Career Practitioners' Ways of Experiencing Social Media in Career Services

Jaana Kettunen and Raimo Vuorinen, University of Jyväskylä, Finland & James P. Sampson Jr. Florida State University, USA

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Previous Research/ literature

- The increasing use of social media in career-related activities is placing new demands on career practitioners and on the organizations (Bimrose & Barnes, 2010; Sampson, Osborn, Dikel, & Sampson, 2011)

- Successful integration social media in career services is not only dependent on the skills or technical facilities available, but also on practitioners' willingness to accept the changes that new technology may bring to service delivery (Kettunen, Vuorinen, Sampson, 2013).

Previous Research/ literature

- Indications of the association between career practitioners' conceptions of social media and their practices have been confirmed (Kettunen et al., 2013)

- A key challenge for the immediate future is to ensure that the career guidance sector is equipped to respond to these new demands

- Training and skills development needs have been emphasized (e.g. Bimrose et al, 2010; Niles & Harris-Bowlsbey 2013)

Gap: *Due to the novelty of using social media in career services there has been little research describing the experiences of career practitioners*

Defining the social media

"Social media is a process, where individuals and groups build up a common understanding and meanings with contents, communities and web 2.0 techology."

Sources: Kangas et al. (2007) and
Ahlqvist et al (2010)
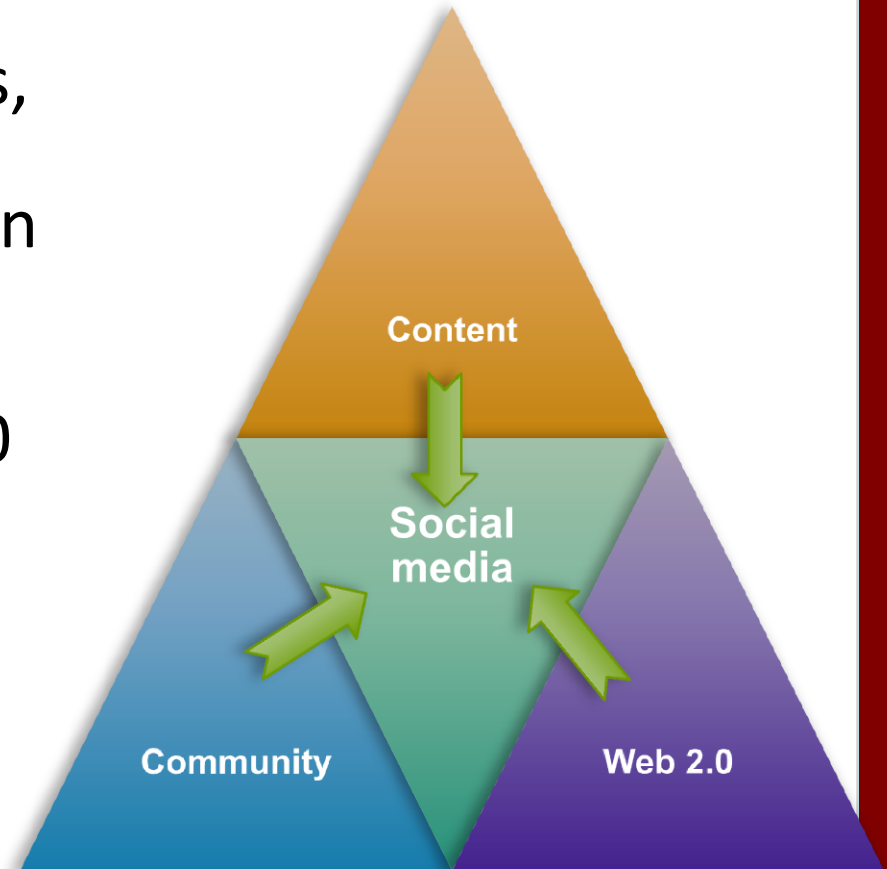
Aim of the study

- The aim is to discover and describe the qualitatively variation in the ways of experiencing the phenomenon

- The research questions are as follows:
  1. What are career practitioners ways of experiencing social media in career service?
  2. What are the *critical aspects* that differentiate qualitatively *varying ways* of experiencing the phenomenon?

Method

- Phenomenographic research

- Investigates the qualitatively different ways in which people *at collective level* experience or conceptualize the target phenomenon (Marton and Booth, 1997; Marton and Pong, 2005; Åkerlind, 2005; 2012)

- The research outcome contains a hierarchically structured set of categories that describe people's qualitatively different ways of experiencing the same phenomenon (Marton, 1986).

Data

- collected using focus group interview methodology
- 16 Danish and Finnish career practitioners (10 women, 6 man), with experience using social media in career services
  - comprehensive, secondary, and higher education as well as public employment services amid both urban and rural settings.
  - purposeful sampling was utilized: experiences concerning the use of social media guided the identification and selection of interviewees.
  - analyzed using phenomenographical data analysis methods

Results

Four distinct categories of description reflecting the career practitioners' conceptions ways of experiencing social media in career services
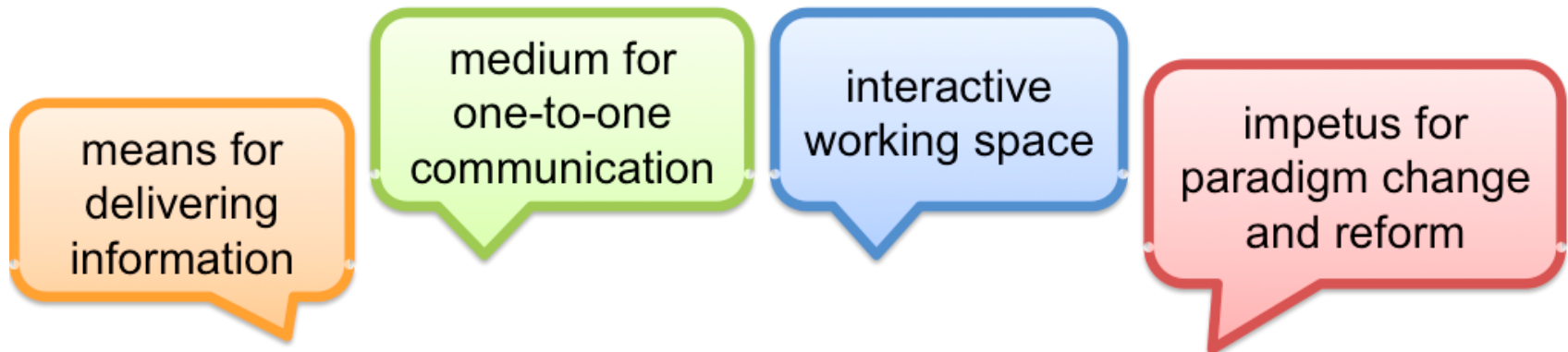
Kettunen, J., Vuorinen, R., Sampson, J. P., Jr. (2013).
Career practitioners ways of experiencing social media.

Results

Career practitioners' ways of experiencing social media in career services

DIMENSIONS OF VARIATION	CATEGORIES			
	Means for delivering information	Medium for one-to-one communication	Interactive working space	Impetus for paradigm change and reform
Role of social media				
Purpose				
Attitude				
Rationale				
Intervention paradigm				
Nature of interaction				
Practitioner's role				

Kettunen, Vuorinen & Sampson 2013.

Category 1: Means for delivering information

Role of social media	useful tools
Purpose	delivering information and advice
Attitude	reserved
Rationale	visibility
Perception	challenge
Intervention paradigm	individual face-to-face intervention
Nature of interaction	practitioner ➜ individual
Practitioner's role	expert role

"It is used as, kind of like the first step to something real/proper."

Category 2: Medium for one-to-one communication

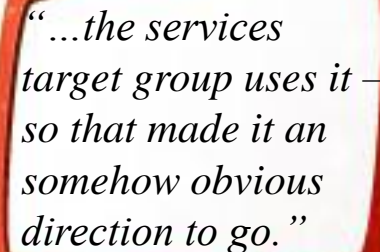|	
Role in guidance	viable alternative
Purpose	delivering career services
Attitude	careful
Rationale	accessibility
Perception	change
Intervention paradigm	individual intervention
Nature of interaction	practitioner ←→ individual
Practitioner's role	reflexive role

"How do I integrate these new practices into old, established work routine?"

Category 3: Interactive working space

Role in guidance	space for career services
Purpose	collaborative career exploration
Attitude	adaptive-
Rationale	interactivity
Perception	opportunity
Intervention paradigm	group intervention
Nature of interaction	practitioner ←→ individual individual ←→ peers
Practitioner's role	facilitationg role

"...the services target group uses it – so that made it an somehow obvious direction to go."

Category 4: Impetus for paradigm change and reform

Role in guidance	participatory social space
Purpose	co-careering
Attitude	proactive
Rationale	influence
Perception	reform
Intervention paradigm	co-constructed intervention
Nature of interaction	individual ←→ community members individual ←→ practitioner
Practitioner's role	participating and engaging role

"we need to create completely new way of thinking there…"

DIMENSIONS OF VARIATION	CATEGORIES			
	Means for delivering information	**Medium for one-to-one communication**	*Interactive working space*	**Impetus for paradigm change and reform**
Role of social media	useful tools	viable alternative	space for career service	participatory social space
Purpose	delivering information and advice	delivering career services	collaborative career exploration	co-careering
Attitude	reserved	careful	adaptive	proactive
Rationale	visibility	accessibility	interactivity	influence
Perception	challenge	change	opportunity	reform
Intervention paradigm	individual face-to-face intervention	individual intervention	group intervention	co-constructed intervention
Nature of interaction	practitioner → individual	practitioner ↔ individual	practitioner ↔ individual/group individual ↔ peers	individual ↔ community members individual ↔ practitioner
Practitioner´s role	expert role	reflexive role	facilitating role	participating and engaging role

Kettunen, Vuorinen & Sampson 2013.

Discussion

- In general, it was possible to see the expansion of collective awareness of critical aspects, especially in regarding the following aspects
  - *The role of social media:* from tools to participatory social space
  - *Purpose*: from delivering information and advice to co-construction on career issues, co-careering
  - *Attitude*: from reserved to a proactive
  - *The rationale:* opening up from visibility to not only to increase accessibility and interactivity, but also to enhance direct and indirect influence
  - *Perception*: from perceiving the use of social media as a challenge to perceiving it as reform where emphasis has changed to a fresh approach to interaction and communication dependent on citizens' needs.

Discussion (continued)

- expansion of collective awareness of critical aspects:
  - *Intervention paradigm*: from individual face to face intervention to group intervention (with or without practitioner) and co-constructed intervention
  - *Nature of interaction*: from `practitioner to individual´ to interaction between all community members
  - *Role of practitioner:* from expert role to participating and engaging role in - toward

Key questions for consideration

- What are the implications for training, research and policy development?

Kettunen, J., Vuorinen, R., & Sampson, J. P.
Career practitioners´ ways of experiencing social media in career services.

Kettunen, J., Vuorinen, R., & Sampson, J. P. (2013).
Career practitioners´ conceptions of social media in career services.

Available at*: British Journal of Guidance & Counseling*. http://dx.doi.org/10.1080/03069885.2013.781572

Guidance in Social media

Skills and Competencies Needed

How do we most effectively train

Social media in Guidance

Role of Social media in guidance

Future research

Further information

Ms. Jaana Kettunen
Finnish Institute for Educational Research
University of Jyväskylä
jaana.h.kettunen@jyu.fi

Dr. Raimo Vuorinen
Finnish Institute for Educational Research
University of Jyväskylä
raimo.vuorinen@jyu.fi

Prof. James P. Sampson
Florida State University
jsampson@admin.fsu.edu