

# Successful Use of ICT and Social Media in Career Advisory Services

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# Purpose of the Webinar

- Examine the role of career development practitioners in delivering career interventions using information and communication technology (ICT)
- Examine how the role of practitioners might evolve in relation to the use of social media in career interventions

# Organization of the Presentation

- Potential benefits of ICT use
- Potential limitations of ICT use
- Role of practitioners in effective ICT use
- Social media and practitioner role
- Implications for theory, research, training, and policy
- Panel Discussion
- Questions and answers

# Use of Terminology

- In this presentation, the term “**practitioner**” is used for all professionals delivering career interventions
- Persons receiving an intervention with practitioner support are referred to as “**clients**”
- Persons receiving a self-help intervention without practitioner assistance are referred to as “**individuals**”

# Potential Benefits of Using ICT

## Increased access to career intervention

- Access to career intervention is not restricted to physical facilities
- ICT is a *necessity* for persons in remote geographic areas and persons with a disability having mobility problems
- ICT is a *convenience* for persons seeking resources and services at their home or outside normal working hours

## Increased access to assessment

- Existing assessments and new assessments

## Increased access to information

- Locating information with powerful search engines
- Increasing use of video-based information
- Social media-based information with user content

# Potential Benefits of Using ICT

**Increased access to practitioners such as distance counseling**

- Delivered via e-mail, chat, telephone, or videoconferencing
- Anonymity encourages access for reluctant clients
- Loss of verbal and visual cues in asynchronous chat and email lead to perceived safety and disinhibition among some clients
- Opportunity to thoughtfully reflect on practitioner and client texts and e-mails before responding
- Client access to distance practitioners with specialized competencies

# Potential Benefits of Using ICT

**Increased  
practitioner  
access via  
social media**

- Convenient asynchronous and synchronous exchange of text and video
  - Friends and family
  - Practitioners
  - Other individuals making career choices
- Allows individuals and groups to develop common understandings
- Shift in guidance from being supplier-driven bound by time and space to a ubiquitous user-driven experience
- Improved efficiency of career resources and services
- Improved accessibility and anonymity

# Potential Benefits of Using ICT

## Improved client and staff safety

- Reduced face-to-face interaction lowers risk of corona virus transmission, resulting in improved client and staff safety

## Specialisation

- Staff members can specialize in distance or face-to-face services based on preference and expertise

## Cost effectiveness

- Reduced costs of adding office space to accommodate increasing client demand for services

## Flexible scheduling

- Staff supervision can be conducted at a distance creating flexibility in scheduling

# Potential Limitations of Using ICT

## Reduced assessment quality

- Inconsistent evidence of assessment validity
- Little to no evidence of test interpretation validity

## Reduced information quality

- Validity problems due to poor research or bias
- Poor data presentation make information difficult to use
- Validity of social media-based career information
  - intentional bias
  - unintentional bias
  - restricted range of experience
  - out-of-date information
  - popularity bias
  - similarity bias
  - context deficiency

# Potential Limitations of Using ICT

**Reduced  
practitioner  
support  
when  
needed**

- Some clients and individuals need practitioner help to benefit from using assessments and information
- Some need help locating and using relevant information
- Some need help in understanding how to use ICT
- Some need help relating an ICT application to needs
- Individuals with low readiness for decision making are more likely overwhelmed with information
- Practitioner intervention contributes to ICT effectiveness
- Practitioner intervention models have common elements of preparing individuals, monitoring use, and processing results

# Potential Limitations of Using ICT

## Problems with distance counseling

- Clients not providing informed consent
- Practitioners not showing evidence of compliance with established professional standards
- Clients not having adequate writing and computer skills
- Practitioners may have limited awareness of local conditions, events, and cultural issues that impact clients

## Reduced peer & practitioner support via social media

- Digital exclusion due to access problems
- Confidentiality, security, and privacy of information
- Validity of social media-based career information
- Limited critical mass of competent practitioners

# Potential Limitations of Using ICT

## **Reduced confidentiality and security of client records**

- Client case notes and assessment data
- Inconsistent use of data encryption to promote security of client data

## **Reduced equality of access**

- Limited financial resources as a barrier to access
- Digital divide - Not having the digital literacy to know how to access and use information resources
- Equality of access is a social justice issue

# Potential Limitations of Using ICT

## Problems with practitioner competencies and credentials

- Inadequate practitioner competencies
- Considerable variation in the credentials of practitioners providing distance counseling

## Problems with implementation of ICT in organizations

- Implementation problems
  - Poor planning
  - Lack of practitioner participation in decision making
  - Poor integration of new technologies within services
  - Inadequate staff training
  - Poor evaluation
  - Staff anxiety and resistance

# Key Aspects of Practitioner Role

- ❑ **Recommend only valid assessments and information** to clients and individuals that meet standards and relate to specific needs
- ❑ **Have a valid basis for determining which clients and individuals are likely to need support** to benefit from an ICT-based career intervention
- ❑ **Use an explicit counseling model** for providing a type and amount of assistance that is appropriate for clients' characteristics and needs
- ❑ **Make clients aware of the benefits and limitations** of distance counseling and the factors that contribute to successful outcomes

# Key Aspects of Practitioner Role

- ❑ **Have adequate supervision** from a supervisor experienced in ICT-based career interventions
- ❑ **Make clients and individuals aware of privacy issues** with social media and how to use social media tools to manage their privacy
- ❑ **Make recommendations on how to identify and use information** that fits individuals' needs
- ❑ **Monitor and challenge posts and links on social media** that present inaccurate information
- ❑ **Maintain the confidentiality and security of client records** and ensure that clients are aware of these protections and provide informed consent

# Key Aspects of Practitioner Role

- ❑ **Provide information** to clients and individuals who may have limited finances or digital literacy as to where they can obtain support to access the Internet
- ❑ **Practitioners fully describe their competencies and credentials** on the Internet
- ❑ **Limit referrals** to only practitioners who fully describe competencies and credentials that relate to specific client needs
- ❑ **Actively participate in the implementation of ICT-based career interventions** to avoid preventable problems

# Key Aspects of Practitioner Role

- ❑ **Actively participate in the periodic evaluation** of ICT-based career interventions and contribute to future design recommendations
- ❑ **Practitioners periodically contribute to public policy** on the design and use of ICT-based career interventions
- ❑ **Follow appropriate standards for ICT use**
- ❑ **Periodically work to educate clients and individuals** to recognize quality ICT-based career interventions

# Social Media and Practitioner Role

- Range of perceptions regarding the role of the practitioner

Using social media to provide expert information

Using social media in a reflexive one-to-one dialogue, such as distance counseling

Using social media to facilitate interaction among groups of individuals

Using social media in actively engaging communities of individuals around career issues \*

\* This can be described as co-careering, which involves “the shared expertise and meaningful co-construction of career issues among community members” using social media (Kettunen, Vuorinen, & Sampson, 2013).

# Social Media and Practitioner Role

- Success in this role requires active participation in social media by
  - Acquiring the requisite skills
  - Establishing a visible and trusted social media presence
  - Using this social media presence in the delivery of career interventions
  - Monitoring individuals' use of social media
- The question is, how can this be accomplished when practitioners are already busy with numerous tasks?

# Operationalizing an Online Presence

## **1 Practitioners establish foundational skills for successful social media participation**

Contributing to the design and implementation of the social media strategy for their organization is an important first step

## **2 Practitioners establish their own social media presence utilizing current social media tools**

# Operationalizing an Online Presence

## **3** Monitor social media posts within their organization

- Respond to requests for information or services
- Recommend resources and services that fit individual characteristics and needs, and then follow-up
- Take advantage of opportunities for co-careering among the community members that their organization serves
- Participate in external social media sites where the clients and individuals they serve are likely to frequent
  - Answering questions or requests
  - Recommending resources and services
  - Marketing their organization and other sources of assistance

# Operationalizing an Online Presence

- Very important to monitor clients' and individuals' statements when they
  - Indicate possible harm to themselves or others
  - Indicate potential abuse of vulnerable persons, and statements indicating stereotypes or discrimination that limit persons' opportunities

# Operationalizing an Online Presence

- 4** **Practitioners use data analytics** to understand the reach, impact, and utilization of their social media presence
- 5** **Practitioners engage in evaluation** to enhance the social media strategy of the organization
- 6** **Practitioners take advantage of supervision** to improve their social media practice

# Social Media Content Monitoring

- An important barrier to implementing these recommendations is managing the substantial volume of social media posts
- How do practitioners prioritize which social media posts deserve prompt attention and which posts can be responded to later, or not at all?
- Practitioners do not have enough time to read all of the posts, let alone respond

# Social Media Content Monitoring

- Social media sites already have the capacity to monitor posts
- What they lack are algorithms based on theory, empirical data, and expert professional judgment that can prioritize posts for practitioner attention
- A crisis text line (<https://www.crisistextline.org/>) already prioritizes texts for practitioner response on the basis of individuals' danger to themselves or others
- The algorithm prioritizes texts for practitioner response based on readily available empirical data

# Social Media Content Monitoring

- **Resources that can be used for content monitoring**
  - Existing theory on readiness and mental health
  - Empirical data on the characteristics of individuals who are most at risk of career disengagement or harm from self or others
  - Expert professional judgment on setting priorities for care
- **Social media sites can help practitioners prioritize** their time to serve clients and individuals with the greatest need
- **Social media content monitoring using simple artificial intelligence** can assist practitioners in creating a social media presence that is achievable

# Implications for Theory and Research

- What are the benefits and limitations of distance career service delivery and how are these similar and different from face-to-face career service delivery?
- How do synchronous and asynchronous service delivery modalities interact with client characteristics and problems?
- How does readiness for career decision making influence outcomes in distance career advisory services?
- How are clients and practitioners using social media in career advisory services?
- What impact does social media content monitoring have on clients and career advisory services?

# Implications for Training

**Specific social media training competencies include**

- Proficiency to locate, evaluate, and use online content
- Being a versatile and thoughtful writer
- Capacity to generate and maintain engaging and constructive online discussions
- Creating a visible and trusted online presence
- Fostering collaborative processes in career learning among peer group members

# Evolving Role for Career Guidance

With ICT and social media, career practitioners need to consider the following questions to remain relevant:

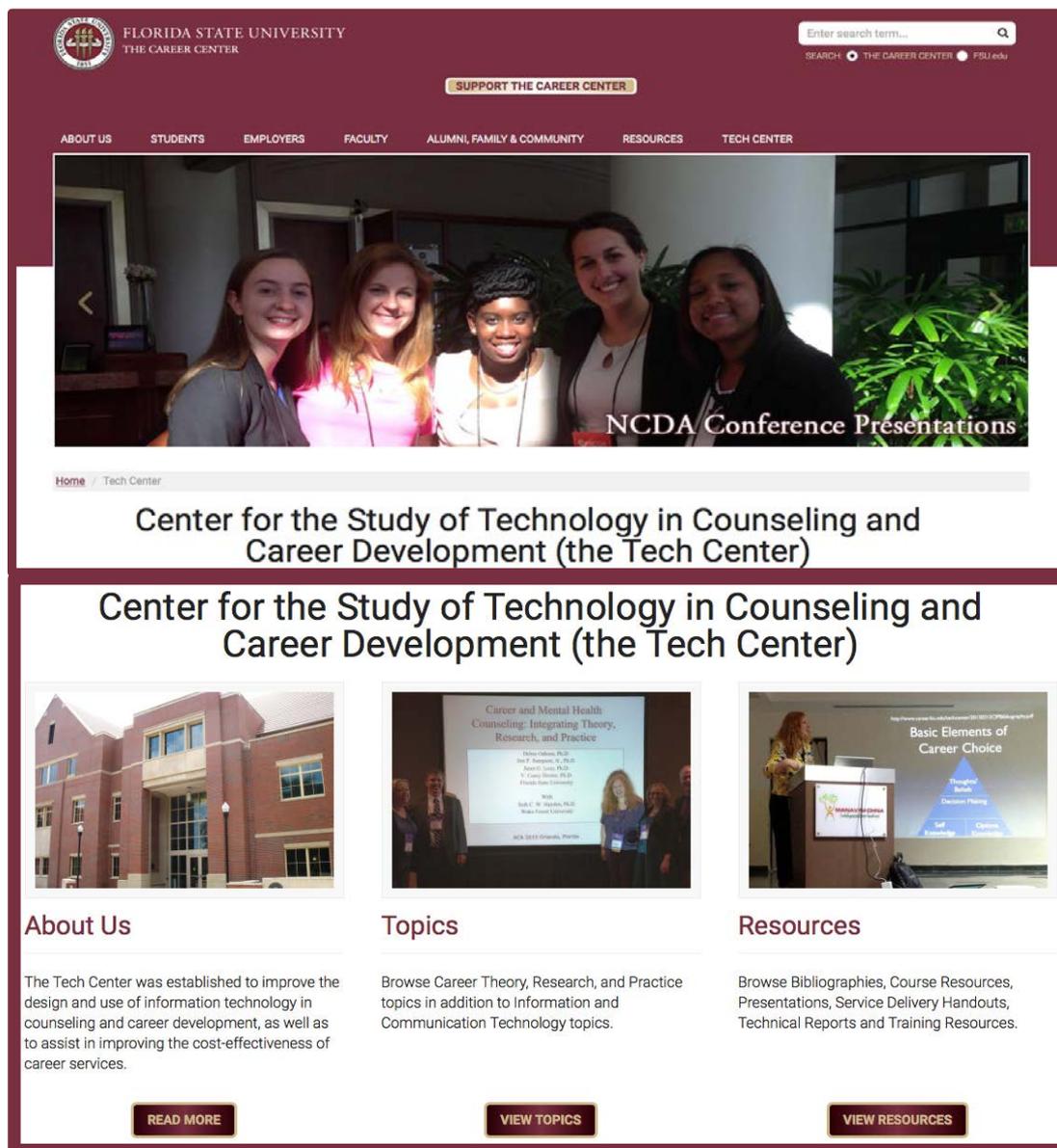
- Given the popularity of social media and text-based distance communication among young people, how does guidance policy need to evolve to accommodate this trend?
- What impact will distance counseling and social media have on adults who are less familiar with this technology?
- What is the best strategy for allocating practitioner time between distance and face-to-face interventions?

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