



Building online employability

A guide for academic departments

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International Centre for Guidance Studies

The International Centre for Guidance Studies (iCeGS) is a research centre with expertise in career and career development. The Centre conducts research, provides consultancy to the career sector, offers a range of training and delivers a number of accredited learning programmes up to and including doctoral level.

For further information see www.derby.ac.uk/icegs

Career Development Centre

The Career Development Centre offers information, advice and guidance regarding career choices and career planning, recruitment, skills development and career opportunities to enable students to explore, develop and realise their career potential. The CDC actively engages students in a rich programme of relevant, up-to-date employability curricula and extra curricula. Working within the department of Learning, Enhancement and Innovation, it is integrated into academic faculty communities as well as networks of employers, community organisations and career professionals. The service supports students to reflect on their learning and development and to articulate themselves effectively to employers.

For further information see www.derby.ac.uk/careers

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Introduction

The internet has changed the way that people pursue their career. We find out information about learning and work online, fill in online application forms, present ourselves to our professional contacts through social media and reach out for help and support through our online networks¹. The role of the internet in career is challenging for everyone, but it can be particularly difficult for young people with little experience of the labour market. Higher education students are often experienced internet users, but they are also often inexperienced in their careers. For this group getting to grips with how best to use the internet in the context of their career can be challenging. For students who come to university with more experience of the workplace the challenges are different, but just as real as they are more likely to have pre-existing networks and will have to think about how to make the most of these online. Academics can often feel equally confused and fearfully as to what to do and what not to do with the ever increasing array of tools that the internet offers. Furthermore it can be difficult to be sure exactly what an academics role is with respect to providing career support to their students.

University serves as a key point in most students' careers. Studying at university provides students with a critical qualification that supports their transition into the labour market. However, during a period of recession and rising levels of skills and qualifications across the population, a degree no longer guarantees automatic access to well paid or fulfilling work.

University also provides people with a space to reflect on themselves and what they want from their careers and to practice the skills that they will utilise when they look for and get paid work. This guide focuses on this aspect of university and explores how academics can support students to use their time at university to prepare for their careers. In particular it asks what the role of the internet might be in the career development of graduates.

In the past students were able to treat university as a stage of their life which could be pretty much separated from their graduate life. Within limits university could be a time of consequence free experimentation with relatively little thought given to working life. However four things have come together to change the relationship between university and working life:

1. The introduction of higher education fees requires students to approach their decisions to go to higher education with at least one eye on the graduate labour market. This means that a university education is increasingly seen, by all involved, as a first step towards work.
2. The increased competitiveness of the graduate labour market means that graduates are advised to think carefully about their post-university lives while they are at university.

¹ For a deeper discussion about the role of the internet in career see Hooley, T. (2012). How the internet changed career: framing the relationship between career development and online technologies. *Journal of the National Institute for Career Education and Counselling (NICEC)* 29.

3. The development of employability strategies by most universities has provided further focus and resources to support graduates to connect their studies with their future employment.
4. The development of social media and various other online technologies has opened up the university lives of many students for their future colleagues and employers to see.

This guide will help academic departments to support students to think about their careers and to use the online environment wisely. Used badly the array of social media and online technologies can seriously disadvantage a students' career development, but if used well they can support students to find out about and transition into their future career.

Academics are often the first port of call for students seeking help with their careers. It is therefore important to feel confident enough to be able to have career conversations with students. Of course, it is important to refer students to the institutional careers service where appropriate, but it is also valuable to be able to provide help, support and referral when approached. Universities and academic departments are increasingly judged on the basis of the destinations of their students and this provides an additional reason as to why it is important to understand and support the development of graduate employability. In particular it is important for academics to be aware of the opportunities and pitfalls that exist around the use of the new technologies that can support or hamper career building.

About this publication

This publication has been produced to disseminate what has been learnt through running the Social Media Internship Programme (SMIP) at the University of Derby.

During February/March of 2012, the University of Derby's Career Development Centre (CDC), in association with the International Centre for Guidance Studies (iCeGS), used funding from the Research for Teaching and Learning programme to pilot and evaluate an innovative career development intervention.²

Following the successful pilot further funding was secured to deliver the programme during December 2012/January 2013 with more interns, especially those drawn from programme areas which were under-performing in the Destinations of Leavers of Higher Education survey.³ The project also sought to generate additional resources which could be used by academics to embed digital career literacy into the curriculum.

² Further information about pilot of the SMIP can be found in Longridge, D. & Hooley, T. (2012). An experiment in blended career development: The University of Derby's social media internship programme. *Journal of the National Institute for Career Education and Counselling*. 29: 39-46.

³ The Destinations of Leavers from Higher Education Institutions (DLHE) survey is an annual survey of recent graduates. All students are contacted approximately six months after they leave and asked to provide information about the type of work that they are involved in or what sort of further study they may be engaged in. For further information see http://www.hesa.ac.uk/index.php?option=com_studrec&Itemid=232&menl=11018.

On both occasions, the CDC recruited a number of social media interns drawn from second and third year students for a six week period and encouraged them through training, advice and mentoring to develop their digital literacy and careers through the use of social media. Interns were asked to explore how to use social media effectively for their career development by experimenting with a broad range of packages. They were then asked to reflect on their experience and learning through the development of a blog.

The course showed me how to integrate and develop the elements of social media appropriate to my career development, how and when to use them to best advantage, what not to do and how to target people who can help me. While I used to think of social media as something I 'did', I now think of it as useful tool.

Carole Marsh (Social Media Intern, 2012/13)

A community of interns was encouraged by setting up a LinkedIn group, where the project mentor and interns were able to continuously communicate with each other and offer support, feedback and useful information.

The support felt very accessible, the use of the LinkedIn group not only gave access to the tutors but also peer support which was well encouraged, and for me, a really helpful part of the course.

Daniel Chilcott (Social Media Intern 2012/13)

Participants in the programme revealed that although they were experienced internet users, they were unsure as to how best to use these skills as part of their career exploration and career building.

I thought it would be easy... I spend half my time on Facebook, I have an account on Twitter and I have set myself up on LinkedIn, therefore it should be easy...yet it is not.

Samantha (Social Media Intern, 2011/2012)

People often think they know all they need to about social media because they use Facebook and can download photos or link to YouTube et al. How wrong are they?

Carole Marsh (Social Media Intern 2012/13)

However, participants were able to use the programme to think through their careers and their relationship with social media. Some of those who engaged enthusiastically with the programme found that they were able to extend their networks and begin their transition into a post-university career.

I thought you might like to know that I had an interview with someone I found on LinkedIn and accepted a job with him. If I hadn't done the social media internship I would never have found this opportunity, so thank you.

Fiona Southcott (Social Media Intern, 2011/2012)

By doing the social media internship I have been able to discover new employers and companies as well as developing my skills which will all be useful for when I step into the world of Public Relations and Communications. I am now a writer for grads.co.uk and I am about to embark on a 12 month internship which will enable me to really

focus on my strengths and develop my weaknesses within the work industry.
Samantha Farrell (Social Media Intern, 2012/13)

Participation in the programme was incentivised by recognising this participation on students' university transcripts. However, there are clearly limitations to this kind of extra-curricular approach in developing the employability of the student body. While the evaluation of the SMIP found it to be effective, a justifiable criticism would be to argue that it was serving a motivated minority who, without the programme, would have found ways to develop their own careers. A key test of some of the approaches taken in the course will be whether they can still work when applied to the general student populace rather than just the enthusiastic early adopters.

This publication therefore seeks to transfer some of the learning that has been built up through the SMIP and explore how it can be embedded within the mainstream of the student experience and where appropriate within academic curricular. However, before moving on to explore this it is useful to think about what is known about new technologies and how they might influence graduate employability and careers.

Career building and new technologies

Recent thinking about careers has tended to emphasise the need for pragmatism and responsiveness to labour market conditions. A career is not something that is chosen when an individual leaves education, but rather something that is built throughout life. So the idea of producing a ten-year career plan is less helpful than the idea of managing your career throughout life. Career management is about having the skills necessary to explore a range of possibilities and respond to opportunities as they arise. It is also about gradually building a professional reputation and network that supports your career building.

Oliver Baker, one of the social media interns (2012/2013), recognised that his career was developing alongside his network and his skills. He noted 'I have got a successful film producer as a networking contact and have developed more confidence with social media to add to my PR knowledge'. This kind of understanding chimes well with what career theorists like Ker Inkson argue.⁴ He argues that a network puts us into contact with people and allows us to use these relationships for our own ends. However, the sociologist Robert Putnam notes that effective networking is not just about using people, but rather about a mixture of give and take or reciprocity.⁵ This fact was not lost on Carole Marsh, one of the social media interns (2012/2013) who noted 'I now also recognize the importance of supporting and encouraging others in order to help them; if not today, tomorrow, or sometime in the future.' There is a good case for viewing career as an on-going social process rather than as a process of choosing and planning.

If you accept this kind of emphasis on career exploration and building and the associated importance of building social and professional networks it becomes easier to see why the internet is so important to career. Not everyone is comfortable with using the internet for this purpose. For some the internet is associated with informal social relationships and may not be something that they want to combine with their thinking about career. However, the internet offers everyone a space for exploring careers, creating a network and building a reputation. The challenge and opportunity of this online space is that it is essentially a social space built around networks. If you make contact with someone through a professional networking site the fact that you have done this may be available to your network. Whether we like it or not privacy is redefined by the online space and this in turn creates new challenges for our lives and careers.

The internet is therefore transforming how people pursue their careers. In fact, almost all of the activities that comprise career building have been influenced in some way by the internet. It is therefore important that people are educated to use the internet sensibly and professionally as the internet is here to stay.

⁴ Inkson, K. (2004) Images of career: Nine key metaphors, *Journal of Vocational Behavior* 65: 96-111.

⁵ Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster.

It is possible to argue that the internet offers students four main opportunities.

1. Access to career information
2. An opportunity to interact with potential employers
3. A place to build and maintain your professional network
4. A place to raise your profile and manage your reputation.

It is useful to explore each of these in more detail to see how students might make effective use of them.

Access to career information

The internet offers a vast library than can be used by students to find out more about almost anything. The process of studying for a degree is likely to have honed their research skills and helped them to recognise the enormous bank of information that is available via the internet. It will also (hopefully) have helped them to develop some criticality about the internet and encouraged them to question the veracity of the information that they find there.

In the context of career the information available from the internet is hugely useful to someone exploring their career. To the skilful Google user all of the following types of information are available.

- Vacancy information
- Destination data at the level of academic subject and university
- Information about recruitment processes
- Information about job requirements
- Career histories of individuals
- Occupational profiles and salary information
- Profiles of sectors
- Information about progression pathways through learning and work
- Trend data that can identify where new labour market opportunities might be
- Economic analysis which can help to just the reliability of much of the other data

All of this information and more can aid individuals in making wise career decisions. However the easy availability of online information masks the fact that there is considerable skill in knowing how to ask the right questions of this sort of information and interpret what you are being told.

An opportunity to interact with potential employers

In the past students had very limited opportunities to make contact with employers. Beyond annual careers fairs and occasional employer talks, it was difficult to find out what employers wanted before you were committed to the recruitment process. However, the growth of online professional networking sites like LinkedIn open up opportunities for students to read about employers and to make contact with both company recruitment departments and recent graduates and current employees. Used effectively this can provide an effective bridge into employment by helping students to better understand the world of work and make contacts.

Employers and recruiters also see benefits in using social media sites like LinkedIn to recruit candidates and to “try before they buy”. However, current evidence suggests that students

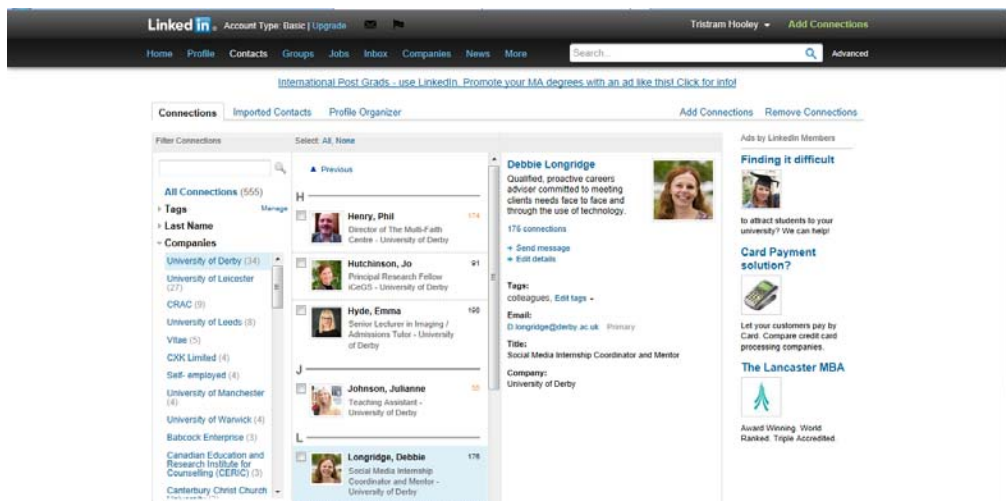
are making less effective use of this opportunity than the recruiters who they are trying to impress. While employers are still unsure of exactly how to use much of the information that is available on social media they are beginning to use it as part of their recruitment approaches.⁶ However one of the social media interns (2011/2012) remarked that many students were not sure how to use these tools professionally: 'A lot of people aren't geared towards the professional use of social media. They use it for fun and social life'. This seems to be backed up by surveys and research that have suggested that young people may not be as proficient in the use of ICT as is often assumed⁷. As a consequent the professional use of social media is not well developed amongst current students and recent graduates.

Graduates are missing a trick when it comes to social media, yet they are the generation that uses this communication so much in their personal lives. It appears the potential for social media to aid job hunting has not yet been realised by graduates.

Sean Howard, Vice-President (SHL)⁸

A place to build and maintain your professional network

As has already been suggested, much career building is actually about building a professional network. Networks can be useful to provide you with information, to advocate for you and as a resource from which you can draw down help and advice. Social tools like LinkedIn provide a very concrete representation of a professional network.



⁶ Fallaw, S. S., & Kantrowitz, T. M. (2013). *Global Assessment Trends Report*. Alpharetta: SHL.

⁷ See for example Burhanna, K. J., Seeholzer, J., & Salem, J. (2009). No natives here: A focus group study of student perceptions of web 2.0 and the academic library. *The Journal of Academic Librarianship*, 35 (6), 523-532 or Bennett, S., & Maton, K. (2010). Beyond the 'digital natives' debate: Towards a more nuanced understanding of students' technology experiences. *Journal of Computer Assisted Learning*, 26 (5), 321-331.

⁸ SHL (2011). Survey of Graduates. Available from http://www.shl.com/uk/news-item/press_releases/60-per-cent-of-recent-graduates-up-to-611682-have-not-found-a-graduate-job/ [Accessed 15th April 2013].

Social and professional networking tools help you to identify everyone who you are connected to and allow you to remain in touch with this network even when you are not in regular face-to-face contact. Secondly online social networks provide a mechanism for members of the network to share news, information and activity. In the past this kind of regular sharing of practice was only available occasionally perhaps through a conference or a meeting. However, the networks that now exist on the internet are in constant contact with each other and can offer those who use them well real advantages in finding, getting and undertaking work.

Many students (particularly those who have never undertaken paid work) are likely to have very limited professional networks. If you do not know anyone who is currently in paid work your network is likely to be of limited use to you in your career. One thing that academics can usefully do is to encourage students to widen their professional networks and suggest that they take opportunities to connect online or face-to-face with relevant working people. Another thing that is likely to support students' career building is introducing them to relevant contacts that might support their career. Professional networking tools tend to facilitate this process of introduction and recommendation.

A place to raise your profile and manage your reputation.

Finally it is possible to argue that the internet offers students a space within which they can manage and build their reputations. We are all leaving an online digital footprint every time that we interact online. This digital footprint now forms part of the capital that an individual brings when they apply for a job. A quick way to test your online profile is to Google yourself (putting your name in quotation marks: "Name").



This is a useful exercise to do with students as it enables them to encounter the digital footprint that they are leaving. If this footprint is dominated by professional activities and speaks to their career interests it is likely to be an asset. If it is made up largely of photos of high spirited student antics it is less useful in career terms. There are also some disadvantages if a Google search on you returns little or nothing as potential colleagues or employers may see you as a blank page.

It is important to recognise that a digital footprint is not just an accidental occurrence. Students have the opportunity to develop their online presence and to manipulate their digital footprint so that it supports their career building. This guide will provide some ideas about how students might go about doing this and how, as an academic, you might be able to support them in this.

What is digital career literacy?

The internet provides an environment within which an individual can build their career. It is clear that this environment offers both opportunities and potential pitfalls. It is also possible to observe that some people are better at using the internet for career building and making use of its opportunities than others. These people are not simply intrinsically better at using technology than others; rather they are exhibiting knowledge, skills and attributes that support their career building. It is possible to refer to this interlinked set of technical skills and career management and employability skills as *digital career literacy*.

Digital career literacy is concerned with the ability to use the online environment, to search, to make contacts, to get questions answered and to build a positive professional reputation. Digital career literacy is already important to an individual's ability to pursue a career successfully, but it is getting more important.

In order to support individuals to recognise and develop their digital career literacy it is necessary to describe these abilities. The 7 C's of digital career literacy set out below provides a framework for these skills.

The 7 Cs of digital career literacy⁹

The seven Cs' of digital career literacy is a framework which describes the skills, attributes and knowledge required to effectively use the online environment to build a career. The 7 C's can be used as a framework for individual career development and as a way of shaping learning outcome within the curriculum. While they are focused on career they also overlap strongly with the information literacy, research and communication skills that are necessary in pursuing a degree.

The 7 C's are as follows.

- **Changing** describes the ability to understand and adapt to changing online career contexts and to learn to use new technologies for the purpose of career building.
- **Collecting** describes the ability to source, manage and retrieve career information and resources.
- **Critiquing** describes the ability to understand the nature of online career information and resources, to analyse its provenance and to consider its usefulness for a career.
- **Connecting** describes the ability to build relationships and networks online that can support career development.
- **Communicating** describes the ability to interact effectively across a range of different platforms, to understand the genre and netiquette of different interactions and to use them in the context of career.

⁹ The 7 C's are originally set out in Hooley, T. (2012). How the internet changed career: framing the relationship between career development and online technologies. Journal of the National Institute for Career Education and Counselling (NICEC) 29.

- **Creating** describes the ability to create online content that effectively represents the individual, their interests and their career history.
- **Curating** describes the ability of an individual to reflect on and develop their digital footprint and online networks as part of their career building.

Changing

Changing describes an attitude towards technology and lifelong learning. Individuals who are able to change will be able to recognise that both the labour market and technology is always changing. They will have a positive orientation to these changes and will seek to engage in lifelong learning and development. Changing does not imply uncritical acceptance of what is happening, but rather suggests that an individual will be able to investigate new opportunities and technologies and find out how to make the most of them.

During the SMIP one final year business studies student was initially reluctant to start using social media packages such as LinkedIn. She articulated both a lack of confidence in using the technologies and an unwillingness to make her personal data available online due to shyness. She was concerned that making mistakes in the public domain could have a detrimental effect on her digital identity, but this appropriate concern resulted in a reluctance to 'get out there and network' in a way that may have been detrimental to her career. After discussing this with the careers adviser coordinating the programme she was given more support to increase her knowledge of the technologies and her confidence about what to make available online. She became more willing to experiment and embrace change in the online environment. As a result she joined a number of relevant groups on LinkedIn where she joined in conversations and communicated that she was looking for marketing job openings. She then identified members of the LinkedIn groups who she felt were potentially useful to her and began to develop professional relationships with two people in particular. Within a number of weeks, she was offered employment opportunities by both contacts and accepted a position with one of them as a Marketing executive.

After I had joined more relevant groups I began to join in some of the discussions on these. One discussion started by another member was asking if anyone needed any marketing experience, although I already have some I decided to reply to see what he had to offer. Following some email conversation and an informal phone interview and interview/shadowing day I secured a job with him and accepted the offer.

Fiona Southcott, Social Media Intern, 2012

Collecting

Collecting describes the skills that are required to find, retrieve and store relevant knowledge. Central to this is knowledge about what kinds of information are available online that might be useful to career building. Alongside this knowledge are a set of research skills whereby individuals can find and manage online information using tools such as Google. Research suggests that many individuals view and manage online information in a very

basic fashion, for example often using natural language expressions like “where can I get a job in Derby?” to query Google and other tools.¹⁰

These kinds of research skills are clearly an area where graduates should be developing their capabilities through their studies. However, there is a need to illustrate how some of the skills that are developed through a degree might be reapplied to the kind of research that is required for career building. There is also a need to provide students with an opportunity to experiment in using their research skills for different purposes, perhaps by introducing them to some common job search sites or sources of online career information and encouraging them to interrogate them for useful career information.

Some useful starting points for collecting career information include the following sites.

Site	What it does	URL/web address
Monster	Job search and extensive career information site	http://www.monster.co.uk/
Prospects	The UK's official graduate careers website	http://www.prospects.ac.uk/
Wikijob	Graduate jobs and opportunities site created by its readers	http://www.wikijob.co.uk/
Google jobs search	Use Google to find jobs	http://www.google.com/about/jobs/search/
icould	Around 1000 films showing people's career histories	http://icould.com/
University career services websites	Career information, information about local career services, vacancy information and a range of other resources and materials	e.g. http://www.derby.ac.uk/careers

¹⁰ See Hooley, T., Hutchinson, J. and Watts, A. G. (2010). *Enhancing Choice? The Role of Technology in the Career Support Market*. London: UKCES.

Critiquing

Critiquing describes the skills and knowledge that are required by an individual to assess the veracity and utility of information that is available online. While students might be aware that all online information is not trustworthy it is worth thinking about this in the context of career information. There is no quality control for online content and this means that students are advised to adopt a critical or even sceptical eye. As with collecting there is likely to be much that is transferable from core academic research skills about how to decide whether a particularly piece of information is trustworthy or not.

However, it is not always as straightforward as simply spotting hoaxes or identifying unsubstantiated claims. Sometimes career information is essentially a matter of opinion. For example a student might want to know how to best present their CV. Unfortunately there is no definitive answer to such a question as the answer is likely to depend on the context, the candidate and the preferences and prejudices of the hiring manager. In this circumstance students are advised to triangulate a number of sources of information. An effective career education will encourage students to think about these issues and to view career information through various lenses which ask them to consider whether this is reliable, whether it is definitive and whether it is useful to their current career need.

Connecting

Connecting describes the attitudes and skills that individuals need to forge social and professional contacts. Some social and professional contacts will be made online and others will exist entirely online. However, in most cases people's online and offline contacts overlap considerably and online tools offer a way to manage and interact with these contacts.

A good example of how students can make use of online contacts can be seen from the case of Ulrike Shultz. Shultz was an Austrian graduate who came to London in March 2011 looking for job. She created an online campaign using Twitter, YouTube and her blog to raise her profile and extend her professional network in London. After contacting a manager at a Digital Agency on Twitter, she was offered an interview for an internship, which she took. Talking to work colleagues, she got more contacts and continued to contact people on Twitter and had successfully landed a job as an Account Executive at 'We Are Social' by the end of the year.¹¹

Ulrike's story shows how the ability to connect with people online can translate into career opportunities. Ulrike was not applying directly for a job; rather she was building career contacts that were useful to her in the future. By focusing on developing her network and taking a long term approach Ulrike was able to move into a graduate job which used her skills and abilities. If students are able to develop their networks in this way while they are at university they will have a considerable advantage in transitioning into work.

¹¹ For further information about Ulrike Shultz read about her on The Guardian careers blog <http://careers.guardian.co.uk/careers-blog/graduate-twitter-job-seeker-employed>. The example of Lindsay Blackwell provides a useful illustration of effective communication.

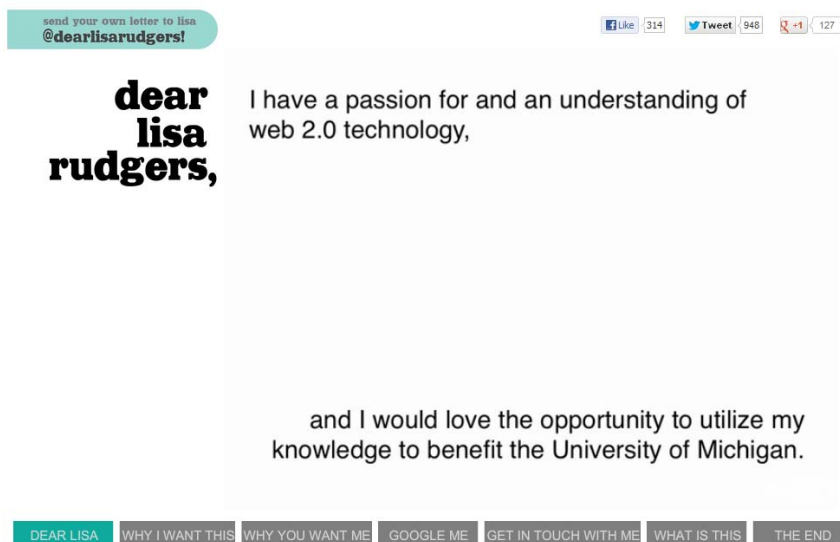
Communicating

Communicating describes the skills that people need to interact with other people online. The newspapers are fond of stories about how young people write their CVs or covering letters in text speak.

dEr Sir I wud llk 2 apply 4 d advRtizd job. I BIEv dat I hav d neceSrE skills required 4 d post & dat I wud b a gr8 aDitN 2 yor team. urs Chad.

This kind of example is fairly extreme but it makes an important point about thinking about the difference in the way that you might communicate with your friends and how you might communicate with a prospective employer. However, the issue is actually more complicated than this suggests. The proliferation of different fora and genres online means that it is difficult to be sure what the conventions are. We are likely to convey messages differently in emails, LinkedIn, Facebook and Twitter and differently again through online application procedures. Whereas in the past careers advisers might have given individuals standard covering letters to copy and adapt increasingly individuals need to be able to analyse and internalise the conventions of different online fora.

Effective online communication is clearly important to building a career. The example of Lindsay Blackwell provides a good illustration of this. Lindsay was a recent graduate working as a marketing officer for the Ann Arbor Symphony Orchestra. She decided that she wanted to go for the position of Social Media Director at the University of Michigan. To do this she adopted an unusual approach by setting up an engaging website setting out her qualities and suitability for the role.¹²



The image shows a screenshot of a website titled "Dear Lisa Rudgers". At the top, there is a teal button that says "send your own letter to lisa @dearlisarudgers!". To the right of this button are social media sharing icons for Facebook (314 likes), Twitter (948 tweets), and a red heart icon (127). The main content of the page is a cover letter snippet. It starts with "dear lisa rudgers," in a large, bold, black font. The text of the letter reads: "I have a passion for and an understanding of web 2.0 technology," followed by a large gap, and then "and I would love the opportunity to utilize my knowledge to benefit the University of Michigan." At the bottom of the page, there is a horizontal navigation bar with several buttons: "DEAR LISA", "WHY I WANT THIS", "WHY YOU WANT ME", "GOOGLE ME", "GET IN TOUCH WITH ME", "WHAT IS THIS", and "THE END".

¹² For further information about Lindsay Blackwell and her Dear Lisa Rudgers campaign visit www.dearlisarudgers.com.

She thought carefully about how to communicate with the hiring manager, whose name was Lisa Rudgers, and decided that she could bring her application to her attention by buying the domain name “dearlisarudgers.com”. Lindsay also used her social and professional network to raise her profile by linking the site to all of her social media accounts and keeping a timeline of developments with the application. People noticed, connected with her and sent her website on to their followers. The Dear Lisa Rudgers site went viral and as a result of all of the attention that she was getting Lindsay was given an interview for the role at the University of Michigan. Although she did not get the job, she did get other offers as the result of her campaign and is now working as the Social Media Director for a digital marketing company.

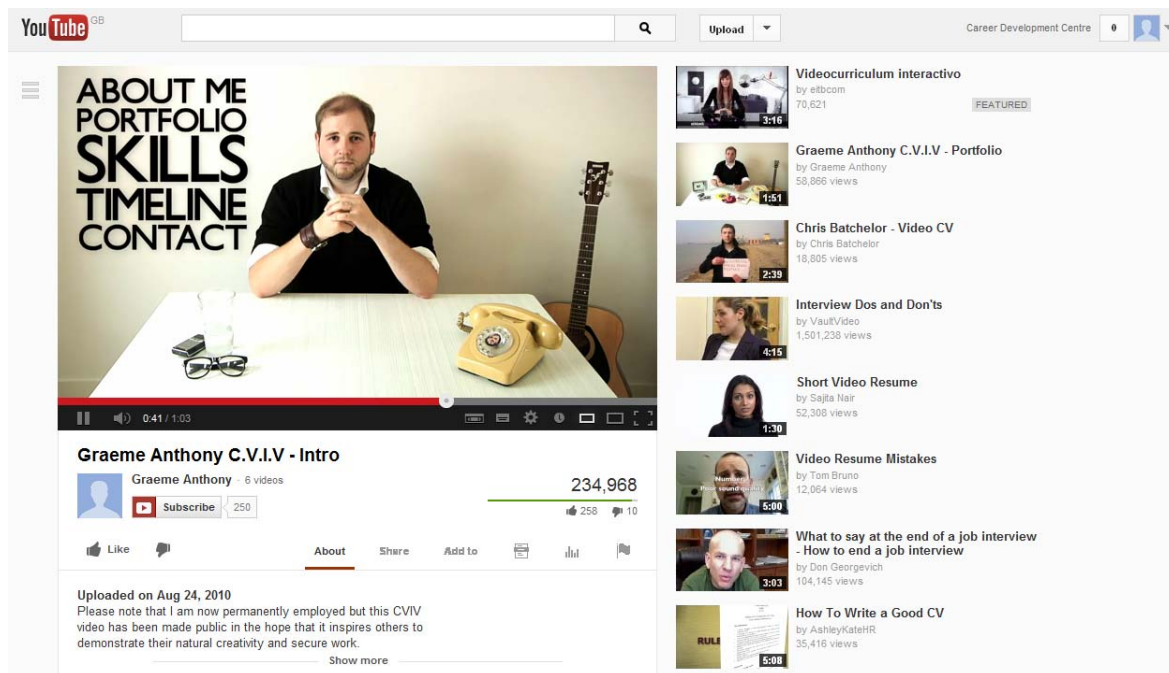
There is a lot that could be learnt from Lindsay's campaign but it is worth drawing attention to the way in which she communicated. Lindsay carefully constructed a message that was aimed at an individual and developed a gimmick that would bring it to the attention of that individual. However, she also communicated effectively with her network, enlisting them in her career building. This is not to say that Lindsay's approach is easily transferable or that everyone should be buying the domain names of potential hiring managers. However, Lindsay does provide a good example of effectively attending to the message, the mode of communication, primary and secondary audiences and thinking about how to ensure that a message reaches the person who it is intended for and has impact with them.

Creating

Creating describes the skills and abilities that are required to establish an online presence through the development of content. Online content includes a wide variety of different things including status updates and short messages. However, the internet also offers a range of opportunities to create more substantial forms of content such as blogs and video content. These kinds of content have the potential to say something substantial about someone's interests and provide evidence of their skills and knowledge. The ability to create career-relevant online content is therefore likely to offer individuals advantage in developing a reputation that will support their career building.

The activities of Graeme Anthony¹³ provide a good example of how the creation of online content can be effectively marshalled to support career building.

¹³ For further information about Graeme Anthony view his C.V.I.V. on YouTube at <http://www.youtube.com/watch?v=9EzNII1U2N8>.



As a self-promotional tool, Graduate and PR professional, Graeme Anthony created and uploaded a CVIV (Curriculum Vitae Interactive Video) on YouTube. Unlike many of the ‘Hire me’ type videos found on YouTube, Graeme presents in a highly professional, yet humble, way, effectively demonstrating his skills, experience and creativity.

Graham enlisted the support of a local media production company to aid in the creation of his C.V.I.V. but the approach that he takes does not necessarily require a high degree of technical skills. It is more important to create a clear and honest statement of who you are than to present a cinema quality film. Social media content tends to be based on a DIY ethic and so viewers are likely to forgive technical wobbles if the core content is interesting and relevant. After an hour of posting Graeme had received over 2,000 hits and his C.V.I.V. quickly went ‘viral’! At the time of writing, he had received 245,507 hits.

Graeme said: “The response has been mind-blowing with offers of interest ranging from small start-up businesses all the way through to large multinational organisations. I’ve received requests to go work abroad and some high-profile individuals have suggested that I start-up on my own which was extremely flattering.”

What underpinned Graeme's success was the content he created. Graeme's content highlighted his skills and used the digital medium he had chosen to full effect. His example also shows one of the main advantages of creating content for an online audience, how easy it is to share and pass content on. The approach taken by Graeme is a fairly specific one which is related to job seeking. It is also possible to create other kinds of online content, such as blogs, which create a record of an individual's professional engagement in their area of interest.¹⁴ This kind of content is not simply about selling yourself to an employer, but also

¹⁴ For example all of the authors of this publication maintain blogs which discuss their own professional interests. Debra Longridge writes Derby Creatives (<http://derbycreatives.blogspot.co.uk/>), Tristram Hooley writes Adventures in Career Development

about engaging a peer network and building a reputation. Students may want to invest time in a blog that showcases their university work or where they discuss issues about the sector they are trying to get into as a way of showcasing their talent and interests.

Curating

Curating is about developing an awareness of your digital footprint and taking active steps to manage it. This may be about identifying negative content that exists online which may hamper career building and taking steps to remove this or diminish its impact. More usually it is about finding ways to increase the amount of positive content that exists online and finding ways to highlight the material that is really useful.

A good place to start in curating your digital footprint is to become aware of what material exists online about you. As suggested above, a quick way to test your digital footprint is to Google yourself (putting your name in quotation marks: "name"). If you are happy with the results that appear you are probably curating your digital footprint fairly well. However if you either see material that you are unhappy about or you feel that the results do not represent you very positively you may want to invest more time in curating your profile.

One way of managing one's own identity, of controlling how your online profile is projected is to try and ensure that you emphasise the most positive content. Profile and content management tools such as www.about.me, www.enthuse.me, www.scoop.it and flipboard.com all allow you to exert a greater control over the material that is available about you online. By creating a personal home page these sites allow you to manage your online identity and project the image of yourself that you choose.

An additional strategy is to 'swamp' your accounts with posts that reflect you appropriately and positively. This will move negative comments and posts further down the Google timeline and replace them with more positive information.

If there is a particular issue that you are concerned about, such as a criminal conviction, one option is to use social media as a vehicle to explain any uncomfortable truths rather than leaving people to discover them by accident. This does need to be considered carefully beforehand and is not a strategy that all people would be comfortable with.

Finally, you could try and delete negative posts although it is not always possible to remove information altogether.

(<http://adventuresincareerdevelopment.wordpress.com/>) and Tom Staunton writes Running in a Forest (<http://runninginaforest.wordpress.com/>).

Understanding key online tools that students can use to develop their career

It is important to make the distinction between digital career literacy and learning to use various digital or online tools. Digital career literacy is a set of skills, attributes and knowledge that can be applied in a variety of different ways and using a variety of different tools. The tools are likely to continue to change and develop, but there is much transferable learning between them. For example users familiar with Facebook will probably find much of LinkedIn familiar. Nonetheless all new tools require some learning and orientation to use them and this section seeks to provide some of this basic introduction to some of the key tools.

As has already been discussed while students may use various online tools extensively this does not necessarily mean they are doing so in a way that supports their career development. However it is equally true that without being able to use the tools themselves students' ability to develop their careers may be hampered.

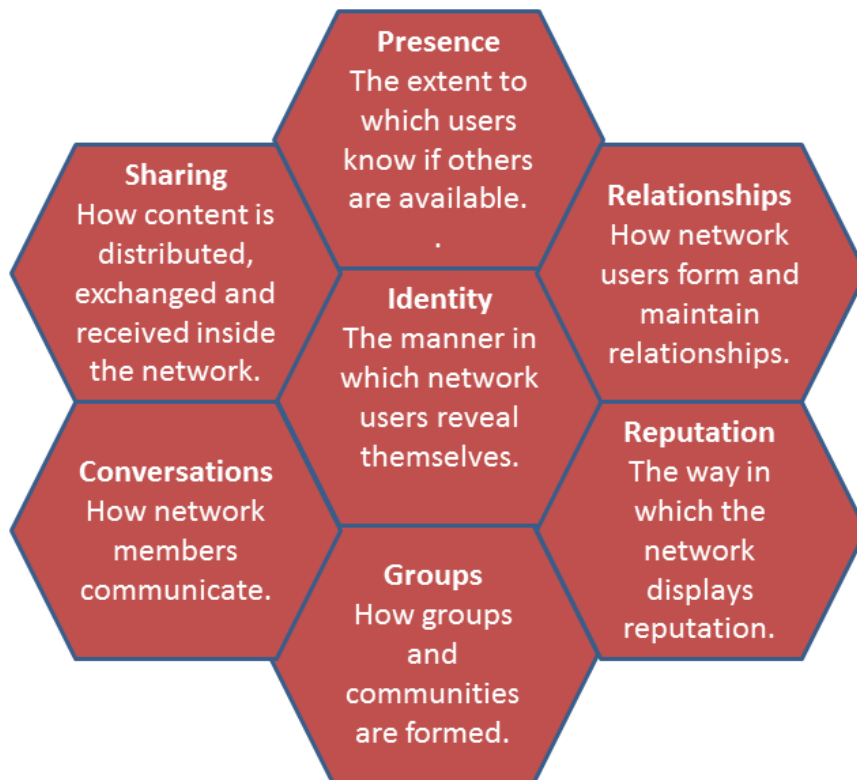
Given that social media tools are always changing, it is useful to have a framework to aid in the understanding of such tools. So for example early social tools such as Six Degrees (founded in 1997) no longer exist and former market leaders like MySpace (founded in 2003) have seen massive falls in popularity. However both of these tools have similarities to the current market leader (Facebook). While Facebook is currently fairly entrenched in its position as market leader, there is no reason to suppose that in ten years' time a new tool, or perhaps more likely a new type of tool might have superseded it. Given this it is important for those who support students in their digital career literacy to understand the different types of tools that exist so that they can assess and promote new tools to students.

This section will discuss a framework for assessing tools devised by Jan Kietzmann *et al.*¹⁵ and then look at how this can be applied to various popular social media tools.

The Honeycomb Framework

Kietzmann *et al.* looked at social media from the perspective of businesses. They argued that many businesses, like many individuals, fail to engage with social media because they find it difficult to penetrate the vast array of seemingly similar tools. In response to this Kietzmann *et al.* proposed their honeycomb framework based around seven cells which describe the features of social media.

¹⁵ Kietzmann, Jan *et al.* (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons* 54: 241–251.



Kietzmann *et al.* argue that different social tools will attempt these functions in different ways and to different extents. By looking at the ways and extents that various tools attempt these functions it is possible to compare different tools and allow students to think about their utility for their career building. The rest of this section will examine some of the most popular social tools using the honeycomb framework.

Facebook¹⁶

Facebook's official mission 'is to make the world more open and connected'. Out of all of the various social media platforms that exist, Facebook is the market leader with a total user count over 1 billion users a month¹⁷.

Identity – Identity is central to someone's Facebook account. Users are asked to create a comprehensive biography covering their education, career and interests and to post a picture which represents them. This identity is then further articulated through writing posts and posting pictures.

Presence – Facebook is designed to facilitate interaction by making transparent who is actively engaged with the site. By default every picture, comment and action that an individual takes on the site is shared with their network. This enables users to

¹⁶ You can access Facebook at www.facebook.co.uk.

¹⁷ Kiss, J. (2012). "Facebook hits 1 billion users a month in *The Guardian*. 04/10/2012. Available from at <http://www.guardian.co.uk/technology/2012/oct/04/facebook-hits-billion-users-a-month> [Accessed 13th May 2013].

recognise which members of their network are most present on the site. Facebook is mainly asynchronous, but also offers users information about who is logged on synchronously and provides an instant messenger service to allow users to talk to each other.

Relationships – Facebook revolves around becoming “friends” with people, this allows you to see each other’s information. Exchanging information and commenting on each other’s content is the main manner that friendships are run on Facebook.

Reputation – Facebook does not seek to distinguish between users on the basis of reputation. However, it does display how many “friends” an individual has.

Groups – Facebook allows people to sign up to various groups based around topics, personalities, products and places. Depending on their nature, these groups may not be made up of people who know each other or are connected through Facebook. They therefore provide a space for communication beyond an individual’s immediate network (friends).

Conversations – Conversation on Facebook are largely organised through the posting of a status update or other piece of content (text, links, photos or videos) and through the opportunity for others to comment on this content or to endorse it by using Facebook’s “like” option.

Sharing – Facebook shares content that is posted with those who you have given permission to see this content. Most obviously content is available to an individual’s friends, but depending on how an individual has specified their privacy settings it can also be seen by friends-of-friends or anyone who searches for it. Alternatively you can post information only for certain sections of your friends.

Facebook is designed for publishing and sharing content and consequently creates a series of question for students starting out on their careers. Do I want things I share with my friends to be seen by others? Have I updated my privacy settings to exclude non-friends? How do I feel about using my friends to advance my career (such as asking them about hiring opportunities at their place of work or marketing my services to them if I am starting my own businesses)? Could I use Facebook to connect with recruiters by “liking” their pages? Should I create a separate page for the professional me using Facebook’s business page function? Facebook confronts students with the question of whom they want to be online and who they want to share this identity with.

Privacy settings

A key area of concern around the use of Facebook relates to the issue of privacy. If an individual is concerned about how they will be perceived from their Facebook profile they have the opportunity to manage their privacy more tightly. Here’s a step-by-step guide;

- Go to the settings “cog” on the top bar
- Select privacy settings
- From here you can control who can see your posts
- When you post an item there is a box labelled “friends” in the bottom left-hand corner where you can customise further.
- This option allows you to decide if you want friends of people tagged in a post to be able to view it.

- For more info see <http://www.facebook.com/help/>

LinkedIn

LinkedIn is often viewed as a Facebook for professionals. Its structure is similar with a member having a central page that holds information about them whilst reaching out to develop a network of contacts. The big difference is that LinkedIn's focus is entirely professional.

Identity – LinkedIn encourages you to create a profile displaying your professional identity. The structure works very much like a CV allowing you to list your occupational history, skills & expertise, achievements and qualifications among others.

Presence – LinkedIn displays your activity on your page showing changes you have made to your profile, connections you have made with other users and media that you have shared on the site. It provides users with a news feed of their contacts activity.

Relationships – As its title suggests LinkedIn encourages and supports users in creating links with other users. This is done through sending requests to users, once the request has been accepted you can then view each other's profiles. You can see who other people are connected to and request an introduction from an existing contact to someone you are not connected to. Leveraging your network of contacts in this manner is a key function of LinkedIn.

Reputation – Given the importance of reputation for professional development it is not surprising that LinkedIn offers a range of methods for communicating your reputation. LinkedIn displays the number of LinkedIn contacts you have. As well as this you can invite other users to approve skills you list on your profile or to write you a reference. If you are a member of a group LinkedIn also displays the group members who contribute most to a group on a weekly basis.

Groups – Similarly to Facebook LinkedIn allows users to create and join various special interest groups around career (or non-career) related matters. This firstly allows users to learn from likeminded people in a given area. It can also create opportunities to connect to new people, to show your expertise and to promote yourself.

Conversations – LinkedIn allows users to communicate directly with other users through direct messages or by mentioning them in status updates. Beyond this the main public area where conversations happen are within the groups.

Sharing – How much information is shared between users on LinkedIn depends on how closely they are related to each other. Either directly connecting with someone or with one of their connections allows you to see more of their profile and activity. This again highlights the importance of connections in LinkedIn.

Tips for starting to use LinkedIn

Students can find LinkedIn challenging to get started on. LinkedIn provides a useful help site to get users started at <http://help.linkedin.com>. The following tips should also help students get started on the site.

1. **Setup your profile.** This may seem obvious but no-one will connect with you if there is nothing to find out about you.
2. **Use a professional looking photo.** Nothing puts people off connecting with you quicker than a bad photo or no photo.
3. **Find people you already know.** Use the search facility and invite them to connect. Once you are connected, look at their connections to find other useful connections.
4. **Use the advanced search to find new people.** It is possible to refine your search on factors such as location and industry to find people who may be of particular use to you.
5. **Find and join groups.** By joining relevant groups you will build your networks quickly and gain information relevant to you. Make the most of being a group member by actively joining discussions and starting new discussion threads.
6. **Recommend and endorse people and ask them to do the same for you.** This builds your reputation among your contacts and allows you to display your expertise.
7. **Don't forget you can search for jobs.** You can use the jobs tab as well as paying attention to jobs that are advertised through relevant industry groups.

Twitter

Twitter describes itself as a 'real-time information network that connects you to the latest stories, ideas, opinions and news about what you find interesting.'¹⁸ It is also commonly referred to as a 'micro-blogging' site. You send short 140 character messages (called tweets) which are then broadcast to your followers. Similarly you follow a range of users to receive their messages through a twitter flow.

Identity – Though Twitter does allow you a short biography and to choose an avatar image it is fair to say that Twitter is more interest based than identity based. That is to say that you communicate your identity mostly through what you talk about.

Presence – You become present to other users through them following you and then receiving your tweets. Due to the short nature of tweets it is possible to have virtually live conversations between other users. Due to the focus on broadcasting tweets your presence is determined by how often you tweet and how many people either follow you or re-broadcast (re-tweet) your messages to their followers.

Relationships – Relationships are started on twitter through following a user to receive their tweets. They can then be further developed through tweets that directly mention other users (using a @ mention) to build a conversation with a user.

Reputation – Twitter does not explicitly provide much information about reputation. Twitter does display follower counts that show how popular a user is with other users. Users can also create a "list" of users which can be searched by other users. For example you may create a list of users that you find humorous and this displays your opinion about these users to others.

¹⁸ To access Twitter and find out further information about the site visit <http://twitter.com/>.

Groups – Twitter does not explicitly create groups, conversations tend to be open among users (unless someone's locks their tweets so only people they give permission to can view them). Groups can form around a topic by users using the same hash tag (a tag beginning with a # symbol e.g. #careerchat) in their conversations to link tweets together.

Conversations – Conversations are formed on Twitter by users mentioning each other in tweets, replying to someone else's tweets or using popular hash tags. The initial contact between users is often developed through following someone or looking for hash tags that you are interested in.

Sharing – Twitter is based around the information you broadcast and share with other users. You can share links, photos or short videos (vines) inside a tweet.

A Twitter glossary

Twitter is based around its own language which can often be confusing for first time users. Popular terms include the following.

- **Tweet** – A 140 character message.
- **Handle** – The name you are called on Twitter. This always starts with @ e.g. @BarackObama, @ladygaga, @BBC, @pigironjoe, @derbycreatives, @tomstaunton84.
- **Re-tweet (RT)** – Re-broadcasting someone else's message to your followers (they are still listed as the original source).
- **Modified tweet (MT)** – A mention of someone else in a tweet, normally used to credit them for a source.
- **#Hashtag** – A tag which is added to a tweet to link it together with other tweets using the same hash tag. Useful for quickly finding key information such as #hiring #fashionjobs #career #graduateinternships.
- **Following** – When you start receiving someone's tweets into your main feed.
- **Follower** – Someone who receives the tweets you broadcast.
- **Vine** – A short six second video imbedded into a tweet.

Further help with Twitter is available from <http://support.twitter.com/articles/13920-new-user-faqs#> and <http://www.jhische.com/twitter/>

Blogging

A blog is a website which is typically edited by an individual or small group and provides a regular feed of information, news, and opinions (posts). These posts are then ordered on the site (usually in reverse chronological order) to create an overall impression of regularly changing and dynamic content for the sites users. Blogging does not necessarily fit all with all of the features of the honeycomb, however, the following cells are useful in understanding blogs.

Identity – Writing a blog can be a powerful way to communicate your identity online. This is most obviously done through the content you create which shows your

interest and expertise in an area. But importantly readers overtime can connect with the writer behind the blog as a person as well.

Presence – A blogger stays present to their readers either through the blog being distributed through other social media or through a reader signing up to their blog to receive regular updates. A good blogger will work hard at staying present to their readers through regular posts and engaging with them on social media.

Relationships – Relationships can be formed on blogs, but it is usually done in a one-to-many way. People might identify with blogs and begin discussions with bloggers through the comments features on the blog.

Conversations – Conversations occur on blogs between the blogger and their readers using the comment feature of a blog. Different bloggers are more or less successful in attracting comment and more or less likely to engage in conversation with their readers.

Blogging tips

Blogging well, like any other kind of writing, takes some skill and craft. However, the risks are small and students are likely to get better the more they practice and develop their voice.

There are numerous blogging tools on the market, but the most popular are Wordpress (<http://wordpress.com/>), Blogger (<http://www.blogger.com/>) and Tumblr (<http://tumblr.com>). Different blogging tools offer different functionality, but there is a lot of overlap so there is some value in using whatever tool seems to be most useful.

Some tips for getting started with blogging include.

- Post little and often
- Try and develop an interactive style, creating conversations with your readers
- Take advantage of different media e.g. by inserting a picture, video or links
- Treat your blog as a repository of your ideas
- Share your posts using other social media

Other Useful Social Media

Google + (<http://plus.google.com/>)

Google + is often seen as Google's alternative to Facebook. It has greater control over privacy through its Circles feature and the ability to set-up separate pages around your interest allows you to use it more like a blog.

YouTube/ Vimeo (<http://www.youtube.com/> and <https://vimeo.com/>)

Video sites like YouTube and Vimeo allow you to upload and manage videos as well search and comment on other people. Video is rapidly increasing as an educational and personal tool with video content seen by some as more immediate and easier to produce alternative to text.

Pinterest (<http://pinterest.com/>)

As the name suggests, Pinterest allows you to make online pin boards of your interests. It has particular appeal to people making creative content (artists, designers, inventors) as it

allows you to showcase your work in an appealing manner. It can also be a powerful research tool for creative content.

Flickr/ Instagram (<http://www.flickr.com/> and <http://instagram.com/>)

Both these sites allow users to host picture and allows other to comment on them. Again the most obvious use is for people producing creative content that they wish to promote to others.

Scoop.it/ Flipboard (<http://www.scoop.it/> and <http://flipboard.com/>)

Curation sites such as these allow users to collect links, produce their own comment on them and then re-publish them in a form of online magazine. This is mid-way towards being a blog and can be a powerful way to demonstrate expertise in an area and to conduct research.

About.me/ Enthuse.me (<https://about.me/> and <http://www.enthuse.me/>)

Both of these sites allow users to create a bio and then produce links to their other social media. It acts as a central place to pull together someone's online presence and can allow them to create some overall comment on who they are.

Strategies for development digital career literacy

There are three main ways that academics in higher education and career services are able to support their students to develop their digital career literacy. These can be described as intra-curricular, co-curricular and extra-curricular.

- **Intra-curricular** activities are embedded within the normal part of a student's course of study and are usually assessed.
- **Co-curricular** activities are outside of the normal curriculum and unlikely to be assessed. Although they are commonly voluntary, topics are usually linked to the subject area of a student's course of study.
- **Extra-curricular** activities fall outside of the normal curriculum and are not necessarily linked to a student's course of study. They are usually non-assessed and of a voluntary nature.

This publication makes the argument that social media is central to students' employability; However, the majority of examples of activities to develop students' digital career literacy in higher education tend to be extra-curricular. If institutions seek to develop the employability of all of their students it is important that they also develop intra-curricular and co-curricular activities to address this area.

To aid in the integration of digital career literacy into the curriculum it is possible to translate the 7 Cs into a series of high level learning outcomes and possible ways to assess these activities.

The learning outcomes are designed to be adapted to the local needs of particular institutions and courses. It is unlikely that academics will want to address all seven in a single module, but perhaps more likely that they could be addressed during a programme across a range of modules. Nonetheless, it is hoped that reformatting the 7 Cs as learning outcomes illustrates that digital career literacy can be integrated into curricula in ways that will support rather than detract from the academic content. For example it may be possible to discuss "changing" in the context of a history or cultural studies curricula, or to relate "critiquing" to a discussion about the scientific method. In many cases making the link between academic skills and career management skills will increase the relevance of curricula whilst highlighting the transferability of what is being learnt.

The learning outcomes are also a valuable tool when designing extra and co-curricular activities.

The 7 Cs of digital career literacy in learning outcome format

	Learning outcome <i>By the end of this course students should be able to:</i>	Example assessment
Changing	Describe how changes in technology and the labour market can impact on an individual's career. Articulate a positive attitude to change and lifelong learning in the context of career.	<i>Essay or extended blog post or series of blog posts.</i>
Collecting	Demonstrate competence in using a range of tools to find manage and retrieve (career) information and resources.	<i>Research based quiz questions which require students to record the tools that they used to find information as well as the information sources.</i>
Critiquing	Analyse (online career) information and resources and discuss their provenance, usefulness and relevance in relation to identified career questions.	<i>Identify and record reliable, unreliable, impartial and partial careers information.</i>
Connecting	Demonstrate that they are able to build relationships and establish, manage and utilise a professional network to support academic study and career building.	<i>Establish a LinkedIn profile and connect with at least 10 meaningful connections.</i>
Communicating	Effectively articulate ideas in a range of different genres and communicate with a range of different audiences.	<i>Create a series of messages about your career aspirations that are appropriate for posting in different environments (Twitter, Facebook, LinkedIn) and for different audiences.</i>
Creating	Create high quality online content in a range of media that relates to their academic study and career building.	<i>Set up an employer or client portfolio.</i>
Curating	Demonstrate a critical awareness of their digital footprint and articulate ways in which this might be enhanced to support their career building.	<i>Reflective assignment discussing and evaluating their digital footprint.</i>

Intra-curricular

So far this publication has focused on exploring how the online environment interacts with career and setting out which tools students might find useful in their career building. As an academic you may find that students approach you to discuss these issues and it is hoped that this publication has provided some ideas about how best to respond. However, these issues are important for all students to engage with and so it is possible to make an argument that they should be addressed as part of the mainstream of the academic curriculum.

One way to ensure that all students develop their digital career literacy would be to run a dedicated module explicitly addressing this. However, most students did not enter higher education to study social media or indeed to undertake a programme of career education. Given this an alternative approach would be to look for opportunities within the academic curriculum where social media could be utilised to support learning and concepts such as career building and digital career literacy could be introduced.

The 7 Cs of digital career literacy set out earlier in this publication provide one way to think about integrating digital career literacy into the curriculum. Many of these career management skills overlap considerably with the academic skills that should be being developed as part of a degree programme. For example the “collecting” area which focuses on how an individual can source and manage information that is relevant to their career building actually employs many of the information handling and research skills that are needed for degree level work. Spending some time focusing on these skills and drawing attention to their relevance to career may therefore be beneficial for both academic performance and career.

There is a considerable body of research which has looked at how academics have used social media as part of their teaching and learning. For example Badge and Cann used social media to encourage reflective learning and peer mentoring amongst first year biological sciences students¹⁹, while Johnson examined how the use of Twitter by lecturers increased their credibility with learners.²⁰ These and other examples suggest that there is a growing recognition that there may be some benefits in engaging students with social media within the context of their curricular. Many of these benefits overlap with the ones described here as associated with digital career literacy but, it is important to note that merely exposing students to social media does not necessarily enhance their digital career literacy. For example setting a group of biology students a project to update a Wikipedia page on a particular protein has considerable academic value but does not necessarily help them to advance their careers. Undertaking the same exercise with the addition of an opportunity to reflect on where they might use these skills in the world of work would however connect the academic learning with career learning.

¹⁹ Badge, J., & Cann, A. J. (2011). Reflective social portfolios for feedback and peer mentoring. Leicester: University of Leicester.

²⁰ Johnson, K. A. (2011). The effect of twitter posts on students' perceptions of instructor credibility. *Learning, Media and Technology*, 36 (1), 21-38.

Co-curricular

A second option is to design and deliver digital career literacy through activities that are not necessarily part of the normal curriculum, yet are closely linked to the subject matter of the programme studied. These activities may sometimes emerge as a result of a partnership between a career service and an academic department. For example the establishment of a LinkedIn group for students and graduates of a particular programme facilitated by a careers adviser and a member of academic staff. The opportunities for connecting and communicating between old and new students have the potential to enhance both curriculum learning and students' understanding of careers facilitated by that subject.

One example of this is the work being carried out by the Psychology Department at Salford University.

Our psychology academics also use regular Twitter chats to work with their students, to discuss careers, professional development and so on. Their Twitter hash tags are #salfordpsych and #mediapsych. They also have a Twitter account which is curated by a different person each week i.e. academic, student or researcher. So this is a great way to see the different interests and knowledge base of their tweets as well as collaboration and student engagement, their Twitter handle is @SalfordPsych.

Extra-curricular

Many higher education offer some kinds of activities outside of the curriculum to support students to develop their digital career literacy. They can be offered face to face as well as in digital format for example a workshop might discuss making the most of your LinkedIn profile or an online resource created by a career service on YouTube might guide students through similar content and encourage discussion online.

Examples of extra-curricular activities include:

- A web-based presentation and YouTube video created by the University of South Wales Careers and Employability Service on “Using social media in your job search” (<http://careers.glam.ac.uk/socialmedia/>).
- The University of Salford which uses students as guest bloggers on its career blog (<http://careersatsalford.wordpress.com/category/guest-posts/>)

Conclusion

Social media is central to students' employability. To enhance their chances of career success students' need to be equipped with the skills and knowledge required to become digitally career literate. This encompasses much more than being able to protect ones reputation online and an ability to use social media packages. It also requires students to create content, collect and critically evaluate online information, adapt to on-going technological developments and develop an ability to build meaningful professional relationships online.

Academics and careers professionals have an important part to play in this process by facilitating opportunities for students to develop such skills and knowledge during their time at university.

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