

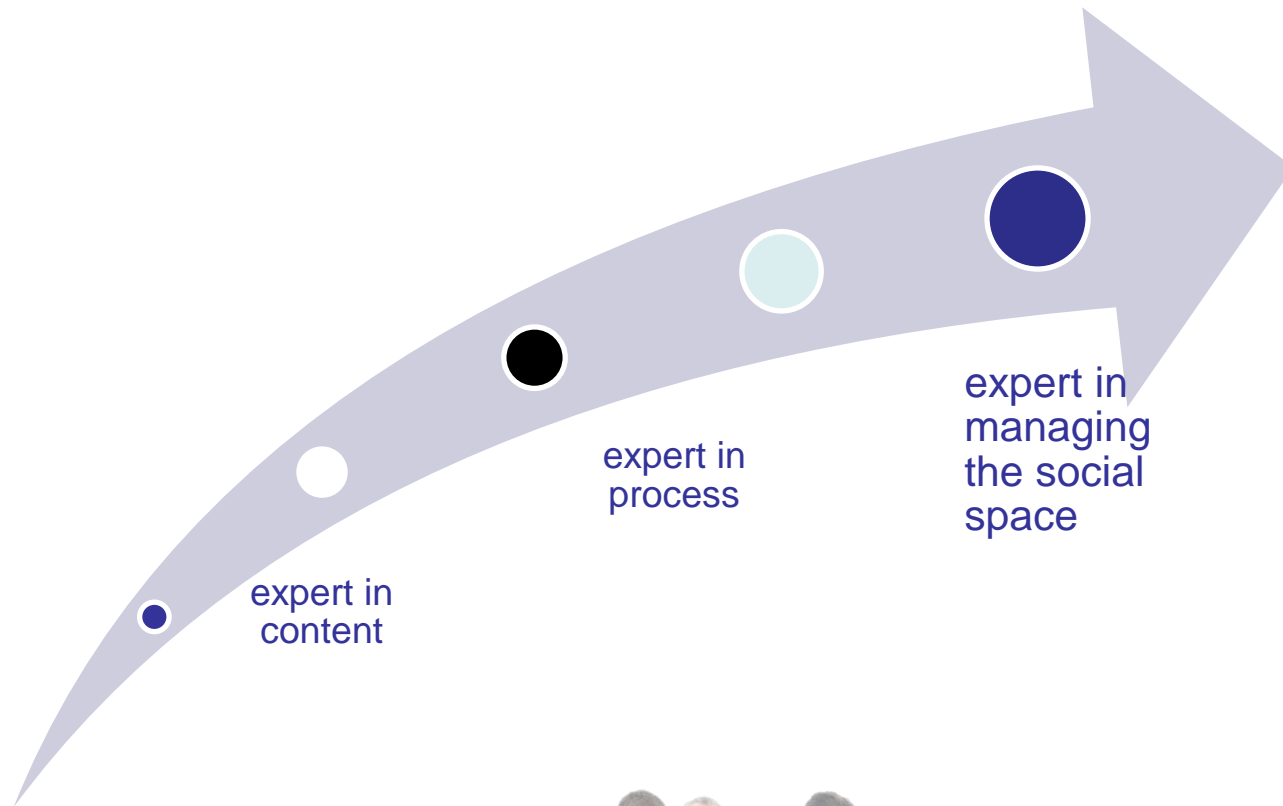
Skills and competences of professionals

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Evolving role of career professionals



Evolving role of ICT

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.

Watts (1986, 2002)

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.

**(Hooley et al, 2010;
Watts, 2002)**



Evolving role of ICT

**Barnes, La Gro and
Watts (2010)**

suggested that ICT be used for the following four functions :
informing,
experiencing,
constructing and
communicating.

**Osborn, Dikel &
Sampson (2011)**

proposed a similar model of three functions:
understanding, acting
and coping.



Evolving role of ICT

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

**Sampson and Osborn
(2013)**

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.

**Kettunen, Vuorinen, Sampson
(2013)**



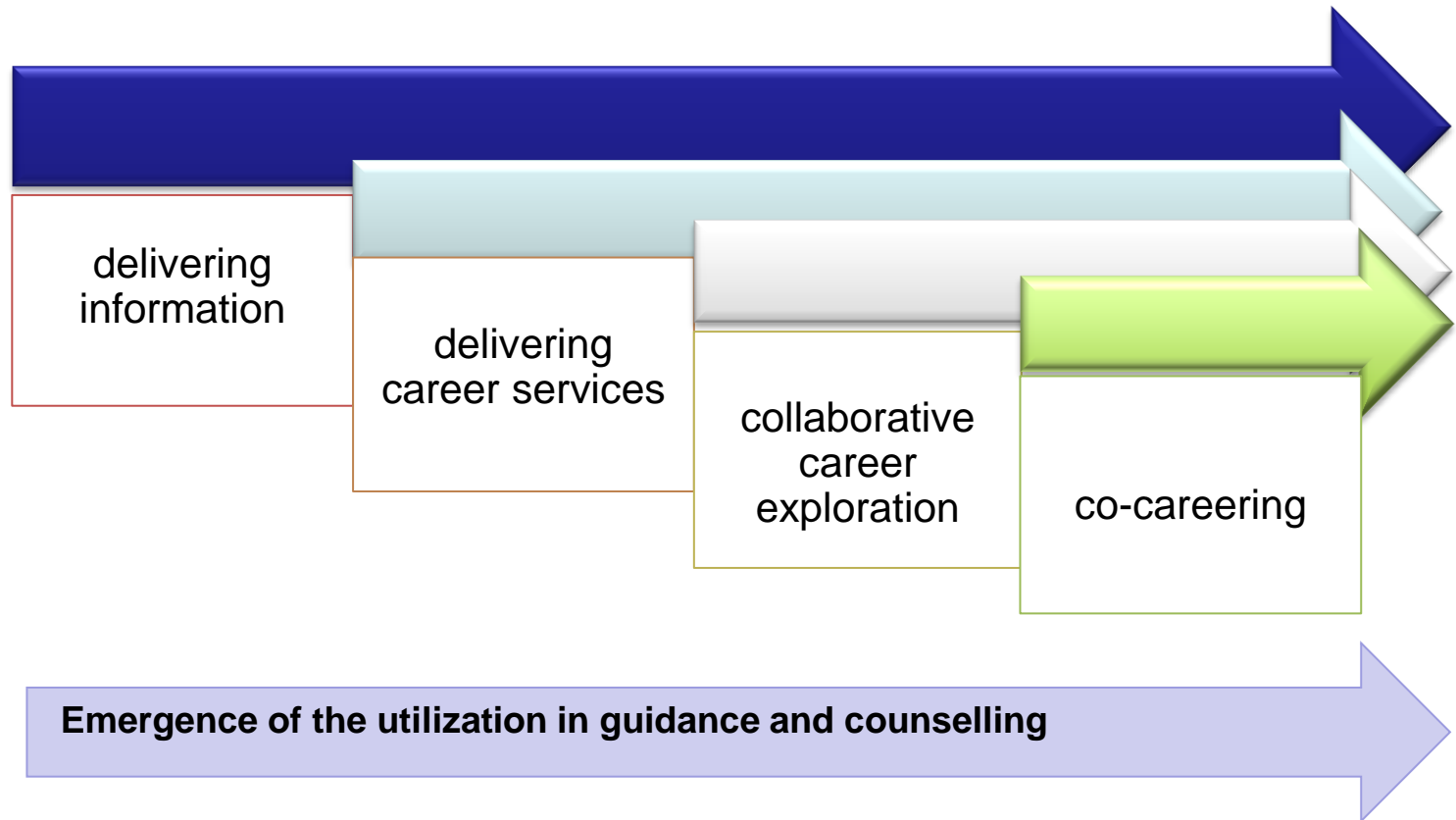
Evolving role of ICT

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**



Evolving role of ICT



Kettunen, J., Sampson, J. P., Jr. Vuorinen, R. (2015).

Career Practitioners Conceptions of Competency for Social Media in Career Services



Skills and competences of practitioners

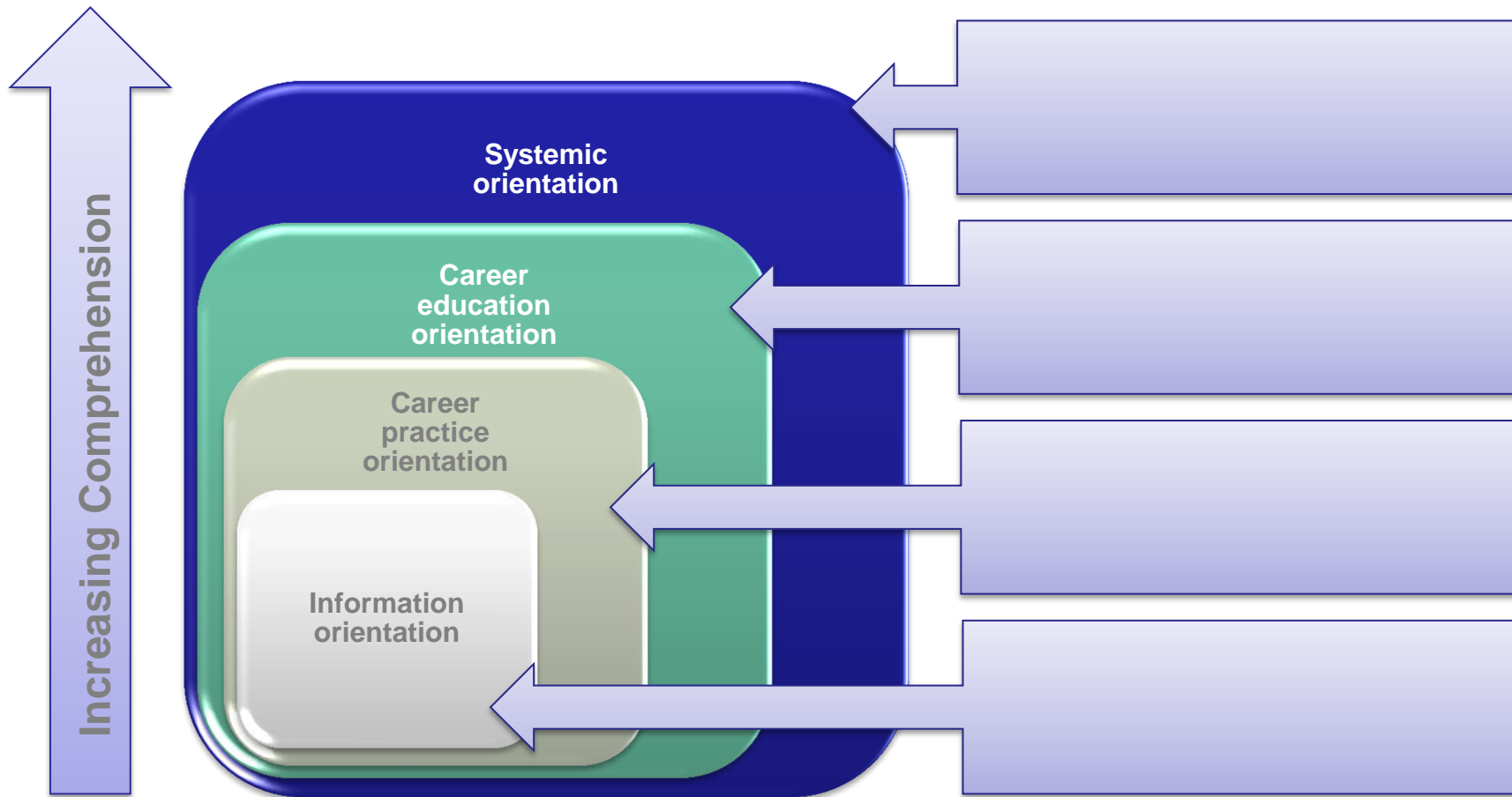
DIMENSIONS OF VARIATION	CATEGORIES			
	Ability to use social media for delivering information	Ability to use social media for delivering career services	Ability to utilise social media for collaborative career exploration	Ability to utilise social media for co-careering
Approach to social media	technology focused	content focused	pedagogically focused	systemically focused
Function of social media in career services	means for delivering information	medium for one-to-one communication	interactive working space	impetus for paradigm change and reform
Online skills	media literacy	online writing	online discourse	online presence
Ethical principles	accuracy, validity	privacy	confidentiality	professional proficiency
Personal characteristics	motivated	patient	confident	innovative

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Skills and competences of practitioners



Skills and competences of practitioners: Information orientation

- proficiency in locating, and evaluating various types of online content and services in a critical and active manner
- media literacy skills
- operational understanding of ICT and ways of using varying online technology/tools as means for delivering information



Skills and competences of practitioners: Career practice orientation

- proficiency in using various types of online content and services in specific context and work settings
- motivate and assist individuals in processing information/data
- practical skills to use ICT not just for delivering information but also as a medium for one-to-one communication



Skills and competences of practitioners: Career education orientation

- pedagogically focused
- emphasis on methods, techniques and activities that foster career learning process and acquisition of career management skills
- opportunities for novel practices that support increased user engagement with both career professionals and career information (e.g. increased use of interactive and multimedia content)
- appropriate structuring and active facilitation in terms of guiding and shaping the discourse with individuals and groups

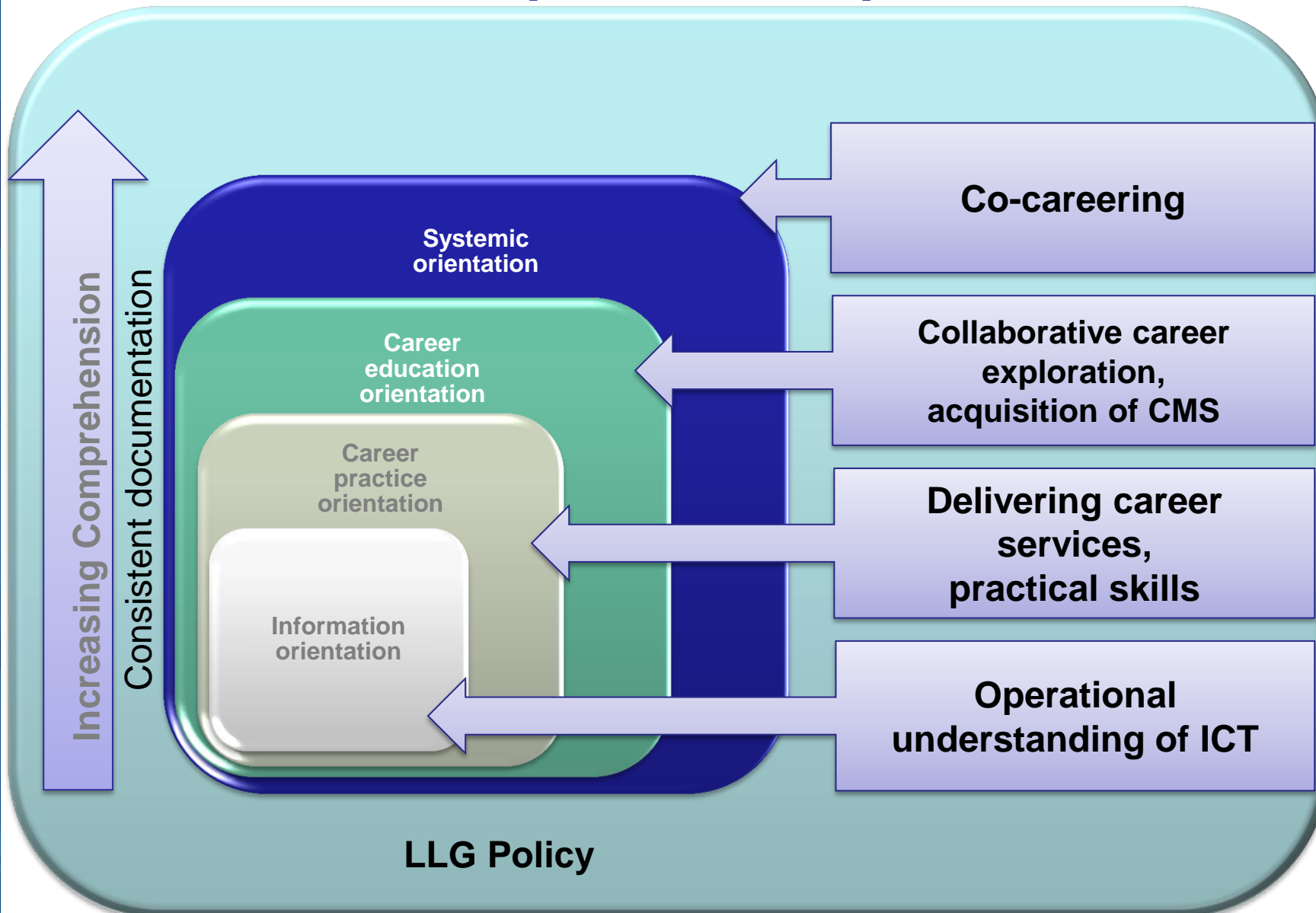


Skills and competences of practitioners: Systemic orientation

- Systematising and improving the quality and efficiency of career guidance services through transformation of separate sector-based and provider-centered provision into user-centered lifelong guidance system
- multi-synchronous ways of communication where direct communication and asynchronous means are combined to satisfy the varying needs of individuals
- well-structured and well-thought-through professional goals and strategies that fit those goals
- requires a cognisant, properly managed and monitored online presence




Skills and competences of practitioners



Discussion

- One central prerequisite for versatile and functional utilisation of LMI & ICT is a good understanding of how different career-related questions become relevant at different stages of an individual's life and how technology may be best used in different guidance and counselling approaches.
- If the goal is to facilitate career practitioners' professional understanding of the opportunities provided by new technologies, it is important to assess and develop practitioners' beliefs about technology and career services as a whole as well as hone their practical skills regarding these technologies.





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