

National magazine of the Career Development Association of Australia

Australian Career Practitioner

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Engaging youth through self-reflective digital narrative

LinkedIn for career practitioners

E-Recruitment tools and résumé writing

Top 10 social media tips

CDA
CAREER DEVELOPMENT
ASSOCIATION OF AUSTRALIA

A SNAPSHOT OF TECHNOLOGY & CAREER DEVELOPMENT EVOLUTION

April, 2010

The first iPad is released.

June, 2007

The first iPhone is released.

March, 2006

Twitter is launched.

August, 2003

Beta version of Skype is launched.

2000

The first consumer ADSL services are available (via Telstra Bigpond).

1997

The Australian job board, SEEK (seek.com) goes live.

1991

The first VoIP application, Speak Freely, is released publicly.

Early 1990s

Market growth for Applicant Tracking Software technology.

1987

Fax machines become the most popular way to send résumés.

1970

Digital and word processor produced résumés become expected.

September, 2006

Facebook is opened to everyone over the age of 13 (previously it had been a university network).

2005

YouTube is launched. By 2007, video résumés hit the site.

May, 2003

LinkedIn is launched.

2003

Wordpress, the blogging Content Management System, is released.

1999

The first Blackberry device is released.

1996

Adobe releases the Reader for free, popularising the PDF for résumé formatting.

1994

The webcam is first commercialised.

Late 1990s

The first true web conferencing capability becomes available.

1983

MS Word launches and sets the standard for résumé formatting.

1980

The first VHS portfolios are recorded and used.

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From the Editor



Zoë Wundenberg

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Digital awareness is not just about having the latest gadget or using the latest release software. The digitisation of the Western world has brought with it social change - the way we engage with each other, build networks, cross divides and learn have all been impacted by the rise of the internet and the development of social media.

When I looked at the evolution of technology and career development, I was astounded to think that we have only really had broadband internet since the turn of the 21st century, that smart devices had only really hit the markets in the last seven years, and that online job boards have only been going since the late 1990s. The social fabric of our community has changed so rapidly that it is hard to imagine

life without internet, iPhones or social media.

The changes that the dawn of this digital age has brought to our profession are a reflection of the changes on the broader society we live in. We are finding ourselves facilitating growth with a shift towards narrative approaches rather than being considered the "expert" or the "source" of knowledge. We are managing our relationships with clients digitally through social media, email, calendar apps, and software that allows us to record our contact with our clients conveniently. We are even delivering services using the internet with Skype, webinar providers and online course technologies. These changes to the way we engage each other, have therefore also brought a change to the very nature of our relationships.

This edition of the Australian Career Practitioner explores the impact of technology on career development for both the job seeker and the career practitioner. We look at digital narratives, technology in schools, the growth of social media, digital empowerment and recruitment tools, to name a few themes. However, despite changes to the way we engage and interact professionally and socially, this edition highlights that the importance of relationship building remains central to our role as career professionals.

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LEADING CAREER DEVELOPMENT

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PRESIDENT'S MESSAGE



Andrew Rimington

CDAA National President

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Dear colleagues,

It's that time of year again – once again leaving us wondering where 2014 disappeared to so quickly. The year started with so much promise and if you're like me you are probably still grappling with those new year's resolutions. Take heart, they can be refreshed very shortly.

It has been a busy year all round. Your Association has been very active in making representations, lobbying Government regarding impacts on beneficiaries of our profession as a result of the Australian Government's push to secure budget savings. Be assured your Association will continue to work with Governments at all levels to secure a solution.

Divisions have once again delivered very active professional development programs, and the Conference was an appropriate acknowledgement of the Association's 25th anniversary. The final 'Where the Jobs Are' workshops were delivered, with overwhelmingly positive feedback on both delivery and use of the information provided.

The National Executive Committee last year commenced a review process of Association operations. As part of this work, there has been a significant review of the Constitution to conform to amendments in the South Australian Association Act since 2007. Ample opportunity will be provided to members to consider the revised draft, before it is tabled at next year's AGM for ratification.

The issue of stagnant membership growth over recent years has also been a major focus of the NEC. This has direct impact on income generation and has required quite stringent budget controls. A reform and review process has been implemented, with the main objective to keep the Association financially sustainable as well as continue to provide exemplary service to its members and the wider profession.

To achieve this, the NEC has allocated funding to market and promote the Association and member benefits to a wider range of Government and private sectors involved in career development.

Next year's Conference theme 'Inspiring Excellence in an Environment of Chaos' underpins the evolved vision of the Association – being involved in a profession recognised for excellence and valued by all Australians. This vision is supported by a priority to review and renew our business model, renew governance matters (including the Constitution), embedding the Framework for Excellence and championing the work of career development professionals.

Finally, on your behalf, I would like to acknowledge the National Office staff who have provided exemplary service to members and all Committees. Greg Parker has made a significant contribution to the Association and his background and expertise has been of immense benefit. Jenny Schebella has continued to provide strong leadership and innovation in the communications and events space and as this edition hits your mailbox Jenny will prepare to complete her time with CDAA as she and her husband return to her native Germany for an exciting new phase in her life. Jenny will be greatly missed.

Enormous thanks also goes to Lisa Kemp for her unstinting member service, as well as her management of all aspects of finances and dealing with those gremlins in the system. We can hope that enhancements to the IT system will make things easier for Lisa, as well as everyone else!

In other positive news, Projects Officer Michele Whall will again be contracted next year to manage another national project, which the Association has been awarded. The More Aboriginal and Torres Straight Islanders in Teaching Initiative (MATSITI) is funded by the Department of Prime Minister & Cabinet through the University of South Australia and the funding for the program further confirms the professional standing of the Association.

And finally can I on behalf of NEC members wish you all a very safe and restful Christmas and New Year festive season. May it be joyful, restful and provide a great opportunity to relax and recharge batteries with family and friends.

Looking forward to engaging with you all in 2015.

Best wishes,

Andrew Rimington
CDAA National President

NATIONAL OFFICE REPORT

This is the time of year when summer, sunshine and seaside sessions are beckoning us outdoors, and the festive season and belly-aches from ingesting plump cherries by the kilo are just around the corner. It also means that another year of work is almost behind us here at the National Office.

Once again, it has been a very busy year that we are looking back on. CDAA's 25th birthday has provided ample opportunity to celebrate the Association and its members during a very successful National Conference in its 'hometown' of Adelaide, we welcomed Greg Parker as the new National Manager, launched a new-look Australian Career Practitioner magazine, successfully wrapped up the Where the Jobs Are project and saw the Mentoring Program go national for the first time – and so much more!

Over the last few weeks, we have also welcomed some new Divisional Committee members across the country, united by a common passion for career development and driving the profession forward. We congratulate them on their appointments and wish them all the best for their time on their Committees! The Association is built on the work of volunteers, and we are grateful for the many hours of work they put in year after year.

Amidst the usual beehive-style activity of the National Office, all staff members were lucky enough to enjoy some valuable time off during the year – Membership and Finance Officer Lisa went to ride with the cowboys in the US, Project Officer Michele spent some time on the endless white beaches of Thailand, Communications and Events Officer Jenny tested the street food stalls in bustling Kuala Lumpur and National Manager Greg spent a few weeks exploring the trails of the Incas in South America (where he might or might not have improved his Spanish).



(L-R) Lisa Kemp, Jenny Schebella, Greg Parker, Michele Whall

And while we – along with our members – are looking forward to some backyard cricket action and pavlovas packed with summer fruit over the Christmas break, there are already some changes and new opportunities looming for 2015. Another project opportunity will hopefully see Michele continue on with CDAA, while Jenny will be leaving her position to return to her home country Germany with her husband in search for a new adventure! Proposed constitutional changes, the implementation of a new strategic plan and the National Conference in beautiful Perth will make sure there's plenty to do in the office at all times.

We wish you a safe and happy festive season and are looking forward to working with and for you again in 2015!

All the best,

Your team at the National Office.

Connect with CDAA online



LinkedIn provides an excellent platform for participation in current industry conversations, retaining currency in relevant publications and establishing professional networks.



CDAA LinkedIn Group

<http://www.linkedin.com/groups/Career-Development-Association-Australia-Inc-2241956>

Scan the QR code on your phone or follow the web address above to join the CDAA community on LinkedIn



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CDAA Facebook

<https://www.facebook.com/pages/Career-Development-Association-of-Australia/225964534082041>

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How has technology impacted our everyday processes with regards to career development?

Technology is global, fast and readily available. With the word "global" comes a vast opportunity for individuals to learn and to experience things online that they would never normally be exposed to in real life. We know that seeing or learning things formulates the way you think and make decisions. In addition, technology enables individuals to research and learn about rights or wrongs of career paths of other people and adopt differential approaches so as to not run into the same problems. Also, a vast availability of online tests is enabling elaborate self-evaluation by individuals, and combining this with participation in online discussion forums about your results in peer to peer settings can be beneficial to some individuals in shaping their career development. So in some cases it is absolutely fine to use technology and its products as mentioned above to assist one in choosing and developing their careers.

However, there is a problem with doing it yourself, especially if you are not truly familiar in how to analyse your personality, emotional intelligence or to interpret the labour market data in the context of your environment/chaos. In doing it yourself, you may run the risk of being too cautious and not taking risks, or thinking that you are well prepared and taking too much risk. Some individuals may get so overwhelmed with the volume of information that they won't ever be able to make sense of it all and as a result may halt their career development and settle for the easy way out.

Social media has transformed the way we build relationships, contribute to professional networks and in many ways, view the world. How has this affected the way we build careers?

One major influence that social media has or could have, and I don't think that it has been seen that way yet on a large scale, is that it is a comprehensive "flower exercise" that was well-publicised by Mr Richard Bolles in his book "What Color is Your Parachute". For example, parents upload videos of their children on social media and quite often these children are showing their creative side or their personality or their uniqueness. Now imagine 10 years later, one would have been part of social media through videos, pictures or through liking content. Currently marketing companies use this information to analyse what consumers want, so as career consultants,

or as individuals themselves for that matter, one can retrospectively go back and review the contents of their well recorded life to look for patterns and traits and find hidden and unique

aspects of life which can lead to a career path. In addition, these individuals could be spotted by "career scouts", a term that will become very important in the future in my opinion, and be selected for special roles based on their unique attributes open to them in multiple fields. Thinking outside the square and getting creative with job search strategies will also become intrinsic to success in the changing employment landscape. We may have to remind our clients that a foot in the door, even if it's not in the job/industry of choice, may lead to other more desirable opportunities for career development and progression.

Do you see any emerging trends in career development that are founded in the development of new technologies?

As a career consultant of the future, I believe that career development will be: **global** - people will be expected to relocate or work remotely, therefore we can't rely only on local labour markets but instead will need to analyse business trends and share markets; **fast** - with development of young entrepreneurs, it has demonstrated that people can become overnight millionaires; **flexible** - technology will have many applications, some which may not fit your personality profiles or your environments; and will **start much earlier** - referring back to the notion of "career scouts" as I mentioned above.

What (if any) are the drawbacks that technology brings in this sphere?

Technology tends to eliminate the need for a "human factor" which is crucial for successful career development as we traditionally know it. In my view, the unique aspect of career consultants will be to insert that factor into individuals' career paths and re-evaluate choices made against it.



Boris Fedoric

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How has technology impacted the way that you guide your students through the career development process?

Technology has created a greater sense of partnership in the school community. Every student comes to their appointments with their laptops, takes notes, and often we review online material together. It is no longer about the career counsellor dispensing information – it has become a collaboration which facilitates the students' skill development in researching and sourcing information.

Technology has also streamlined the process of disseminating information to large numbers of students quickly and cost effectively.

What tools do you use and how effective are they in achieving your goals?

- **VTAC Course Search:** this is invaluable for Years 10-12.
- **Job Guide:** the simplest and easiest source of job information. While other sources are more visual and interactive, they can be unreliable when a class is online at the same time.
- **Mipsonline:** a new online pathway planning portfolio that we have trialed this year. The student owns the information and the student will return to his/her online portfolio throughout schooling. I also use this for students to take notes and have found it to be extremely helpful.
- **Online quizzes:** can often be limited in scope, but a good conversation starter.
- **Student internal email:** this is an extremely effective communication tool and it is used to make appointments, communicating electronically, and to pass on careers info in addition to the Careers Newsletter that is emailed home. Just as importantly as the convenience of communication, email enables students to gain experience with communicating electronically on a professional, rather than personal level.
- **LinkedIn:** a great resource for past students. The limitation is that this platform is far more popular with business/design minded students.
- A range of industry and government sites eg Graduate Careers, Australian Jobs
- **SBC Careers website:** <http://www.sbc.vic.edu.au>

Do you think the use of technology enhances or hinders engagement with school age students?

Technology provides the opportunity to be current, immediate, and to communicate with students quickly and effectively. Additionally, students won't lose notes from a careers appointment when they take notes electronically on their laptops!



David Rosel

However, the use of technology is not without its drawbacks. Some resources are only as good as the school's online capacity to host groups of students at the same time

– infrastructure limitations can vastly affect the convenience of technology in theory.

It is also important to choose appropriate platforms for communication with students. For example, the use of Facebook is often seen as an invasion of student social space by the students themselves and is not an appropriate arena for teacher-student interaction. However, intensive interaction on Facebook between students also has its drawbacks. It is changing the way they learn to interact with each other, often creating social issues when they are in a face-to-face situation – an environment they will need the skills to manage when they enter the workplace.

What further development or changes in the use of technology would you like to see?

I would like to see Australia adopt a similar technological approach to career resources that the UK and Canada employ through the development of a truly national, one-stop careers website. With the Job Guide and MyFuture already developed and with changes already on the horizon, we have a unique opportunity to explore the potential for rethinking the way careers resources are shared and disseminated.

Getting the blend right between online and offline engagement is vital in the continued development of the career development profession in the digital age. Personally, I absolutely support the use of online resources, but the challenge is to encourage students to not forget the importance of human interaction as well! In my experience, those that take up such opportunities at open and industry days, are better equipped to make a more successful transition out of school.

Editor's Note: Policy and funding changes may have occurred between publication and distribution. Please see the CDAA website for current information: www.cdaa.org.au

Engaging youth through self-reflective digital narratives: a Career Development initiative within a Tertiary Preparation program

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Widening participation of our nation's disadvantaged students has been a clear focus of Australian institutions since recommendations from the Review of Australian Higher Education, known as the Bradley Review, were implemented. Our own success in achieving funding through the Commonwealth Government Higher Education Participation and Partnerships Program (HEPPP) meant we were able to expand our already long running Tertiary Preparation Program (TPP) to Year 12 school leavers and offer it in an intensive mode. The TPP Intensive is aimed at offering Year 12 school leavers an alternative pathway to university programs whilst also giving them exposure to tertiary study to assist them with future decision making relating to their careers. The first offering of this intensive TPP for Year 12 school leavers gave us the chance to review how our program assists this cohort of students successfully transition into undergraduate programs.

The target students for this program are those from LSES and/or rural and remote areas. The program includes free tuition as well as accommodation and meals for students who need to live on campus for the intensive blocks of study. The students attend two by two week blocks of intensive on-campus workshops and continue to study in between these intensive blocks as online students.

After the first offering of the TPPIP it became evident that the students would benefit from engaging further in their own career development, and reflecting on and creating their new

identities. Many of these students were the first in their family to attend university and lacked the necessary social supports to assist their transition. Due to resource issues, it is impossible to give each of the 50 or so students a one-on-one counselling session and follow-up with further sessions. In the second offering of this program we made use of the workshop time to deliver lessons on career development and get the students to complete workbook exercises that would assist them in preparing an assessment piece using a digital narrative. A combination of postmodern career theories which include narrative, contextual and constructivist approaches, (Niles & Harris-Bowlsbey, 2009) were utilized as the basis for the CDL program, along with the implementation of an innovative assessment piece using digital narratives for the students to complete.

Using the critical ingredients identified by Brown & Ryan Krane (2000), the program included a number of career interventions including a workbook and written exercises, individualised interpretations and feedback, world of work information, modelling and attention to building support. The career development classes were broken down into four two-hour sessions conducted over the two intensive blocks of study. A final one and a half hour session was delivered as a seminar whereby the students were introduced to other services that exist within the university such as Student Services, Career Development Services, Health and Welfare and Scholarships.

Applying a constructivist approach, the students were initially introduced to the program through classroom activities which focused on establishing what influences in their life had impacted on them as individuals. The systems theory framework (STF) (Patton & McMahon, 2006) was used as the overarching framework to introduce the students to the notion of what factors are considered in career development. In addition they were required to complete the Career Interest Inventory on the My Future website (www.myfuture.edu.au) which introduced the students to further information regarding potential occupations they may wish to explore. Sessions were then extended to career decision-making based on the Cognitive Information Processing (CIP) approach (Sampson, Reardon, Peterson & Lenz, 2004) to assist them in gaining the skills to understand and make effective career decisions.

These young adolescents who have already formed identities influenced by their society and environment are being exposed to a completely different set of circumstances and so too will their identity adapt to these new environments and social groups. Through this transformational stage that our students were progressing, from Year 12 student, to pre-tertiary student with new found independence they could also be seen creating their new identity. Making meaning out of their stories becomes part of their self-reflection where they can identify relevant themes and important events that shape their identity and help them to imagine their futures.

To engage this group of students in a narrative which would form their career development assessment piece and be an efficient way for the Career Development Practitioner to connect with and assist the students, it was decided to allow them to use a digital storytelling approach. "Digital storytelling (DST) is a multimodal approach that brings the ancient art of telling stories to life using technology" (Flottemesch, 2013, p.54). The process of digital storytelling gives the students the opportunity to apply their knowledge to the topic (self) and become engaged in their own learning. Since narrative can be seen as an authentic, digital-age pedagogical strategy for diverse learners (Rose, Meyer & Hitchcock, 2005 as cited in Flottemesch, 2013) it applied well to our group of students. Digital storytelling also gives the students a medium to express themselves not only in words but with their own voices which then fosters their sense of individuality and owning their creations. This can assist with imagining better futures - expressing who they are and aspire to be (Educause Learning Initiative, 2007).

To complete the digital narrative, the students were required to produce a three to five minute digital story employing still images with voice over audio or narration to self-reflect on their school experiences to date, influences on their decisions, their skills, abilities, interests and aspirations. Students attended workshops in the iMac labs where they were introduced to the Final Cut 10 editing software they were required to use for their digital narrative production. To protect their privacy and to further facilitate creative self-reflection, participants were instructed to use visual metaphors rather than literal representations of self, presenting all images from the first-person point of view.

Common themes presented in digital narratives

Some common themes emerged from the students' digital narratives whereby the students recorded

being affected by bullying and felt a sense of alienation from their school culture. In addition, there were stories of family dysfunction and ill health which may have had a bearing on their secondary school academic performance and subsequently their preparedness for higher education:

Life as a high school student was some of the worst years of my life I have experienced. Though I was bullied it changed my mind for my future. It made me think long and hard about my future.

I had trouble being bullied at primary school by someone I thought was my friend... high school was a hard transition for me. I found it really hard to fit in.

I had always found it hard to feel comfortable at school. I've never had much confidence and I've never really been someone to socialise.

For our rural and low socio-economic students, digital storytelling was an important part of validating their personal and emotional perspectives, their struggles and aspirations.

In open-ended responses evaluating the Digital Storytelling task 2013 TPPIP students commented:

I really enjoyed writing about myself and then putting together a movie about myself.

The writing of my story in digital narrative helped me understand where I want to go.

The students' digital narratives were assessed by a qualified career development practitioner with students given feedback in relation to the themes that had been displayed in their narratives, their potential strengths and information and links to explore regarding future pathways.

In addition to developing the students' career management skills, they also gain the benefits of developing digital literacy skills. Many students from disadvantaged backgrounds have been digitally excluded and this can help them to become digitally included. From the students surveyed there was a noticeable difference in the confidence level of using the editing software from beginning to end. Survey data collected from this

group of students showed that 74% of students had not completed a digital self-reflective task similar to this in the past, 87% of respondents indicated they enjoyed completing the digital narrative task, and overwhelmingly 75% of students indicated that their digital literacy skills had improved since commencing the TPPIP.

Summary

The outcome of adding digital narratives to the CDL component of the TPPIP has been mostly successful with increased opportunities for students from rural and low socioeconomic backgrounds to develop their career competencies, enabling them to create positive and empowered new identities, aspire to and transition through further education, and work toward meaningful futures. The students were proud of the self-reflective video clips that they had made of their current, future and ideal 'selves'. It appears that the digital narrative was an efficient addition to a career development learning program focused on adolescents from rural and/or LSES backgrounds.

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A Guiding Light: webinars in career development

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Qualified and respected advice is often sought in the field of career guidance. The individual seeking assistance needs to believe in the high-touch and emotive support and advice being proffered, and this is often generated through the development of face-to-face rapport with the counsellor. But with the increasing trend for ever more flexibility in our working lives, people are increasingly becoming accustomed to gaining the information through technological means. The question therefore remains: *can career guidance bridge this gap in some way? And how?*

Working for an international provider of career transition services has given this careers counsellor extensive exposure to one such vehicle for this high-tech, low-touch approach. The webinar is not new technology by any means and certainly not cutting edge, but it is an important tool in today's arsenal to bridge not only the geographical gap that exists in many states and territories of Australia, but to extend the accessibility potential to 24-7.

What do we need to know?

Preparation: ensure that the attendees know how to access the webinar platform properly. Whilst you might be meticulous in preparation yourself – the attendees can often, through their own preparation derail proceedings.

Timing: don't allow circumstances to dictate how the webinar runs. Run through the slides prior to the webinar and anticipate where the hot spots for dialogue may be.

Welcome to the space: very often people are being exposed to this form

of technology for the first time. We, as facilitators, need to be ever mindful of our audience and how they will receive the information. Due to circumstance, attendees may be joining the webinar because of necessity rather than desire and therefore may be less than willing participants on the journey. Ensure that you spend a moment on "housekeeping" rules to facilitate the attendees' understanding of the technology, their comfort in navigating their way if the webinar is interactive, and to mitigate against technical and engagement issues such as muting background noise.

Introductions: ask questions, but keep them light-hearted. Engaging attendees through the webinar relies heavily on your ability to effectively communicate. Asking some key questions of each participant at the outset can enable the facilitator to understand both their audience and how to shape the advice.

Communication: Albert Mehrabian's research into non-verbal communication indicates that we have the potential to lose 55% of our effectiveness to communicate through the use of webinar, which demonstrates the importance of concentrating our efforts on how the message is delivered through the verbal and vocal mediums and if possible, through the use of effective graphics or imagery to reinforce the message. Think about the pitch, tone and inflection of your voice: change pace and volume at regular intervals to keep the listeners engaged.

Know your limitations: as the host, you are generally seen as the subject matter expert. However, you cannot be an expert on all careers,

geographic locations and prevailing market conditions. Don't try and overstep the mark here. Keep to your core principals of advice and don't be drawn into debates, but invite questions and encourage discussion.

Check In: periodically, it is important to allow the participants to have their say. They want advice, but they also want to be heard. Ask their views on personal experiences rather than opinions and at a few junctures ask if all is being understood by the participants. If asked a direct question within your expertise, provide an answer, but counter balance this with a statement: "Does this answer your question?"

Take it offline: on occasion it may be necessary to continue a line of enquiry with a participant that has the potential to absorb too much of the live webinar time. If this occurs – provide contact details for the individual to follow up the conversation with you at a later time that does not impact other attendees.

Wrap up: gather opinion on how the webinar has played out. This is a great time to gain insights as to further refinements you may wish to make.

Back it up: offer to provide the slides from the webinar as a back up to the live conversation or the capacity to re-sit the recorded version of the webinar if they choose.

The webinar has been an excellent tool to reach further afield and engage people whose circumstance makes face-to-face advice difficult. By following these guiding principles we have the potential to make that guiding light burn brighter.

CAREER DEVELOPMENT & SOCIAL MEDIA

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NUMBER OF ACTIVE USERS IN AUSTRALIA ON LEADING SOCIAL MEDIA PLATFORMS:



FACEBOOK
13.4m



YOUTUBE
12.9m



WORDPRESS
6.2m



TUMBLR
4.8m



LINKEDIN
3.9m



BLOGSPOT
3.05m



TWITTER
3.05m



INSTAGRAM
2.06m



YELP
1.25m



PINTEREST
330k



of recruiters are active on LinkedIn opposed to



of job seekers are active on Facebook opposed to

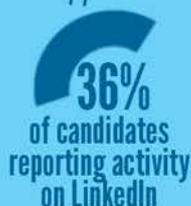


of recruiters rated candidates sourced from social networks as "highest quality"



of recruiters plan to use or use social media for recruiting

Employers who used social media to hire found a **49% improvement** in candidate quality over candidates sourced only through traditional recruiting channels.



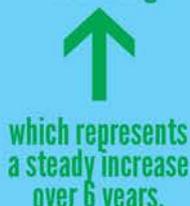
of candidates reporting activity on LinkedIn



of recruiters



of job seekers found their best job through social networking



which represents a steady increase over 6 years.

94% of recruiters use social media to fill their jobs, while only **39% of all employers** use social media for recruiting and hiring.

89% of recruiters report having hired someone through **LinkedIn.** Facebook & Twitter trail by a wide margin, reaching only 26% and 15% respectively.

73% of 18-34 year olds found their last job through **social networking.**

LinkedIn for career development practitioners

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Sue Ellson

After presenting at the Career Development Association of Australia 25th Anniversary Conference in Adelaide in May, the LinkedIn Platform has continued to offer new features for members, groups and companies.

Understanding LinkedIn and how it can be used in your practice and for your clients is based on one important premise – What Is Your Purpose? This is the foundation of both your content and activity, the computer experience, and the user experience.

Like any concept in life, applying a successful strategy is obviously going to be far more helpful in achieving your objectives than reacting each time an email arrives in your inbox!

Once you have decided on your purpose, you will be able to decide:

- 1) Who to connect to (or not to connect to) - connections.
- 2) Who to endorse or recommend – integrity.
- 3) What keywords to optimise and repeat frequently - content.
- 4) What stories to tell (or not tell) - relevance.
- 5) When to like, share or comment – activity.
- 6) When to participate - frequency
- 7) Where to include details of your associations - reputation.
- 8) Where to showcase your qualifications, education and training - skills.
- 9) Which companies to follow - target.
- 10) Which groups to join - develop
- 11) Why you need to keep records – measure ROI.
- 12) Why you must do maintenance - backup.
- 13) How to decide what you will do on a regular basis - currency.
- 14) How to manage your network – relationships.

In the first instance, after selecting your purpose, you need to be focused on two components, the Computer Experience and the User Experience.

The Computer Experience is related to all of the content you publish and the activity you complete to ensure that the LinkedIn algorithms discover your profile.

Whilst paying for a premium profile will increase your search results, if the words people type in their search query are not in your profile, it will not be found. Recruiters spend up to one fifth of their time looking at a photo when they find a profile – so if this is a poor representation, a conversion is unlikely (check out www.photofeeler.com to assess a photo).

This is also a part of the User Experience. If you can make the computer find your profile, making a person take the bait and complete some action will depend on what happens when the user views the profile. Is it easy to read and interpret? Is there a specific call to action? Are contact details provided in the *Summary* and *Advice for Contacting* sections?

Whilst some people think of LinkedIn as 'Facebook for Business,' I like to think of it as a 'Résumé on Steroids' that can help you build and maintain your network – a vital resource now that no job or industry is 'secure' forever. For people facing retrenchment after a long career in an organisation, the value of maintaining a network and friendships cannot be underestimated.



The Reasons Why

After providing services to a range of job, career and business seekers, I find that it is very important to help clients overcome a variety of concerns.

- 1) Amount of detail – qualify what content to include based on the person’s purpose.
- 2) Age information – if age discrimination is going to occur, better to be eliminated before the interview rather than afterwards and waste your time going there!
- 3) Fear of technology – a 20 year old can fill in boxes but a wise person knows what to put in the boxes – work smarter not harder.
- 4) Why is it necessary? – because up to 90% of jobs are never advertised.
- 5) Isn’t a résumé enough? – no, because most decision makers will check LinkedIn, Facebook and Google before hiring and a LinkedIn profile is likely to come up first in search results.

More Statistics

After overcoming any objections, it is then important to remind clients (and yourself) of some other LinkedIn facts.

- 1) It is the world’s largest professional network with over 320 million members worldwide and more than 6 million members in Australia.
- 2) 40% of members check LinkedIn every day.
- 3) You are 11 times more likely to be viewed if you have a photo.
- 4) You are 7 times more likely to appear in search results if your profile has been fully completed.
- 5) 41% of millionaires use LinkedIn.
- 6) More than 40% of users earn more than \$100,000 per year.
- 7) More than 40% of tertiary students have a LinkedIn profile and this is the fastest growing demographic on LinkedIn.
- 8) Revenue is generated from Talent Solutions (60%), Premium Subscriptions

(20%) and Marketing Solutions (20%).

9) Since its launch on 5 May 2003, LinkedIn has acquired SlideShare and Pulse and has moved from the world’s largest professionals’ network to a publisher and in the future aims to provide business-to-business solutions.

10) More than 40% of visits now occur on mobile devices and various LinkedIn apps are available including LinkedIn, Connected, Job Search, Pulse, Recruiter, SlideShare.

Targets to aim for

To be considered active and in the job market, aim to:

- 1) Have at least 60 connections and aim to receive 100 or more views per 90 days.
- 2) Complete every section of the profile in detail and in a consistent format.
- 3) Be active and ‘feed the beast’ by participating regularly.
- 4) Ensure that your headline (below your name) has your keywords.
- 5) Ensure that you have customised your public profile URL and include it in your resume.

Best Computer Experience tips

- 1) Include your keywords in every section.
- 2) Include your keywords in the job title e.g. Human Resources Manager – HR Generalist, Learning and Development, People and Culture, Workforce Performance.
- 3) Complete every section.
- 4) Prioritise skills and get endorsements for your ‘target’ skills.
- 5) ‘Feed the beast’ by being active – follow target companies, participate in relevant groups, like/comment/share relevant updates, invite people to join or connect, endorse and recommend others etc.

Best User Experience tips

- 1) Use dot points of seven words or less wherever possible - very few sentences

(remember, it is screen content, not paper content).

- 2) Remove as much punctuation as possible - full stops will slow the reading process.
- 3) Explain jargon in plain English - What is a Grip Test Engineer? Tell us, it is fascinating!
- 4) Be consistent in every area - capital letter headings, white space, similar formatting, consistent details in all sections – for each position, include a company description, tasks, achievements, URL of the organisation.
- 5) Add images, videos, links (rich media) and give your profile some bling that makes it a bit more interesting and demonstrates your digital literacy.

LinkedIn allows people to ‘pull’ interest rather than ‘push’ themselves on to someone, so it can be a useful tool for someone who is a bit shy, and it helps employers find potential candidates without going through the process of writing an advertisement and reviewing 300 résumés!

LinkedIn offers consultants and career practitioners the ability to showcase their offerings to specific target markets through tailored content (but should not replace your own website).

Promoting your CDAA membership will also help the general public learn more about the value of paying for professional career advice and reassure them that they are working with a qualified expert (remember to include the URL link to your profile page on the CDAA website in the Website Links section of your profile).

Happy writing, publishing and networking on LinkedIn!

TOP TEN SOCIAL MEDIA TIPS

Susan Rochester, Director Balance at Work

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This year, thanks to CDAA, I've had the opportunity to present on social media at a NSW PD event and at the Sydney Reinvent Your Career Expo. As with my every experience of teaching, I have also learnt something in the process. As a result, here are my top 10 tips for how to behave on social media.

1 IT'S CALLED "SOCIAL NETWORKING" FOR A REASON.

When you network online, just as with face to face networking, your aim is to build relationships. Simply connecting to someone or following them is not building a relationship. That's just the introduction, then it's time to engage and interact.

2 BUILD YOUR NETWORK BEFORE YOU NEED IT.

Don't wait until you know you want or need to make a career move. Instead, grow your online network as you grow your 'real life' network. As you meet people, invite them to connect. Ask them how you can help them and connect them to people you know.

3 GIVE PEOPLE A REASON TO CONNECT WITH YOU.

You don't have to rely on the standard invitation. Use your own words and make it personal so the recipient knows why they should connect with you online. For example, thank them for an article they've shared or remind them you met recently.

4 SOCIAL MEDIA IS NOT JUST AN OUTBOUND TOOL.

One of the most overlooked uses of social media is for research. Follow the companies and thought leaders in your field to know what's going on, who is hiring and the hot topics in your industry. Remember to actively participate in relevant discussion groups, too!

5 GENERALLY, PEOPLE LIKE TO HELP.

It's human nature to feel better about ourselves when we've helped someone else. So don't be afraid to ask for help or you could be depriving someone of the opportunity to show how helpful they can be. You may be surprised where just asking can take you.

6 IT'S NOT ALL ABOUT YOU.

You've joined a social network for a reason and that reason may be to further your career. But if you spend all your time promoting yourself and your talents, people will stop listening because you're advertising, not engaging.

7 HELP OTHERS.

You have joined a community and communities function best when people freely share their time, expertise and experiences to help each other. By making a contribution, you are showing you care about the community, not just about yourself.

8 IT'S OK TO WATCH.

Starting out in social networks can feel like walking into a meeting where you don't know anyone and you're not sure what to say. As long as you know why you're there, it is fine to sit back and watch how it all works before you add your voice to the mix.

9 KNOW WHY YOU'RE THERE.

If you've hopped onto social media just because you think you should, you could end up wasting a lot of time. Instead, work out who you wish to engage with and what you hope to achieve. This will help you decide where and how your time should be spent.

10 BE YOURSELF.

Your uniqueness is what will be most appealing to the other people you encounter in social networks. Without being weird, you can show who you are and what you have to offer without constantly selling yourself. By acting consistently with who you are in 'the real world' – polite, friendly, helpful, smart – you are giving people reasons to feel comfortable meeting you. This makes it so much easier to make real connections that will advance your career.

Why we've all got to be digital careers practitioners

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When was the last time you got through a working day without using a computer? Or the internet? Or Google? Australians, like the rest of the world, are using the internet more and more every year and it has become an increasingly important part of the way in which Australians find, attain, and keep work. Furthermore, just as it dominates our working lives, it also dominates the education system. Wherever you turn in your career, there is the internet staring back at you.

What is more, some people have started to actively gain the edge in their career because they are good internet users. Perhaps they are brilliant at using job search engines, or they've built an extensive online network of contacts who they can call up at the touch of a button, or they busily maintain a blog, LinkedIn profile and professional Twitter account to establish a powerful online reputation that has employers seeking them out. The internet isn't just a bit of the scenery of modern life, it is a tool which can be used well or badly.

So in one corner we've got the internet savvy careerists using every opportunity that the new technologies offer them to get ahead. In the other we've got the unthinking internet users blundering around. These people never think about the career implications of what they do online and their poorly chosen words about their boss, and damaging images of social activities lead to this group leaving a whole load of potential career problems floating in cyberspace.

So the internet offers us both opportunities and pitfalls in our careers. Increasingly, it is not an option

to opt out and claim that you "don't do the internet". On one hand the amount of information that is out there about you already is amazing. You don't have to put anything on the internet yourself for there to be information available about you. On the other hand being a complete internet refusnik may be seen as an indicator that you haven't kept up or that you lack digital skills.

What distinguishes those who can use the internet to build their career from other people is a set of skills and attributes which I've started to call "digital career literacy". Digital career literacy describes how individuals can make the most of the online environment to build their careers.

Seven C's of Digital Career Literacy

• **Changing:** to understand and adapt to changing online career contexts and to learn to use new technologies for the purpose of career building.

• **Collecting:** to source, manage and retrieve career information and resources.

• **Critiquing:** to understand the nature of online career information and resources, to analyse its provenance and to consider its usefulness for a career.

• **Connecting:** to build relationships and networks online that can support career development.

• **Communicating:** to interact effectively across a range of different platforms, to understand the genre and 'netiquette' of different interactions and to use them in the context of career.

• **Creating:** to create online content that effectively represents the individual,

their interests and their career history.

• **Curating:** to reflect on and develop digital footprints and online networks as part of career building.

I've started to suggest that career professionals use the Seven C's framework as a basis for working with clients to help them to make the most out of the online environment. The Seven C's therefore provide us with a tool to actively develop clients' capacity to advance their career through the growth of digital skills.

However, it is difficult to preach it without practicing it yourself. This means that careers practitioners have a role to play in exemplifying effective use of online tools for career building and the importance in doing this is increasingly evident as the role of technology in career development grows. If you don't take the plunge into the digital world, you may find that your capacity to help your clients will diminish.

So, if you don't know your LinkedIn from your Pinterest now is the time to investigate. If you want to continue to help others with their careers, you really need to become a digital career practitioner.

Author's Note:

Additional resources are available for download at <http://www.derby.ac.uk/publications>.

Digital technology empowering career change: A personal journey

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Digital technology has changed the way we live and work. For me, the last ten years has been a time of empowerment facilitating many new career opportunities.

As I reached my midlife, I was seeking more flexibility, greater reward and more value from my professional life. A few years back, I took time out for my radical sabbatical. With 20 years or so left of my working life, I contemplated how I would spend these remaining years engaged in or contributing to the world.

This need was not driven by selfless charity to give back to society as I had worked with community and non-profits for many years. This was a clear choice I was making to be independent, self-employed, and to make use of my skills, strengths and talents in a new and exciting form by creating a bespoke career.

This was a clear choice I was making to be independent...

Another realisation dawned on me along the way, that I had to let go of the self-talk that said I was no good at IT. In my recent roles, in middle sized organisations, there was access to IT expertise that forgave me the skills I felt that I sadly lacked in the area of digital technology. We bought into the stereotype calling the IT department "IT nerds" but in reality, they were treated like all-knowing Gods. We couldn't even wrap our heads around the

sheer complexity of their job. Or so we thought. They would fix the computer, ensure the email was working and add new information to the website. I was perfectly happy in my mindset that protected me from never needing to know about that 'IT stuff', as long as my computer worked and was backed up by some magical server.

So what woke me from this Neanderthal slumber? If I was to work for myself in the Nirvana I was creating, I had to invest in a technology skills upgrade and basically get over this mindset that was not going to serve me into the future.

Perhaps some of you can still recall the dark days before the internet, before the mainstream use of email, or search engines, and when faxes were still considered an efficient method of communicating documents. However now, we are all familiar with the extraordinary computer that we carry around in our pockets, the smartphone, that feels like it contains all the information of the known universe in its slim case. We market ourselves online and network on sites like LinkedIn, we create videos and share them in an instance. We may even have a virtual assistant based overseas that we have never met in person but who delivers their services efficiently via the internet. My challenge to awaken myself from my reliance on the "IT nerd" was well and truly laid out for me.

So step-by-step I took on the challenge, methodically researching freemium sites where I could get access to free digital technology and upskill as I grew my businesses with no start up capital.

The journey started with creating a website - a drag and drop template site that made websites as easy as using



Maria Simonelli

Lego. Then a blog site, using a free Wordpress site, a newsletter, using Mailchimp, a crash course in the use of social media through Facebook, Twitter, YouTube and Google Plus to market my growing services. Note that I still haven't paid a cent yet for these services.

As I engaged with my clients more, I created profiles of them, understanding their problems, needs and desires, and investigating where their online eyeballs were watching. What online sites do they visit to solve their problems that I could use to fast track my marketing?

Of course, the more I played in this space the more comfortable I was and the more sophisticated my use of digital technology became. In fact, the more I used it, the more I saw it as a tool to utilise rather than an obstacle to overcome, and the more excited I grew by the potential that it represented.

I started to effectively utilise video to talk with my clients, to understand the algorithms behind SEO, to engage with a like-minded growing tribe via collaborative forums, and to use online content management systems to efficiently work with them.

Along the way I also recognised that some old rules still apply in the use of digital technology when communicating with my growing customer base.

We still need to know who our audience is, who we are talking to, and what behaviours we are trying to change with our offering.

We still need to be clear about our aims, and which elements are delivered best via digital approaches, picking the right tools for the task and being clear about the right time to approach our audience.

I also started to reconsider what good engagement looks like, and how I would measure and then assess the success of these online interactions.

A final realisation dawned: that as confident as I was becoming with both social and digital technology, I did not need to become an IT guru. Sites like Elance, Odesk and even Fiverr make it possible to buy experienced digital technology services from around the world economically, and create an online virtual business team.

I did not need to become an IT guru...

So how does using digital technology apply in career development?

One of my passions is to support midlife and midcareer professionals to transition across roles and careers. One of the most important aspects as clients move through this career transition process is to ensure that they can present a new identity that is authentic and that they are comfortable with, to future employers and/or clients they will seek out. They start to think about what newly formed identity they want to present to the world.

An effective way to leverage digital technology is by creating a Personal Brand Statement (PBS). This statement can assist in the management of how others will interpret their career change, to influence how it is

understood by potential employers, and to help them articulate what it is about them that is unique, special and worth buying or employing.

This is greatly enhanced and facilitated through both digital and social technology.

It starts with a commitment to build an online profile with a comprehensive picture of who they are, what they have achieved and what they have to offer. It also includes links to items they've written, testimonials, and press about their achievements. The key is that they can control what is included and ensure that it truly reflects their personal brand.

The PBS can inform online reputation and other forms of interaction and communication as well as clearly support the various profiles we utilise such as personal websites, blogs, and LinkedIn.

The technology further enhances the user experience through establishing extensions into new professional communities by facilitating the joining of online forums and information exchanges, where we can share expertise and increase our visibility

Using established online professional networking sites connects us to others in our established industry and the new sector we wish to transition to. The most well known is LinkedIn which continues to hit the top of search engines and is an excellent way to show our skills through our history and tell the world about our new career.

There are numerous free services that provide a platform for building a profile and networking online. New ones to complement or compete with LinkedIn are appearing such as About.me or Strikingly.com. Both provide a means to profile, consolidate and network via one site. They can be used to highlight values and goals, and profile a personal mission statement.

Transitioning into new industries, networks and communities requires us to take time to build our brand and establish ourselves as a thought leader. There are no rules but good content is essential, as we feed our

blog, websites and growing online identity and share our specialised skills and concerns that reflect our communities of interest. The key is to find that niche that reflects you and your authentic voice.

Find your niche that reflects you and your authentic voice.

We can even use our slow time waiting in queues to upload pre-written pieces using a variety of smart phone applications or we can schedule posts using automated services.

While personal brand statements are primarily about recognising and articulating our value, the social and digital media can then assist us to communicate this effectively to future employers or client groups.

The point is to ensure that we build a profile to enable others to seek us out and become sought after in the chosen field.

So my final important points to remember for those building their digital brand online is to:

- Work out your WHY: what is your unique and special value;
- Be authentic and let your true self and passion shine through;
- Don't be overwhelmed by the number of online and social media platforms where you could be profiled. Choose the 'right' ones for you and commit to a presence on them.

And for my own journey, I continue to stay attuned to new technologies, to invest in my personal education, and to be amazed by where this exhilarating ride is leading.

Schools and technology: intranets, apps, websites, social media - got that!

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Schools can no longer afford to be left behind when it comes to utilizing technology to assist students in their career development. Broadly speaking, there are three main areas where schools can utilise technology for career development. These are Communication, Resourcing and Organising Information.

Communication

A range of technologies can be used to facilitate and enhance face-to-face counselling. Email services allow for easy communication with large groups or an individual, provide a way to disseminate information and allow for meetings to be arranged and calendared for counsellor and client. Feedback from our Year 12 students shows that the reminder feature for the upcoming careers meeting is a valuable tool. As we know, this generation are experts in being just in time, so the reminder feature supports this trait. Email communication is invaluable for the careers counsellor when Year 12 tertiary applications are being processed. Communication can be immediate and where appropriate, sent to multiple recipients, to provide reassurance around processes, to alert to issues with their applications and to provide personalised advice when time is of the essence. Email allows the counsellor's reach to be to all students, is expedient and time efficient. Imagine having to physically locate individual students at this busy time of year to communicate these often urgent matters relating to the validity of their tertiary applications! The email allows the student to act

on the advice quickly and within time parameters. Social media can take the range of communication to the next level. Here we refer to tools such as Facebook and Twitter. The advantages of these platforms

over email is that students are permanently connected to these services via their smartphones so communication is instantaneous. This allows career practitioners to develop their own and their client's networks and information base through the capacity of these sites to allow linking of resources and other networks.

Schools, however, are subject to more cautious use of these tools and their use can be driven by overall school policy on the use of social media within classrooms. Where we



Grace Kinch and Katherine Ward

updates from the careers counsellor. Rather than information overload in a lengthy careers bulletin, short sharp posts, possibly with links, can enable 'friends' such as the students and parents to digest information in a more time efficient way. Students are also more likely to talk to fellow students about these posts. "Did you see the post that Mrs Smith sent about timely VTAC applications? Have you got yours in??" Twitter feeds can achieve similar results in 140 characters or less; these also can be retweeted by recipients in a timely manner.

When time or distance are prohibiting factors, technologies... provide the opportunity for careers counsellors to meet with students.

know of schools, however, who have utilised Facebook as a careers tool, it has enabled a broader audience, including parents to be the recipient of

Although face-to-face counselling is more personable for the careers counsellor and client, when time or distance are prohibiting factors,

technologies such as Skype and Facetime provide the opportunity for careers counsellors to meet with students.

At Korowa, we have a significant cohort of international students from China who will not be in the country during 'change of preference' for tertiary courses in December. In anticipation of this, our careers counsellor has already established Skype interviews with these students to ensure that timely advice can be given at this time, regardless of the kilometres between them. Even though these students will be in China, they will then be able to modify their applications on the Internet from the comfort of their own home, knowing that they have had the same access to careers advice as their fellow students here in Melbourne. Facetime or Lync (for Windows 8) provide similar services.

Resourcing

Resourcing school careers education programs using technology and the World Wide Web has transformed the way in which a careers counsellor can interact with the cohort of students. A school intranet provides a convenient, secure environment to disseminate information, links to online videos, online careers testing, blogs, wikis and the wealth of careers information provided by tertiary institutes, professional organisations and useful tools/apps. For example, senior students are often keen to try and predict their ATAR score to assist them when planning possible tertiary courses. A useful app, available in both android and Apple formats, is the ATAR notes app. This is available from iTunes or online at www.atarnotes.com. These appeal to students because they are digital natives. It also enhances personalisation because students can access what is relevant to them. The online world is also vital for students who are absent from school for various reasons. They can access 'anywhere, anytime'.

In the past, careers testing has required paper and pen and a large lag time in receiving the results. Today, however, many tests can be completed online

with the results returned to students somewhat quickly. At Korowa, Year 9 students complete MyCareerMatch, as an introduction to exploring one's future within the idea of healthy living. MyCareerMatch specialises in career profiles matching personality style and natural talents with the most suited careers. The students' report is emailed to them within minutes of completion. Students are excited by this as it maintains their enthusiasm for the test and its results. There is much on-task chat as the reports come in! The follow-up unit of work is then approached enthusiastically as students are keen to unpack what their personality profile means for them as an individual and a possible future. Even though many schools still use career tests that require

information. We live in an age of litigation and the best way to avoid having to part with large sums of money is to keep well organised documentation. For school career practitioners, technology has enhanced the capacity to keep and, where applicable, share information. There is a move away from filing cabinets full of paper towards online storage. Data bases such as WorkExpo allows career practitioners to not only effectively manage the organisation of work experience but also keep information about who, what and where centrally. Microsoft OneNote allows for note taking that

...using technology and the World Wide Web has transformed the way in which a careers counsellor can interact with the cohort of students.

traditional collection methods of data, technology has at least sped up the analysis and delivery of the reports.

Organising Information

Schools are organisations that are required to be well organised and maintain and store detailed

is individual and in 'one spot' for each student, that can be stored in different locations and shared as needed, allowing for a smooth transition when there is a change in personnel. Technology also provides an excellent conduit for backing up information, even hardcopy materials.

In the Media: "How tablets and apps are transforming education"

The Sydney Morning Herald published an article on August 20, 2014 about harnessing the educational potential of technological development in the classroom. The article quotes Mat Peterson, the founder of Shiny things (a Sydney-based apps developer) as saying "[the educational apps] offer a low-pressure environment for self-directed learning, in that students can work at their own level and pace."

The pedagogical impact of the use of these apps as a resource for teachers is clearly being extended in the career counsellor's office.

source: www.smh.com.au, "Digital Life"

E-Recruitment tools and résumé writing in the digital age

Rebecca Fraser, Outplacement and Career Transition Coach, Personal Branding Specialist, VP CDAA Victoria - Marketing and Membership e: rebecca@rebeccafraser.com.au



Rebecca Fraser

Recent technological advancements have significantly impacted the job search and application process. In today's online world it is important to understand what e-recruitment tools are and how they may impact job seekers during their career development journey.

Since the introduction of e-recruitment tools, the transition to automated candidate selection has increased. The challenge that everyone now faces is that no one can ever be aware of the search parameters that are set by recruiters or HR professionals when sorting through applications and candidates. Searches can use keywords taken from the job advertisement, however, they can also be more complicated.

Additionally, it is important to be aware that these tools are not only used to sort applications received. Many of these tools are used proactively by small to large recruitment firms to allow recruiters to search a database of existing candidates. This can significantly decrease their time spent looking for prospects as well as minimising the need for open advertising.

To illustrate the purpose and use of the tools, we can align the types of searches being undertaken to the types of searches that you may perform in Google.com. When searching for information on Google.com, you know what it is that you are looking for and can identify appropriate and logical "key words" that may help you find relevant sites. You go to Google.com, enter in your "key word" and hit search. Then one by one you start to look through the results with the most relevant result appearing towards the top; most likely the one you look at first.

In a nutshell this is the easiest way that we can explain how a search will occur in these systems. It can be random but ultimately the results will be such that the most "relevant" candidate will appear towards the top of the search results.

What are the tools?

Parser Tools

Résumé parsing technology allows the extraction of data from your résumé through an automated process.

Ultimately, the parser tool extracts the required information from your résumé, loading this into a database and creating a candidate profile automatically for the recruiter. This is quite a complicated process as there is a large amount of data that the parser is required to analyse before it can be uploaded into the system - there are also different types of parsers that look for different types of information for extraction.

Parsers can be broken into keyword based parsers, grammar based parsers and statistical parsers – each

looking for different parameters and delivering different results specific to the requirements of the recruiter.

Parser tools vary from being quite basic to quite advanced. With the inability to determine the technology that your résumé will be submitted to; the ultimate advice would be to keep your résumé professional yet simple.

Key points about parser tools:

- May be stand alone or integrated with Applicant Tracking Systems (ATS)/ Candidate Management Systems (CMS).
- Automatic résumé reviewer or extractor.
- Allows résumé data to be extracted from the email/online application and be uploaded into the database.
- Links to an ATS/CMS to provide automatic candidate selection through pre-defined search criteria.
- May parse the résumé or may simply be a résumé management tool.

Applicant Tracking Systems/ Candidate Management Systems

Applicant Tracking Systems are ultimately automated recruitment tools designed to manage the application process and candidate database for individuals working within recruitment or HR. Much of the functionality of these tools align to Customer Relationship Management (CRM) databases commonly used by organisations. The advancement of these tools has resulted in automation of the résumé review process.

The large number of applicant tracking systems available on the market will mean that there are various ways that

the systems can work. In summary, the ATS/CMS will allow a recruiter to have email inboxes and file directories monitored by a “robot” which will facilitate the processing of all received job applications.

The ATS/CMS will not remove the need for personal interaction. The recruiter will be able to view the candidate profile and the résumé in a viewing screen in most of these systems. This confirms that your résumé still remains an integral part of the application process.

Key points about ATS and CMS systems:

- Ultimately, a database and pipeline of current and prospective clients similar to an organisation’s CRM.
- Allows organisations to electronically manage an applicant from application through to on-boarding.
- Allows organisations to create a workflow for a more seamless application process.
- Allows organisations to utilise existing candidate information for future opportunities.

HR Management Systems

HR Management Systems can be custom built or off-the-shelf applications that are readily available to the market. The HR Management System can support the organisation from managing the application process for roles right through to linking an initial applicant through to a full employee record. These systems can be fully integrated into an organisation’s workflow and can automate the notifications and communication to candidates, scheduling of appointments, induction planning, on-boarding processes and finally to the full employee file.

Key points about the HR Management system:

- Specific to organisations; will manage information for current and past employees.
- May link to a candidate management tool through online or application based.
- Very specific to the organisation’s

requirements.

- May manage all aspects of remuneration and banding.

Online Job Boards

Online job boards are no longer used only for advertising positions. Many of these sites are now being sold as reverse recruitment tools. What this means is that the sites will allow you to create your own candidate profile which then can become accessible to registered individuals. These individuals can use the information that you create in your profile to search on as per the traditional ATS/CMS applications. This means that the job board is now another opportunity to be approached for positions that are only available through the hidden job market.

Key points about online job boards:

- May be used to advertise positions as well as manage prospective candidates.
- Profiles can be established and used as a reverse recruitment tool.
- May solely be used as a traditional job board but may also link to recruiter tools.

What does this mean for résumé writing?

In the current market, the first review of your résumé is more likely to be completed by a robot; a parser tool or ATS, where specific data collection is required. Human interaction is normally not occurring until the candidate has been selected as a possible suitable match to the identified requirements by the robot. What this means is that no longer is a résumé about gaining visual attraction. It is about ensuring that the content identifies them as a suitable candidate.

New and improved parser tools and ATSs are programmed to identify the context of the keyword; they have been “humanised”. No longer can you just throw keywords into the mix throughout your résumé as the tool itself is going to look for how that keyword relates to the information provided around it and assess this for suitability. Not only is the tool capable of identifying the

keyword, but it is capable of assessing whether this keyword relates to specific experience or just education; and then gauge the experience based on this.

Whilst many parser tools and ATSs will still utilise keywords, these keywords must be substantiated throughout your employment summary or the robot may miss you all together.

Some specific issues to be aware of in résumé writing that can “choke” e-recruitment tools include:

1. Heavily formatted documents.
2. Graphics and images.
3. Non-standardised phone number formats.
4. Tables and text boxes.
5. Core information only contained in the header and footer.
6. Creative text.
7. Font at point 8 or below.

Some recruiters/HR departments will have set up the system to allow a résumé to be uploaded with the candidate profile. In this instance the recruiter can return to the manual process and assess candidates themselves. However, in most instances unless the robot identifies the candidate they run the risk of not being considered

There is no standard format nor is there a single tool that is recommended globally that will work for all job seekers.

With this in mind the only option is to ensure that résumés produced for the current market are written ‘erring on the side of caution.’

MARKET INFORMATION

Mark Mccrindle, an Australian social researcher, has drawn an interesting generational comparison between Baby Boomers/Gen X and Gen Y/Gen Z, dividing them along the line of "Digital Transactors" and "Digital Integrators".

DIGITAL TRANSACTORS

use technology as a tool to achieve a predetermined outcome in a structural and task focused way; linear and sequential in the way they engage with the world.

VS

DIGITAL INTEGRATORS

use technology seamlessly in their everyday lives, "almost like the air they breathe"; digital natives who engage with the world socially and experimentally.

Teachers are becoming **facilitators for learning** rather than being considered the source of information which drives participation and contribution, leading to a shift in focus from content to process: how do we learn? Teaching and learning styles are becoming more flexible, less geographically demanding and less constrained by time with the development of online learning.

How does this impact the future of career development?

We may find that the next generation of adults will be seeking advice on career processes and tools to facilitate the development of their journey, rather than seeking "answers" to their questions.

What do you think?

Have your say on how you think this shift in focus will impact the next generation of career clients on Twitter using the hashtag #ACPtransVinteg or on the CDAALinkedIn Discussion Group page.

Sources: mccrindle.com.au | <http://education.qld.gov.au>

2014 DENTISTRY GRADUATE FORECAST: OVER 20% WILL STRUGGLE TO FIND A FULL TIME JOB



2014

Australian Dental Association ramp up "dentalcrisis" campaign, calling for a cap on the number of dentists entering the workforce to 460 graduates plus 50 from overseas for a total of 510 per year

Forecast of 620 Australian graduates in 2014 means 160 graduates are likely to struggle to find a full time job

2006

250 new dentists per year entering the workforce (200 graduates + 50 from overseas)

97.3% full time employment of dental graduates
Data suggested a shortage of dentists by 2010

And then Dentistry added to the Skilled Occupations List and university courses increased from 5 to 9 across Australia

2013

811 new dentists enter the workforce (581 graduates + 230 from overseas)

83.3% full time employment of dental graduates
Federal government launches Dental Relocation & Infrastructure Support Scheme to help address rural and remote dental workforce shortages



Amanda Griffiths
Optometrist and Founder My Health Career
www.myhealthcareer.com.au

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