** and in **Goal Setting & Planning**.

Set-up

1. Set up two locations in your office. One location could be a wall and the second location could be the opposite wall. If it is a small space, the first location could be a bookshelf and the second location could be something

like a plant. The idea is to have two distinct locations identified.

2. Ask the client to stand at the first location. While here, ask the client to describe a problem s/he is facing, issue s/he is trying to resolve or goal s/he's trying to reach. You can probe for additional context and details to assist the client in identifying the issue.
3. Ask the client to look at the second spot and visualize the solution to the problem at that spot. Ask the client to imagine a miracle has occurred and his/her problem has been solved. Ask the client to walk towards the second solution, and without worrying about the details to stand in the solution and take it in. Ask the client to describe the solution. You can again probe for additional context and details? What is different? How does it feel?
4. Ask the client to look back at the problem solution and ask: "What steps do you need to take to get you to where you have arrived?" Discuss what new insights the client has of her / his problem or goal.



www.hopecareerinterventions.com

Adapted from: Amundson, NE. (2006). *Active Engagement: The being and doing of career counseling* (3rd ed.).

TWO OR THREE CHAIRS

Overview

Feeling torn when resolving a problem, thinking about change, and/or making a decision can lead to:

- Agitation
- Confusion
- Cry out for some resolution

You may feel it's time for a change but have certain responsibilities to consider or may feel inadequate. At the same time you may be plagued with indecision where one part of you wants to move in a certain direction but another part of you has very different desires.

Using role playing to handle the feelings of being torn can help clarify two positions of a problem or decision and can lead to significant resolutions. As you take on the full identity of each opposing position or choice, you are able to identify the strengths and weaknesses in a way that can be difficult when standing in the middle.



HOPE Centred Career Competency

This intervention focuses on developing career competency in Goal Setting & Planning.

Set-up

1. Discuss how feeling torn can impact one's ability to set goals or move forward with planning.

2. Ask the client to think about a problem or decision that s/he feels confused, agitated, torn about. This can be something general in her/his life or something specific about job search and work. Discuss the problem to bring the details of the problem out on the table.
3. Place two empty chairs in the room, some distance apart from each other. Set the scene for using re-enactment to look at problem from two different perspectives. It is a good idea to explain how the exercise will go to give the client the big picture.
 - a. Tell the client to imagine two chairs – each representing a different perspective to the same problem. When s/he imagines sitting in Chair #1, s/he should assume the full identity of that position. When s/he imagines sitting in the opposite chair, Chair #2, s/he should assume the full identity of that position.
4. Ask the client to go to the first chair.
 - a. When the client goes to the first chair, ask the client to describe that choice, decision, or solution to the issue. Summarize and probe deep to have the client describe how that decision has positively and negatively impacted her/his work or life in general.
5. Next ask the client to move to the second chair.
 - a. When the client goes to the second chair, ask the client to describe the choice, decision, or solution from the new viewpoint. Remind the client to fully embrace the identity of the alternate decision. As with the first chair, probe for a deeper understanding of the experience of living with the decision represented in the 2nd chair.
6. A third chair can be introduced to represent the role of a mediator (A person who attempts to bring people involved in a conflict closer to an agreement). Tell the client why you are adding the third chair.
 - a. Ask the client to move to the third chair. While in the chair, ask the client to step outside the problem and think about what s/he may want to do with the chairs to solve their problem. – for example, move them closer together, stack them, arrange them in a line, shrink one or the other, get rid of one chair, etc.



Adapted from: Amundson, NE. (2006). *Active Engagement: The being and doing of career counseling* (3rd ed.). www.hopcareerinterventions.com

STAYING AFLOAT

Overview

Resiliency is the ability to bounce back from adversity, to work through challenges, to overcome obstacles. Imagine a ball in the water. It stays afloat above the water. You can push it down and hold it under water but when you let go, it bounces back to the surface.

No matter where you are in the metaphor of career flow, unexpected challenges – be it economic, family, health, or personal, it is normal to feel like you are sinking under the weight of your problems and it may feel difficult to stay afloat. Looking at your current experience through how you have handled previous adverse situations can help you see what dead weight you may need to let go of or ways that you can increase your own buoyancy to stay afloat.



HOPE Centred Career Competency

This intervention focuses on developing career competency in **Implementing and Adapting**.

Set-up

1. Introduce the idea of resiliency to the client. Ask the client to think about what resiliency means to him / her? Re-introduce the idea of the water metaphor and also introduce the idea of a beach ball floating in water as an example of resiliency.



2. Explain that sometimes in our lives we face unexpected situations or events that force us to change course or our current plans. Explain that in those instances, there are ways we can positively support ourselves – either that we try to remove whatever is pulling us down, or that we can focus on increasing the things that lift us up. Examples that you can share with the client about “letting go” or “lifting up” may include:
 - a. Letting go - consolidate debt, limiting your involvement in other people's problems, putting aside projects that don't need your immediate attention, etc.
 - b. Lifting up – surround yourself with the right kind of people, enhance physical / psychological well-being through exercise programs and involvement in other meaningful activities, get a survival job, etc.
3. Ask the client to describe an unexpected challenge they are facing - in his /her job search or other aspect of life. If a client is unable to think of a current challenge, give some examples of real challenges he / she may face in the future – i.e. finding a job may take longer, childcare falls through and that the idea of resiliency will better prepare him / her to deal with those unexpected challenges.
4. Explain that one of the best way to positively deal with unexpected challenges or those “twists & bends” is for the client to take time to think back to a previous life challenge that he / she has faced and overcome and to notice what we did to get through that situation.



www.hopecareerinterventions.com

Adapted from: Amundson, N.E. (2010). *Metaphor-Making Your career, your life, your way.*

5. Ask the client to describe an unexpected challenge from the past
 - a. What thinking was helpful?
 - b. What activities did you engage in?
 - c. What support did you seek out?
 - d. What resources did you turn to?
 - e. What didn't work for you in this situation?
 - f. Is there anything that you wished you did differently?
6. Prepare a flipchart with 4 quadrants on it and label it: Thinking, Acting (Internal), Support and Resources (External). After the client completes explaining the

situation, use a flipchart paper to help brainstorm and organize the ways that the client got through the situation.

7. Ask the client to think about the core things that kept him/her safe and got him/her through the difficult situation (you can relate this to the PFD metaphor or toolkit)
8. Ask the client to think about and highlight which of the PFD / toolkit tools may be particularly with respect to the current challenging situation.



www.hopcareerinterventions.com

Adapted from: Amundson, N.E. (2010). *Metaphor/Making Your career, your life, your way.*

Appendix 6: Selected Online Intervention Content

The image shows a screenshot of an online intervention interface. The top section has a green background with a dashed white arc and a pink dot. The title "Walking the Problem" is centered in white. Below it, a light green banner contains the text "Learning Focus:". Underneath, the text "Visioning ▶ Ability to brainstorm future career possibilities and identify a desired future outcome." is displayed. A blue button with the text "ENTER ▶" is on the right. The bottom section features a photograph of a woman with long brown hair, wearing a dark jacket, leaning on a wooden railing and looking out over a body of water. The text "Dealing with a problem?" is overlaid on the right side of the photo. At the bottom left of the photo, the text reads: "Imagine you could reach a solution to your problem just by walking to where its solution is...". At the very bottom, a light blue bar contains the text "COMPETENCIES IN THIS MODULE: Hope, Visioning, Goal Setting & Planning" on the left and "© Hope-Centred Career Interventions" on the right.

Walking the Problem

Learning Focus:

Visioning ▶ Ability to brainstorm future career possibilities and identify a desired future outcome.

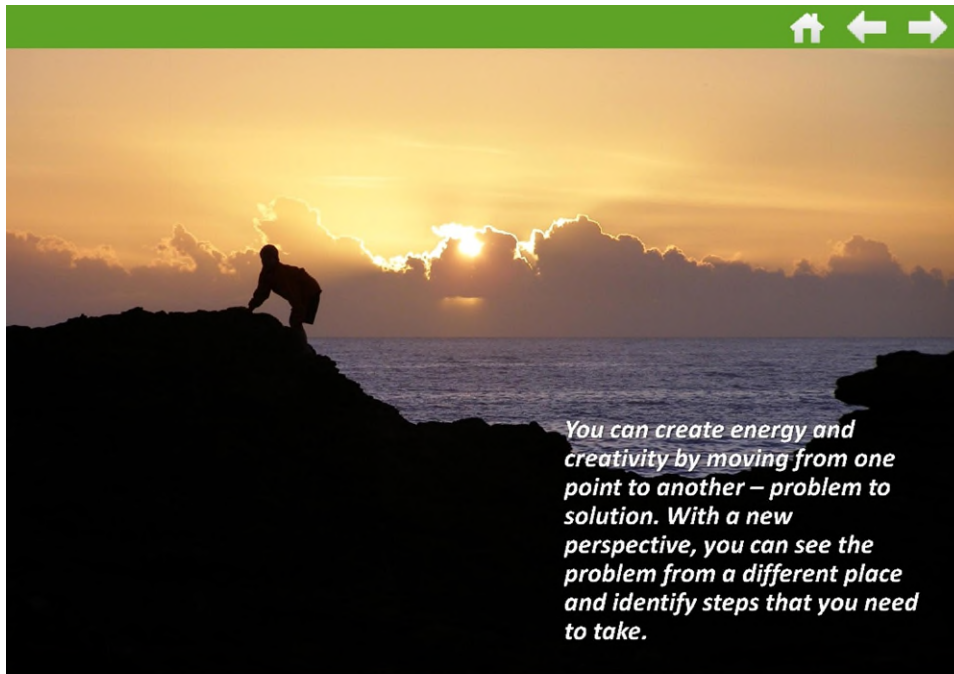
ENTER ▶

Dealing with a problem?

Imagine you could reach a solution to your problem just by walking to where its solution is...

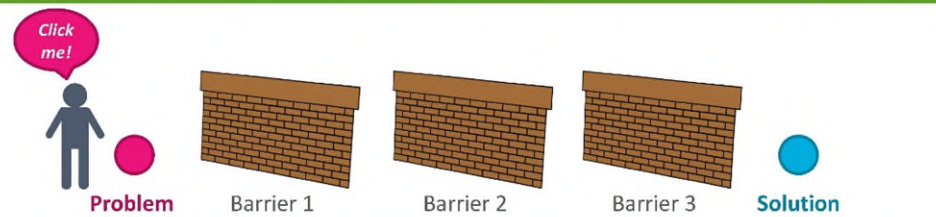
COMPETENCIES IN THIS MODULE: Hope, Visioning, Goal Setting & Planning

© Hope-Centred Career Interventions



COMPETENCIES IN THIS MODULE: **Hope, Visioning, Goal Setting & Planning**

© Hope-Centred Career Interventions



When you look from **Problem to Solution**, you may see large barriers and difficulties to reach your goal. The solution seems hard to reach and far away.



When you look from **Solution to Problem**, your perspective changes. The problem is solved, your barriers are manageable and overcome, and your vision becomes clearer. **What were the steps that got you here?**

COMPETENCIES IN THIS MODULE: **Hope, Visioning, Goal Setting & Planning**

© Hope-Centred Career Interventions



Once standing victorious and looking back at the beginning it makes the path to victory much more clear and feasible.

COMPETENCIES IN THIS MODULE: **Hope, Visioning, Goal Setting & Planning**

© Hope-Centred Career Interventions



LET'S WALK

Now it is time take a walk from problem to solution.

Click on the [Walking the Problem Activity](#) in the left-hand navigation bar to continue.

COMPETENCIES IN THIS MODULE: **Hope, Visioning, Goal Setting & Planning**

© Hope-Centred Career Interventions

Appendix 7: Reflective Questions in Online Intervention

Walking Activity

Walking Activity

This activity has not been submitted.

Directions:

In this activity, you will watch a video and go through a guided visualization activity. You will then have a chance to share your insights and observations.

Step 1: Describe a problem you are currently trying to solve. You may want to use a problem related to your current job search. Alternatively, you can also use a problem from another aspect of your life.

Step 2: Click on the link below to start the guided visualization. Leave yourself 5-10 minutes for this experience. You may want to have a pen and paper handy to jot down any immediate thoughts.

Step 3: Think about the guided visualization you completed and share your insights and observations in the spaces below. Click SUBMIT to send to your facilitator.

What was it like to stand in the solution place? How did you feel? Was the journey worth it?

Looking from the solution place to where you started, what words of encouragement do you have for the "you at the beginning"?

Looking from the solution place to where you started, what steps will you need to take to get you to the end result?

What other insights or ah-ha moments did you experience?

This activity has not been submitted.

Private Page Comments

[New Private Comment](#)

[Change of Perspective](#)

Change of Perspective

Change of Perspective



If you are already at the top of a mountain, you must have already overcome whatever obstacles there were on the path to the top. Your visioning and planning can then work backwards toward the start rather than the other way around.

How has this exercise impacted your view of work, career, or your job search? Has either your vision or the pathway to reach it changed at all?

Appendix 8: Participant Interview Guide

Participant #:

Date:

Delivery Modality:

1. Contextual Component

Thanks for agreeing to be part of this follow-up to the counselling intervention study. What were some of the memorable aspects of the counselling activities that were used? Do you have any general comments you would like to share about the Hope Centered Career Inventory and the counselling service you received.

2. Critical Incident Component

What did you find helpful about the counselling process and the activities that were used.

Helpful Factor & What it Means to Participant (What do you mean by ..?)	Importance (How did it help? Tell me what it was about ... that you find so helpful.)	Example (What led up to it? Incident. Outcome of incident.)

What did you find unhelpful (hindering) about the experience?

Hindering Factor & What it Means to Participant (What do you mean by ..?)	Importance (How did it hinder? Tell me what it was about ... that you find so unhelpful.)	Example (What led up to it? Incident. Outcome of incident.)

How would you describe the relationship you had with your Counsellor?

What actions did you find helpful and productive?	What actions were less helpful and productive?	Example.... Looking for behaviour examples of helpful / hindering experiences

What activities had the most impact on you?

How did they impact you (nature of impact)?	Example.... Looking for behaviours that impacted and Client's experience of the activities.

ONLINE ONLY

What, did you find helpful in the online environment and experience?

Helpful Factor & What it Means to Participant (What do you mean by ..?)	Importance (How did it help? Tell me what it was about ... that you find so helpful.)	Example (What led up to it? Incident. Outcome of incident.)

What did you find unhelpful (hindering) about the experience?

Hindering Factor & What it Means to Participant (What do you mean by ..?)	Importance (How did it hinder? Tell me what it was about ... that you find so unhelpful.)	Example (What led up to it? Incident. Outcome of incident.)

We've talked about what has been helpful (name them), and some things that didn't work so well for you (name them). Are there other things that you wished were a part of this experience?

