

Skills and Competencies Needed for Career Practitioners' Effective Use of Social Media

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Introduction

- Initially ICT is used to automate existing functions (such as assessments) and in supporting existing services (such as using the telephone to deliver one-on-one career counseling).
- ICT was used to improve what was already being done
- Recent advances in the Web have changed the ways in which information is created and disseminated.
- The Web has evolved from a resource to facilitate communication and disseminate information (Glavin & Savickas, 2010) to the collaborative construction of knowledge using social media (Hooley, 2012).
- The locus of control in the Web is shifting from experts to a blend of expert and socially-constructed knowledge

Introduction

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



Previous Research/ literature

- Researchers (e.g. Dyson, 2012; Osborn, 2012; Osborn & Lofrisco, 2012; Sampson et al., in press) have acknowledged the possible use of various technologies in the delivery of career services via social media, including, but not limited to:
 - Blogs/Discussion forums
 - Chatting using VOIP
 - Facebook, Linked In, Twitter
 - Apps, Games (e.g., SIMS3: Ambitions)



Previous Research/ literature

- Considerable research has been conducted on identifying the skills and competencies required for using ICT in career services (e.g. Barnes & Watts, 2009; Bimrose, Barnes, & Atwell, 2010; Cogoi, 2005; Cedefop, 2009).
- Additionally and importantly, attention has also been given to ethical principles and guidelines career service delivery and usage (e.g. NBCC, NCDA, IAIEVG).



Previous Research/ literature

Pyle, 2000

Competencies for practitioners using ICT in service delivery include:

1. Knowledge of computer-assisted software and Web sites
2. Capability to diagnose client needs
3. Capability to motivate clients
4. Capability to help clients process data, and
5. Capability to help the client create and implement an action plan.



Previous Research/ literature

**Cogoi, 2005; Barnes,
La Gro & Watts 2010**

ICT-related competencies for guidance practitioners:

1) Use ICT to deliver guidance

- to meet clients' information needs
- to meet clients' experiential learning needs
- to meet clients' constructivist learning needs
- to meets clients' communication needs

2) Develop and manage the use of ICT in guidance

- Develop the use of ICT-related guidance solutions
- Manage the use of ICT-related guidance solutions in a service context.



Previous Research/ literature

**Bimrose, Barnes &
Attwell (2010)**

ICT user skills required by the guidance sector to deliver internet-based guidance:

- 1) Awareness
(i.e. of ICT technology and terminology)
- 2) Practical skills
(i.e. skills required to operate internet-based services).



Previous Research/ literature

**Kettunen, Vuorinen,
Sampson, 2013**

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.



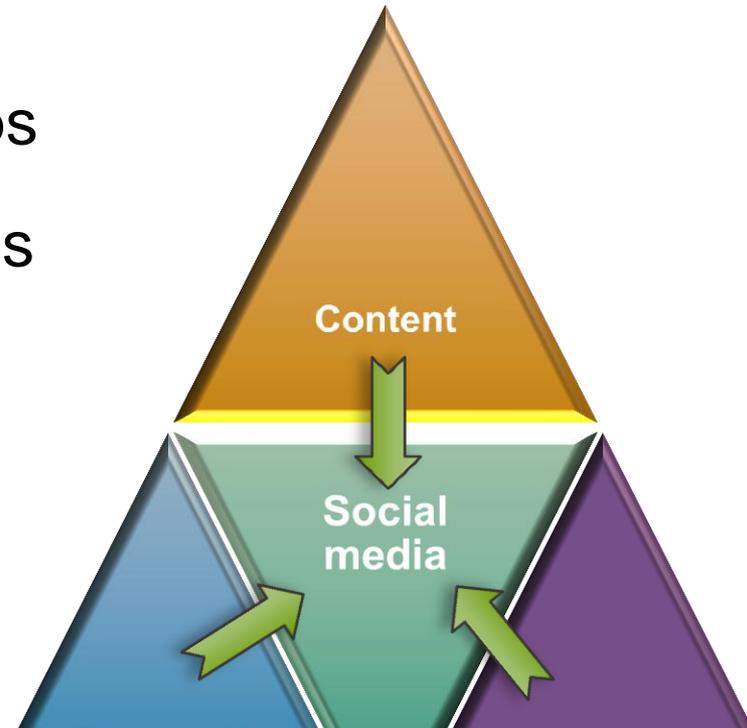
Gap: *Due to the relatively recent use of social media in career services, there has been little research examining the experiences of career practitioners, especially the competencies required for effective use the technology*



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 technology.”

Sources: Kangas et al. (2007) and Ahlqvist et al (2010)



Defining the social media

- “form of communication which makes use of information networks and information technology and deals with content created by users in an interactive way and in which interpersonal relationships are created and maintained”

Source: Finnish Terminology Center (2010)





How do career centers use social networking sites?

Brainstorm



How are career centers using SNS?

Who follows, likes or subscribes?

Perceived benefits/drawbacks?

How are they using SNS?

Advice to others?

What's your poison?

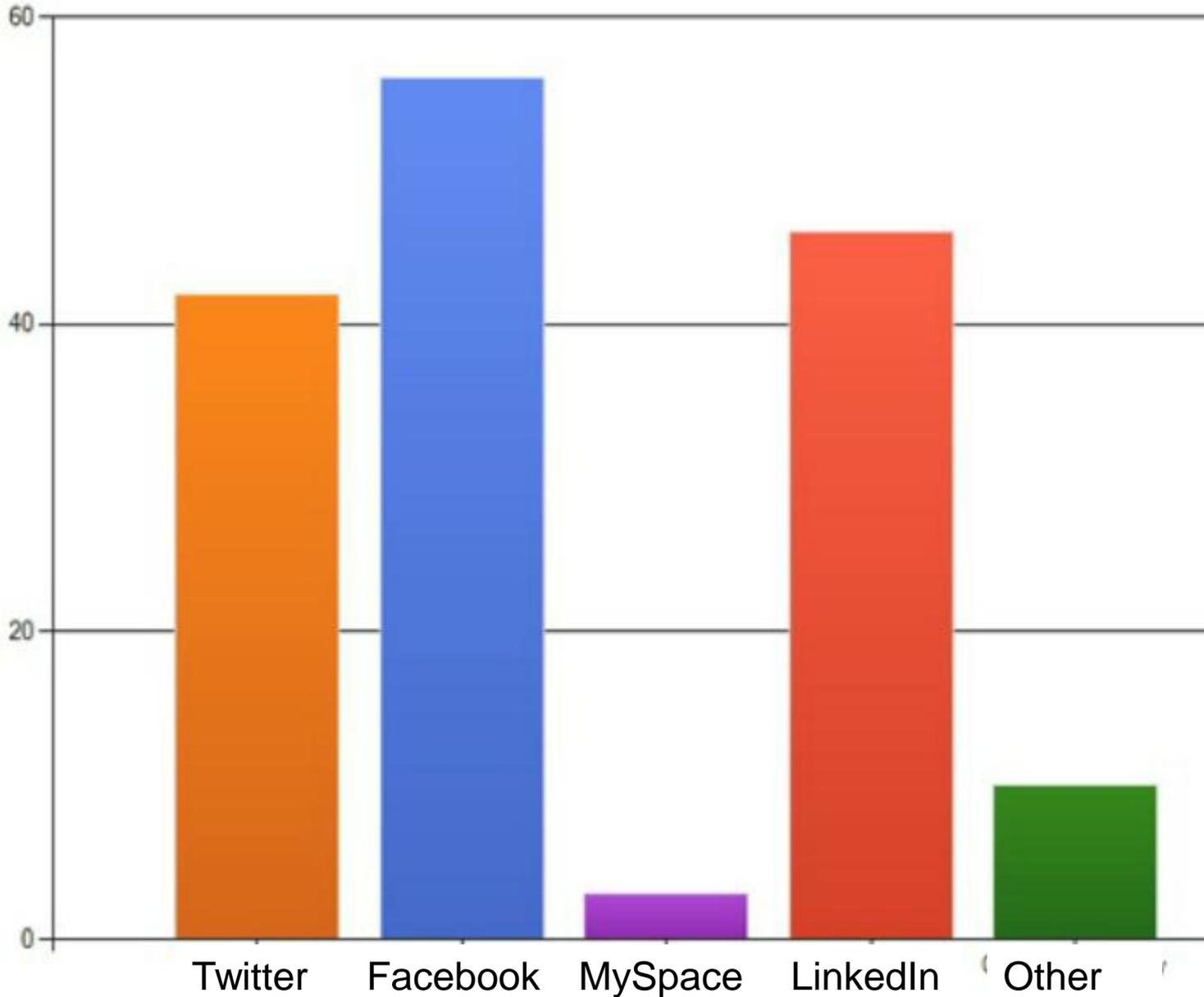
Students use, shouldn't career centers?



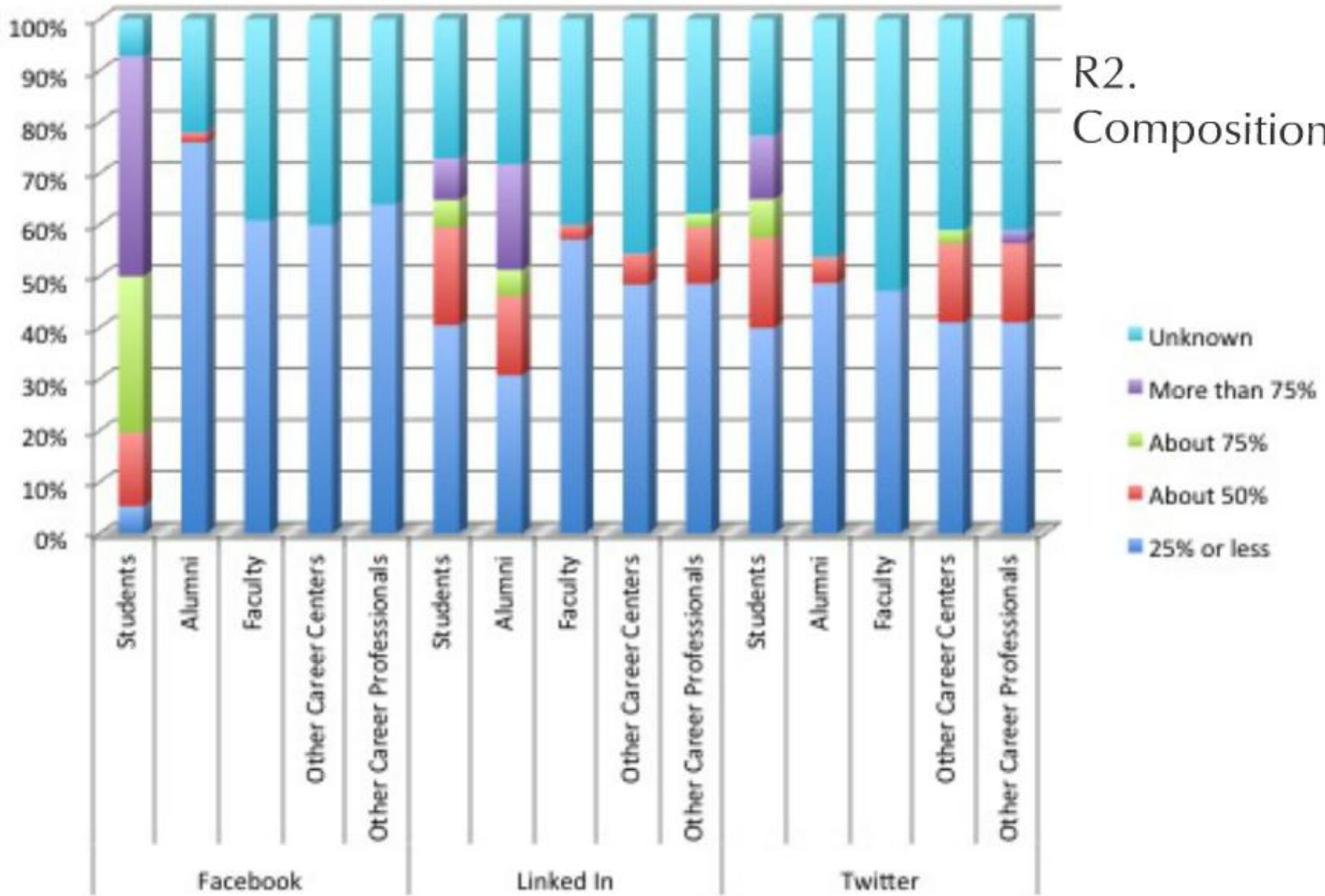
Procedures

- Online Searches
 - Google "university career centers"
 - Petersons.com
 - 4 year public
 - >15,000
- Yielded 161 universities
- Online survey to directors
- 2 week email reminder
- 78/156 responses, 50% response rate

Which social networking sites are used?



R2. Composition?



Benefits

- Increased visibility and attendance at events (21%)
- Increased communication (15%)
- Increased connections to alums, professionals and employers (13%)
- Cost-free and easy to use (9%)
- Can provide information that typically wouldn't be provided (ie. web links) (2%)
- Can promote services and events (2%)
- Will be viewed as "current" by peer institutions (2%)
- Increased credibility with students and colleagues (2%)
- Encourages students to network (2%)
- Can benchmark against other centers (2%)
- Allows student staff to research and publish findings (2%)

Drawbacks

- Time required (38%)
- Lack of metrics (6%)
- Students do not know how to use SNS professionally (4%)
- Hard to target messages (4%)
- Ethical/Legal issues with job posts (2%)
- Receiving negative press (2%)
- Lack of clear vision on how to use tool (2%)
- Not effective for the older generation because they aren't tech savvy (2%)
- Interaction is limited to one way (2%)
- Responses are misleading (ie. it is easy for students to RSVP, but will they really show up?) (2%)
- Concerns about privacy (2%)
- Students external to university are taking advantage of events (2%)
- Lack of deeper connections (2%)
- Concern about invading students' social space (2%)





What are the implications?

1. Integration requires planning.
2. Set reasonable goals related to specific objectives.
3. Explore possible uses, benefits, drawbacks.
4. Engage with others who are using SM.
5. Stay informed and current.



What are career practitioners conceptions of competency for social media in career service?

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 conceptions of competency for 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).

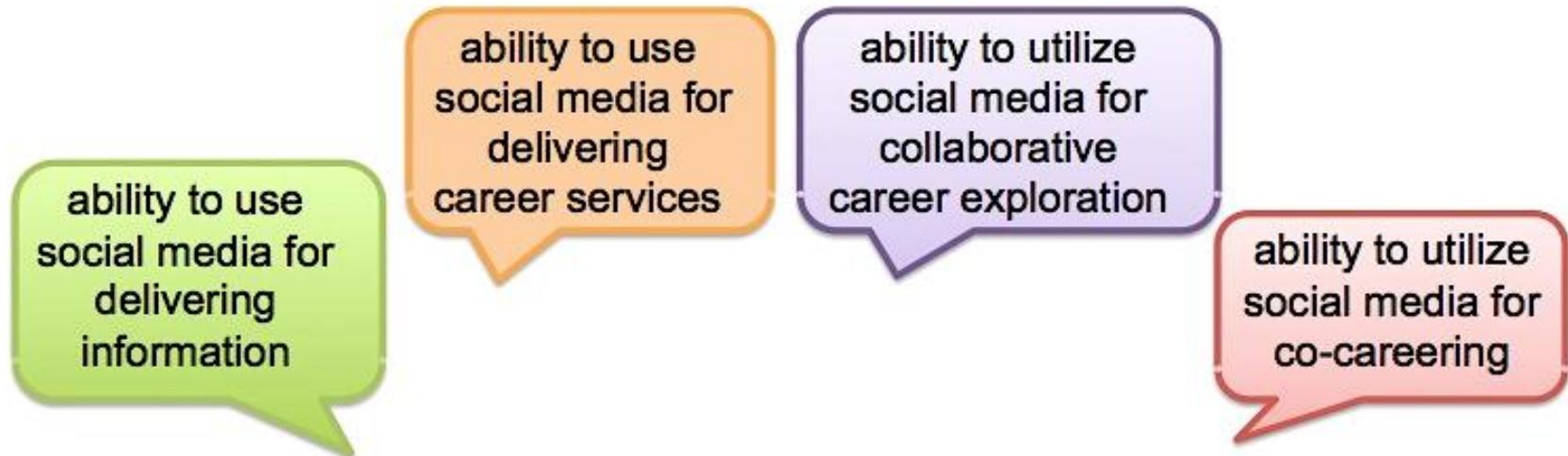


Data

- collected using focus group interview methodology
- 16 Danish and Finnish career practitioners (10 women, 6 men), who utilize 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 career practitioners' conception of competency for social media in career services



Kettunen, J., Sampson, J. P., Jr. Vuorinen, R. (2013).
Career Practitioners Conceptions of Competency for Social Media in Career Services

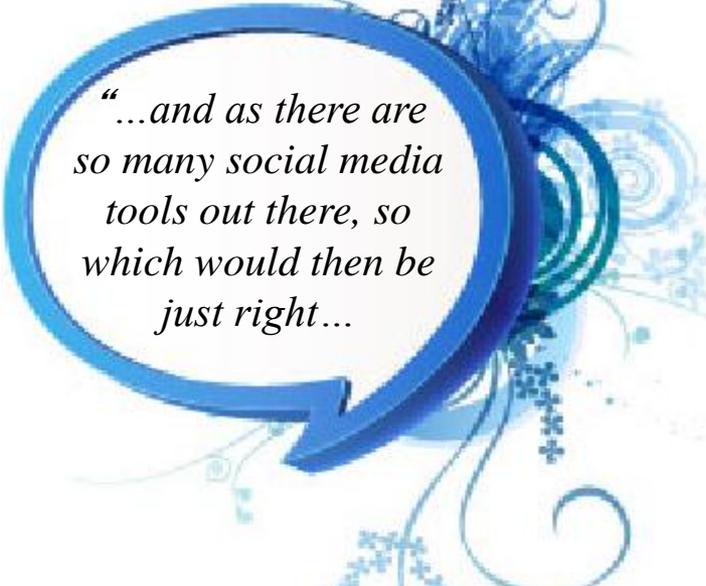
Results

Career practitioners' conceptions of competency for social media in career services

DIMENSIONS OF VARIATION	CATEGORIES			
	Ability to use social media for delivering information	Ability to use social media for delivering career services	Ability to utilize social media for collaborative career exploration	Ability to utilize social media for co-careering
Approach to social media				
Function in career services				
Online skills				
Ethical reflections				
Personal characteristics				

Category 1: Ability to use social media tools for delivering information

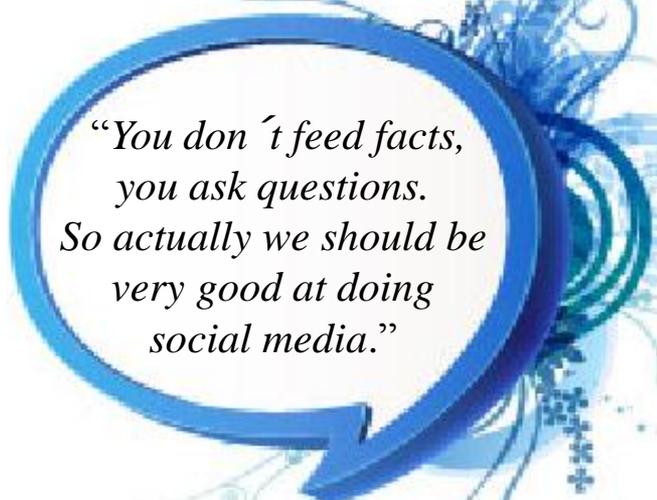
Approach to social media	technology focused
Function in career services	means for delivering information
Online skills	information literacy
Ethical reflections	accuracy, validity
Personal characteristics	motivated

A blue speech bubble with a decorative background of blue floral and vine patterns. The text inside the bubble is in italics.

“...and as there are so many social media tools out there, so which would then be just right...”

Category 2: Ability to use social media for delivering career services

Approach to social media	content focused
Function in career services	medium for one-to-one communication
Online skills	online writing
Ethical reflections	privacy
Personal characteristics	patient

A blue speech bubble with a white background, containing a quote. The bubble is surrounded by decorative blue floral and vine patterns.

*“You don’t feed facts,
you ask questions.
So actually we should be
very good at doing
social media.”*

Category 3: ***Ability to utilize social media for collaborative career exploration***

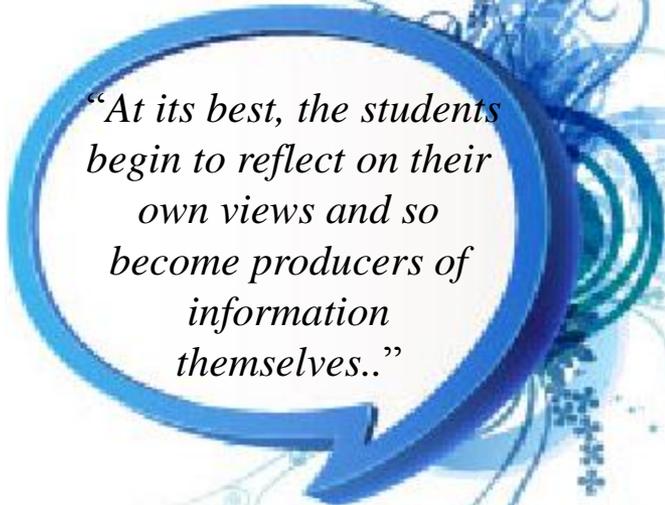
Approach to social media pedagogically focused

Function in career services interactive working space

Online skills online discourse

Ethical reflections confidentiality

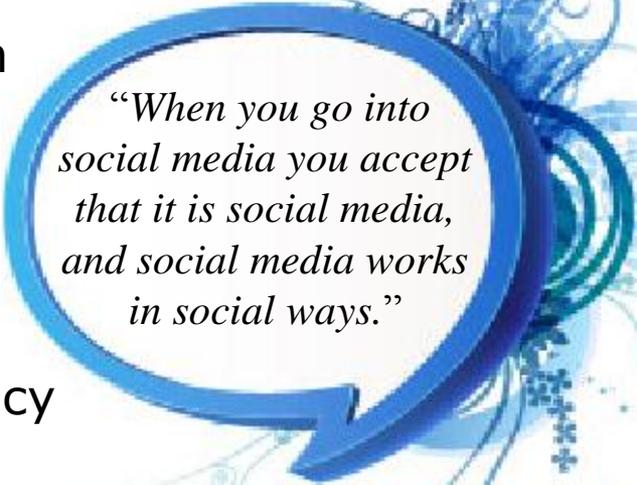
Personal characteristics confident

A blue speech bubble with a white background, containing a quote. The bubble is surrounded by decorative blue floral and vine patterns.

“At its best, the students begin to reflect on their own views and so become producers of information themselves..”

Category 4: Ability to utilize social media for co-careering

Approach to social media	systemically focused
Function in career services	impetus for paradigm change and reform
Online skills	online presence
Ethical reflections	trust, professional proficiency
Personal characteristics	innovative

A blue, 3D-style speech bubble with a white interior, containing a quote. The bubble is surrounded by decorative blue floral and vine patterns.

“When you go into social media you accept that it is social media, and social media works in social ways.”



DIMENSIONS OF VARIATION	CATEGORIES			
	Ability to use social media for delivering information	Ability to use social media for delivering career services	Ability to utilize social media for collaborative career exploration	Ability to utilize social media for co-careering
approach to social media	technology focused	content focused	pedagogically focused	systemically focused
function in career services	means for delivering information	medium for one-to-one communication	interactive working space	impetus for paradigm change and reform
online skills	information literacy	online writing	online discourse/	online presence
ethical reflections	accuracy, validity	privacy	confidentiality	trust, professional proficiency
personal characteristics	motivated	patient	confident	innovative

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

Career Practitioners Conceptions of Competency for Social Media in Career Services

Key questions for consideration

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



Kettunen, J., Vuorinen, R., & Sampson, J. P. (forthcoming)

Career practitioners' ways of experiencing social media in career services.

Kettunen, J., Sampson, J. P. & Vuorinen, R. (forthcoming)

Career practitioners' conceptions of competency for social media in career services.

Guidance in Social media

Skills and Competencies Needed

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>

Social media in Guidance

Future research

Role of Social media in guidance

How do we most effectively train



Further information



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The slides will be available after the conference
at the FSU Tech Center website:

<http://www.career.fsu.edu/techcenter>

