Career Guidance and New Technology

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Information and communication technology (ICT) has become a key element in career services.

ICT integrates the data processing capacity of computers with the data transmission capacity of digital networks.

Applications range from information files and telephone support to sophisticated computer-assisted career guidance system, distance counseling and social media sites that facilitate interaction among practitioners and individuals.
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

The Web has evolved and is changing the ways information is created and disseminated

- from a resource to means of communication and delivering information
- to collaborative construction of knowledge
The increasing use of social media in career-related activities is placing new demands on career practitioners and on organizations (Bimrose & Barnes, 2010; Osborn, Dikel, & Sampson, 2011).

The locus of control in the Web is shifting from experts to a blend of expert and socially-constructed knowledge.

Emerging technologies provides new opportunities which were not possible in the past for practitioners to serve individuals.

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

Practitioners’ competency to work in this new mode is an area of increasing importance.
The role of information and communication technology in career services can be seen in three ways; as a tool, as an alternative, or as an agent of change.

Career practitioners have generally used technology in one of the three ways: to deliver information, to provide automated interaction and to provide channel for communication.

Watts (1986, 2002)

(Hooley et al, 2010; Watts, 2002)
suggested that ICT be used for the following four functions: informing, experiencing, constructing and communicating.

proposed a similar model of three functions: understanding, acting and coping.
The internet has evolved from a resource to facilitate communication and disseminate information to the collaborative construction of knowledge using social media and mobile devices.

Social media in career services was experienced as a means for delivering information, a medium for one-to-one communication, an interactive working space, and an impetus for paradigm change and reform.

Sampson and Osborn (2013)

Kettunen, Vuorinen, Sampson (2013)
The ICT can be the means for transformation of separate sector-based and provider-centered provision into user-centered lifelong guidance system.

ELGPN 2010,
Vuorinen 2006
Benefits of ICT

- Increases access to information
- Increases access to practitioners
- Convenience and anonymity
- Easy to locate services and resources
- Maximizes opportunities for learning
- Improves/increases cost-effectiveness
Limitations of ICT

- Questionable quality of some career assessments and career information
- Poor implementation of ICT applications
- Confidentiality & security of client records
- Lack of counselor intervention
- Limited evidence of career theory use
- Reduced access for specific populations
Roles of the Practitioner

- Assess client readiness for using career interventions
- Assist individuals in selecting, assessing and using quality ICT applications
- Diagnose client needs
- Motivate and assist clients in processing data
Practitioners’ scope of practice

- Nature and extent of practitioners’ use of ICT interventions in practice will vary
- Differences in using ICT in work settings which serve a large number of clients vs. settings which provide mostly face-to-face individual counseling
- Organizational support for utilizing ICT in practice
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; Pyle 2000).

Careful consideration has also been given to ethical principles and guidelines related to the use of technologies in guidance practice (e.g. NBCC, NCDA, IAEVG).
Skills and competencies

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.

Pyle, 2000
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 meet 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.
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).
Successful integration of 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*
“Social media is a process, where individuals and groups build up a common understanding and meanings with contents, communities and web 2.0 technology.”

Practitioners’ conception of competency for social media in career services

- 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

### Career practitioners’ conceptions of competency for social media in career services

<table>
<thead>
<tr>
<th>DIMENSIONS OF VARIATION</th>
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<tbody>
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Kettunen, Sampson & Vuorinen 2013.
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**: media literacy
- **Ethical reflections**: accuracy, validity
- **Personal characteristics**: motivated

“...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**
- technology focused
- content focused

**Function in career services**
- means for delivering information
- medium for one-to-one communication

**Online skills**
- media literacy
- online writing

**Ethical reflections**
- accuracy, validity
- privacy

**Personal characteristics**
- motivated
- patient

“You don’t feed facts, you ask questions. So actually we should be very good at doing social media.”
“At its best, the students begin to reflect on their own views and so become producers of information themselves.”

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

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

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

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<td>privacy</td>
<td>confidentiality</td>
<td>trust, professional proficiency</td>
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The challenge to guidance practitioners as a profession is to decide how to fully, and best use existing and emerging technologies.

We have the opportunity to create new practices and paradigms to better reach individuals who need assistance with career exploration and decision making.

Competency for existing and emerging technologies in career services is not only about a particular set of new skills.

Success in developing competency for social media in career services is a dynamic combination of cognitive, social, emotional and ethical factors that are interwoven.
References


Takk, kiitos, thank you!

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