



Chatbot based Career Guidance

Blended CareerBot training for Career Guidance
Practitioner

Module 5 – Transfer into Practice, Documentation & Reflection

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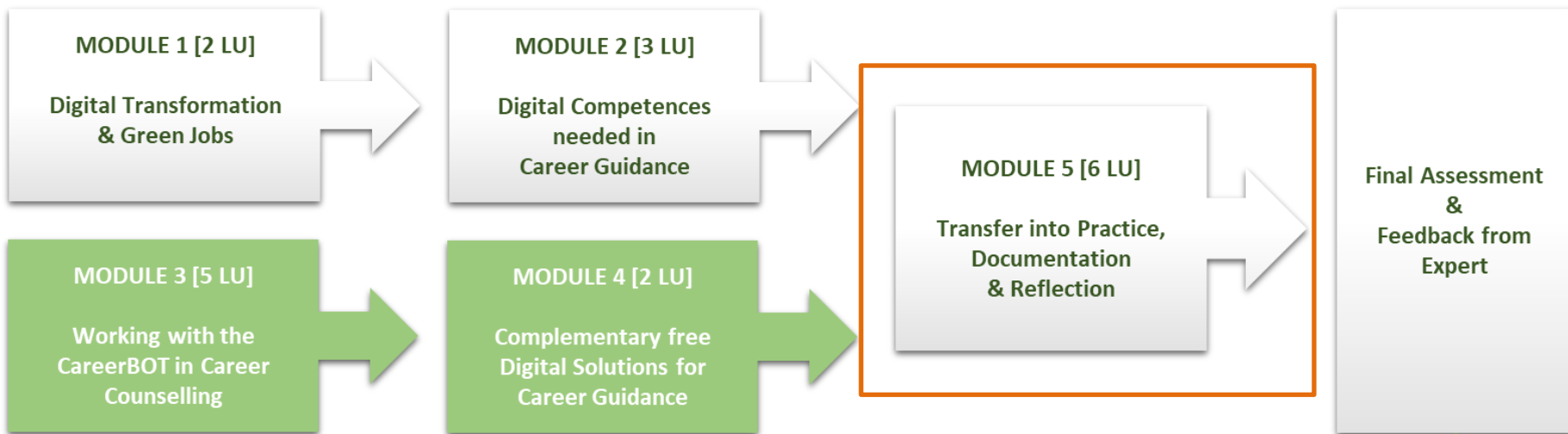


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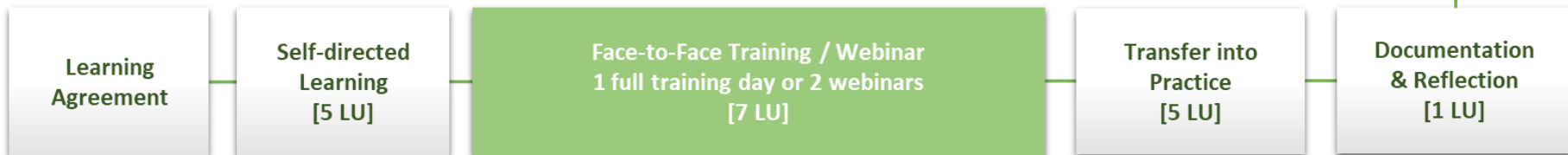
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Training plan – You are here

Blended CareerBOT Training for Practitioners



The CareerBOT training process at a glance:



MODULE:

A Module covers a thematic area and is divided into several Learning Units.

LEARNING UNIT [LU]:

One Learning Unit [1 LU] corresponds to a period of approx. 45 min.

GREY ELEMENTS:

Grey Modules are designed for Self-directed Learning and Transfer into practice.

GREEN ELEMENTS:

Green Modules are designed for Face-to-Face Training (or Webinar).

Aim of Module 5 – Transfer into practice, Documentation & Reflection

Module 5 provides the framework for the transfer of a CareerBot Methodology and learning into practice. Each Learning Unit (LU1-LU5) offers space for Practitioners to reflect on the content and experience of the training methodology and curriculum. Module 5 provides a blueprint for how practitioners should test a CareerBot methodology with real clients (*Req. at least one* to be documented) in their own partner organisation and in further implementing organisations in each country. Vital to the transfer of CareerBot methodology into practice is how practitioners should be able to identify how the tool can be used efficiently by jobseekers to gather relevant, customisable information on the Labour Market, how to apply for jobs, and its limitations. The first Learning Unit in the Module will develop upon the learning agreement and why this is an essential step in the training process. Following this, guidelines will be provided in the subsequent Learning Units on how to integrate a CareerBot methodology into everyday working practices with clients. This final Learning Unit will consist of a documentation and reflection of one's journey throughout the CareerBot training.

Learning Objectives:

After completion of the previous modules, the participant is expected to know:

- When it is appropriate to use the CareerBot i.e., in which environment and with which clients and the importance of identifying supports required.
- How to transfer the information from the CareerBot into the general career guidance process – in the context of the current labour market.
- The resources available to support clients use the CareerBot effectively.
- How to support a client in the real-world application of the results within their job searching process.

Module 5 is divided into the following Learning Units:

- Learning Unit 1: The learning agreement & why it is important.
- Learning Unit 2: Transfer into practice: Evolving Career Guidance Approaches
- Learning Unit 3: Transfer into Practice: Before a Counselling Session: Test Experience with Client
- Learning Unit 4: Transfer into Practice: using a CareerBot Methodology during and after a Guidance Session
- Learning Unit 5: Transfer into Practice: Digital Solutions and a CareerBot Methodology
- Learning Unit 6: Documentation and Reflection.



Curriculum Overview and Resources

Step 1: Learning Agreement

The training process starts by defining the Learning Agreement, which clarifies prior qualifications and the individual motivation of the learner/practitioner. This agreement should:

- be signed by the organisation providing the training and the practitioner.
- Describe the Pre-Qualifications of learners (practitioners).
- List the competences practitioners will acquire.
- Describe the motivation of practitioners to take part in the training.

Step 2: Self-directed learning

- Contextualising literature on CareerBot must be studied in the self-directed learning sessions, see content modules 1 and 2. Work on the exercises provided in those modules.
- Self-directed learning is approximately 4 hours in total, including review of videos and material.

Step 3: Face-to-face training

Modules 3 and 4 are designed for a classical in-presence delivery or as a webinar with a facilitator. The recommended structure is 1 full training day or 2 webinars (7 hours in total) allowing time for participants to take notes of their learning, testing and evaluation as they go along in order to complete the Training Reflection Diary.

Step 4: Transfer into practice

After completion of the face-to-face unit, participants should invest around 5 additional hours for this practical exercise to be able to use the CareerBot in your daily practice with clients and field of work. Please create at least one test experience with client and highlight the features of CareerBot you used to demonstrate the benefits of its use for the particular situation of that person.

Step 5: Final assessment & feedback

An expert talk review of your learning during the completion of the CareerBot curriculum, will help us understand your learning process and gather any suggestions to improve both the training curriculum and the CareerBot itself. The expert talk will consist of a meeting with the project coordinators and other practitioners who completed the training, to ensure exchange



of ideas, discussions and useful feedback gathering for the organisations involved in the CareerBot project.

Resources for Module 5:

- Learning Agreement
- Test experience with client
- Training Reflection Diary
- Expert talk preparation
- Training Certificate

All documents will be shared to participants separately to the curriculum document and are intended to be completed by Practitioners individually throughout the process of the CareerBot Training.

Learning Unit 1 – The learning agreement and why it is Important.

The training process starts by defining the Learning Agreement, which clarifies prior qualifications and the individual motivation of the learner/practitioner. This agreement should:

- be signed by the organisation providing the training and the practitioner.
- Describe the Pre-Qualifications of learners (practitioners)
- List the competences practitioners will acquire
- Describe the motivation of practitioners to take part in the training

What is the Learning Agreement?

The learning agreement is a template document to be completed by all career guidance practitioners prior to the CareerBot training, and it outlines the personal information of the practitioner and the training provider, including details of the trainer or facilitator.

In addition, the learning agreement summarises the pre-qualifications of the career guidance practitioners, as well as practical experience in the field, to be able to assess the familiarity of the participant with the career guidance process, and how suitable is to CareerBot training and chatbot for the professional practice of the learner. We encourage the practitioner learner to annex their CV (preferably in Europass format).



Additionally, the practitioner looking to complete the CareerBot training should state their motivation and interest, including expectations of the training course and any suggestions how they think the CareerBot method could be used for their daily work. This part of the learning agreement will ensure participants are familiar with the CareerBot project prior to completing the training, and the information provided will be compared to the final reflections on the last training unit to evaluate if the participant expectations were met or even surpassed in terms of the potential use of the CareerBot for their own practice.

Introduction to the Training Reflection Diary

To enhance the learning experience of this training and reflect on key topics explored each participant will complete a training reflection diary. This document will also help to improve the CareerBot Training and Methodology. Practitioners should be familiar with this document and complete it throughout the training. It is important to keep in mind that there is no right or wrong and practitioners should use this reflection template as a "diary" to which you entrust your experiences during the CareerBot Training. Some things to consider:

- What worked well, what did not work out?
- Ideas for Improvement?
- Did you feel confident working with the CareerBot tool and the training material (reflect on own role, the different steps in the counselling process, the atmosphere, group dynamics, materials...)?
- Were you able to stay true to the client-centered approach?
- What are your obstacles in practice?

The completion of the learning agreement and familiarisation with the Training Reflection Diary will take approx. 45 min.

Recommendation for training facilitation: Participants should be aware of M5-LU1 before and during the training delivery.

Resources for M5-LU1

The following learning material is provided:

- M5-LU1-01 – PPT slides
- M5-LU1-02 – Learning Agreement
- M5-LU1-03 – Training Reflection Diary



Learning Unit 2 – Transfer into Practice: *Evolving Career Guidance Approaches*

Contextualising Career Guidance Approaches within an Evolving Digital landscape

Career guidance refers to services intended to assist people of any age and at any point throughout their lives to make educational, training, and occupational choices and to manage their careers.

Career Guidance:

- Helps people to reflect on their ambitions, interests, qualifications and abilities.
- Helps them to understand the labour market and education systems and relate this to what they know about themselves.
- Comprehensive career guidance tries to teach people to plan and make decisions about work and learning.
- Outcomes of guidance include learning and skills, training participation and employment (OECD)

Information about the self, training and education opportunities, occupations and their characteristics is central to the career guidance process. Good quality career information is essential for good quality career guidance and should include:

- Information on labour market supply and demand.
- Links between educational information and occupational and labour market information.
- Changes in the content of occupations or in identifying new occupations, such as Green Skills and sustainable employment opportunities.
- Information on the destinations of labour market outcomes of those completing courses in education and training.

Career guidance is particularly significant given the changing patterns of work and the need for reskilling in the context of lifelong learning and there are significant gaps exist in adults' access to career guidance (OECD).

Solutions to improve access:



- Innovative and more diverse delivery methods can be used to widen access to career guidance and the development of self-awareness and improved decision making in the process, such as Information & Communications Technology ICT or Artificial Intelligence AI. e.g. CareerBot.
- AI needs to be seen as part of a wider suite of delivery methods and integrated with face-to-face methods.

AI has an important role and can be used in a variety of ways:

- Self-assessment and self-awareness development e.g. CareerBot
- Opportunity awareness including databases of learning and work opportunities e.g. ESCO.
- Decision learning including systems that let users match their personal profiles to learning or work opportunities.
- Transition learning – help users implement decisions including support in developing action plans, CV preparation, completing application forms, preparing for job interviews.

Skills gap for future green jobs (M1), how can Guidance approaches address this?

- Increase awareness among clients: Lack of awareness is a barrier to accessing green jobs among young people with low education.
- Emphasizing the potential of green jobs: Green jobs can be a solution for young, unemployed people, not only offering them employment but also allowing them to become part of the solution to climate change
- An increasing emphasis on building the green economy provides excellent employment opportunities for young people seeking their first Job and can support access to further education and training in Green Skills.
- Get familiar with European initiatives to address the skills gap for green jobs e.g. The Green Jobs for Youth Pact, The European Green Deal Skills initiative (M1 LU2).

Chatbots in Career Guidance and the CareerBot Tool

It is important to reflect on the growing interest of Chatbots in Career Guidance and how a CareerBot tool and methodology can support guidance practitioners in understanding what chatbots are and how they can be used in the guidance process:

- Chatbots are digital systems that can be interacted with entirely through natural language via text or voice interfaces.
- ChatBots are intended to automate conversations by simulating a human conversation partner and can be integrated into software.

- Chatbots can provide immediate and personalized information to users, 24 hours a day and can also be accessed easily and conveniently, making them a useful tool for individuals who may face barriers to accessing other forms of career advice, guidance, and counselling e.g. persons with disabilities.
- Chatbots and utilising digital solutions can enhance key digital competences as outlined in the DigiComp Framework.
- When introducing Chatbots to service users' practitioners should consider carrying out an assessment of users' needs and indicate the additional resources and services which might best meet them; be available for brief interventions to help them review what they have learned from these resources and services; and be available for longer interviews for those who need them.

This Learning Unit should take approximately 45 min. for practitioners to recap the key contextual points raised covering insights from the CareerBot training curriculum.

Resources for M5-LU2

The following learning material is provided:

- M5-LU2-01 – PPT Slides
- M5-LU2-02 – Module 1 and 3 (Word documents and PPT)
- M5-LU2-03 – CareerBot YouTube Channel ([career bot - YouTube](#)) and CareerBot Website (<https://careerbot.eu/>)



Learning Unit 3 – Transfer into Practice: *Before a Counselling Session: Test Experience with Client*

All practitioners participating in the CareerBot training are required to develop at least one Test Experience with a client to document the process of implementation into practice.

This piece will be used as part of the final assessment & expert talk outlined in Learning Unit 6 of this module at the end of the practitioner training, which is part of the certification process. This Learning unit summarises the key learnings of the training on things to consider when introducing the Bot to clients before a Counselling Session.

CareerBot in a Local Setting

As identified in Module 3, LU 3, ‘Introducing the CareerBot tool to Beneficiaries and using a CareerBot Methodology *Before* a Career Counselling’, although the CareerBot can be used as an exploration tool for anyone who would like to find out about job opportunities, labour market trends, and job readiness preparation for interviews, this training shows the full potential of the CareerBot to make a more effective use of the tool as part of the Career Guidance process.

Following the completion of Module 3 LU3, the participant now realises the importance of getting to know their client before engaging on the use of CareerBot to be able to provide clear instructions on what to search and how the CareerBot can support the client’s specific needs. To provide a comprehensive introduction of the Bot to client’s, practitioners should also familiarise themselves with each aspect of the Bot as outlined in Module 3 LU2, Chatbots in Career Guidance and Introduction to the CareerBot tool’, namely each of the five key conversation flows:

- 1. Demand for Jobs and Skills**
- 2. Jobfinder**
- 3. Info on Jobs and Skills**
- 4. Application & CV**
- 5. Interview**

Using other client profiles and familiarisation with the Bot can help prepare practitioners on how to use the CareerBot tool for different needs. If the guidance practitioner prefers to introduce the CareerBot to their client during the first appointment, this video [CareerBOT - Get to know the CareerBOT project! - YouTube](#) can help to identify the areas that can be helpful for the client to start their counselling journey and anticipate the type of information they can obtain with the CareerBot and how they should explain that to the client to discuss their options in terms of career prospect. In addition, this Genially video will show some of the information the client can obtain with CareerBot: [CareerBot-UserJourney-Before-EN \(genial.ly\)](#)



To recap key remarks on Introducing the CareerBot (M3 LU3), it is important that the guidance practitioner reflects on how they plan to use the CareerBot with clients, this includes five considerations:

- Suitability
- Format
- Timing
- Feedback
- Reflection and discussion
- Monitoring and follow up

Important points to consider when carrying out the Test Experience with at least one client:

- Initial situation of the client (before the guidance process): What problem did the client?
- come to you with e.g., dropping out of school, dismissal, new orientation, etc.
- Describe in detail the start of the guidance process with the client: e.g. 2 telephone calls,
- then a personal meeting, etc. NOTE! Please describe the stage of the process when you
- as practitioner started to work with the CareerBot
- Describe the outcomes/findings/agreements
- Document the client's feedback
- Any other points you want to mention.

Considering preparation and the interaction with one client as an example, this learning unit should take approx. 45 min to reflect on ways to introduce the Bot to your client and successfully testing the Bot with clients.

Note: The test experience with a client will take place in your own organisation after the training. To enhance the outcome of the training we recommend this takes places in quick succession to completing the training. Later in this module practitioners are offered different ways to engage the client to support the test experience overall.

Resources for M5-LU3

The following learning material is provided:

- M5-LU3-01 – PPT slides
- M5-LU3-02 – Genial.ly User Journeys
- M5-LU3-03 – CareerBotTest Experience with Client Document



- M5-LU3-04– Module 3 (Word document and PPT)

Learning Unit 4 – Transfer into Practice: *using a CareerBot Methodology during and after a Guidance Session*

In this learning unit participants are offered an overview of ways in which a CareerBot Methodology can be implemented both during and after a Guidance Counselling Sessions and ways to utilise the Bot with Clients during their follow up test experience. Following receiving the face-to-face training and self-directed learning components of this training curriculum (M1-M4) participants should think of any steps of their work that can be facilitated by the CareerBot in order to progress with clients more effectively.

Effectively using the CareerBot Tool with Beneficiaries

Providing concrete tasks to complete after the guidance session such as “homework“ for the client can help save time during counselling sessions, to be able to focus on more challenging issues that cannot be supported by the CareerBot, such as delicate conversations about Interests and Motivations; Lessons learnt from life/work experiences; Job search situations that trigger anxiety or trauma among clients; factors of stigma or discrimination that represent a barrier for the client to find suitable work. This explains the complementarity between the CareerBot and the Career Guidance Counselling, supporting the process differently and helping both parts (clients and practitioner) to make better and more meaningful progress during the sessions. For instance, creating a CV can be very time consuming, and many counselling sessions could be dedicated just to this task. However, this means that other areas to support the client are postponed or disregarded in the meanwhile. This user journey video shows how to support clients creating a CV: [CareerBot During User Journey \(genial.ly\)](#) This does not mean that the client creates a CV by themselves (although some might), but helps to understand which areas of CV creation can be completed by clients on their own time and just reviewed/proofread between sessions rather than during the face to face time allocated to clients for more important reflections.

It is important to ensure a sustainable use of the CareerBot after the counselling sessions, supporting monitoring and follow up of job applications and further research by the client and the guidance practitioner. The following user journey video shows the benefits of the CareerBot features that the client can access anytime to prepare for any job application:



[CareerBot User Journey after \(genial.ly\)](#) At this stage it is important to reflect how familiar the client is with the CareerBot features in general, and the autonomy they have developed to navigate the tool to make use of it by themselves going forward, outside the counselling process.

This requires concrete feedback from user clients committed to use the CareerBot for:

- Job search, as well as looking for education and training opportunities
- Adapt their CV and Interview preparation to different job applications
- Further research on the labour market trends, tips and recommendations

We recommend completing the below task before using the CareerBot tool during and after sessions with clients:

Make a list of any tasks (big or small) that can be supported by the CareerBot and evaluate how they could start using the CareerBot with their current clients to trial completion of those tasks and see how the counselling process improves.

Consider doing the following after introducing the Bot to Clients:

A questionnaire evaluation on the use of the CareerBot can be completed to help us improve the tool and better support future users:

https://docs.google.com/forms/d/e/1FAIpQLSeinNmteC9DSbIkYSPV3EE-z7tBsYljoxiIlvA4NEJrY_sQkg/viewform?usp=sf_link

The responses to this questionnaire will also help us create a Handbook for Implementation in further organisations, so we welcome any suggestions to use the CareerBot in other local organisations you know, as you might refer clients to other services and guidance providers that might benefit from the CareerBot.

Considering evaluation of the tool and research of potential organisations this activity would take approx. 45 min. Please follow up with inputs on annex “Testing with the client”

Resources for M5-LU4

The following learning material is provided:

- M5-LU4-01 – PPT Slides
- M5-LU4-02 – Genial.ly User Journeys
- M5-LU4-03 – CareerBot YouTube channel and website
- M5-LU4-03 – Evaluation Google Form



Learning Unit 5 – Transfer into Practice: *Digital Solutions and a CareerBot Methodology*

In this learning unit practitioners are invited to consider how to transfer digital solutions and the Digital Competence Framework into their daily work. Module 2 LU2 'Digital Literacy and Digital Skills' outlines the digital competence framework for EU Citizens and how this is relevant to career guidance. To reflect on this learning you can access an overview of the digital competence framework in Module 2 LU 2 of this training or here: https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en and we recommend participants and their clients to complete either of the following digital skills test to explore their own competences and transfer this learning into practice:

1. <https://europa.eu/europass/digitalskills/screen/home>
2. <https://digital-skills-jobs.europa.eu/digitalskills/screen/home>

Following the completion of Module 4, the participant is familiar with a range of digital solutions that can complement the Career Guidance process, including the use of Artificial Intelligence for guidance, LinkedIn social media platform to support clients, local platforms showcasing Psychometric Evaluation of Interests and accessible opportunities for Further Education and Training, Apprenticeships, Work Experience and Volunteering.

Transfer into Practice also means adapting the resources and platforms available to your own needs, so it is important to carry out a mapping exercise of the services and resources currently available to you and your organisation, as well as those that you would like to access but that require additional time to dedicate or that have a cost. It would be important to explore options to access relevant platforms and networks that support the guidance provision and Continuous Professional Development CPD opportunities to improve our own knowledge of digital tools.

Once we have a map of organisations and the associated costs/time investment required, we can plan how to introduce those resources into our own practice. You might need to get in touch with managers in your organisation, or the IT department to find out how suitable is to integrate the use of those platforms to improve your guidance service.

Another important aspect of digital tools to complement the use of CareerBot, are accessibility tools to ensure a more inclusive approach to clients that might face additional barriers, such as enabling language translation options in your webpage/social media posts,



introducing formats that are easily readable such as “Plain English“ [Plain English - NALA](#) with a simplified vocabulary and phrases that can be understood by people with different literacy levels; colour/font adaptations to text that can be more accessible for people with Specific Learning Disorders SLD or neurodivergent clients.

Take the time to discuss with your client the different digital tools they have access to that can help in their career guidance process, provide concrete examples and suggest new ones they can explore.

Recapping on how to transfer module 2 and 4 into practice and conducting a needs assessment on relevant digital solutions for your organisation this learning unit should take approx. 45 mins.

Resources for M5-LU5

The following learning material is provided:

- M5-LU5-01 – PPT slides
- M5-LU5-01 – Module 2 and 4 (Word document and PPT)

Learning Unit 6 – Documentation and Reflection

This learning unit does not provide additional information or content to the training course but focuses on documenting and providing evidence of the experience of completing the course piloting the CareerBot and tasks from previous learning units with a client.

The Documentation listed under the Resource section of each Learning Unit in Module 5 should be delivered as a result of this final Learning Unit 5, however the completion of templates is expected throughout the whole curriculum delivery.

This means:

- The initial **Learning Agreement** should be completed before starting Module 1.
- Then the **Training Reflection Diary** should be compiled during the training by each participant.
- Right after the training each participant should document the **Test Experience with a client** (at least one client to be documented).



- The **Guideline for Expert Talk** will help participants to prepare for the final Expert Talk organised with the CareerBot project coordinators.

Expert Talk Documentation Explained

The final expert talk evaluates compliance with the CareerBot criteria and is the prerequisite for the certification of the participant. The Expert talk includes a discussion between the participant (the practitioner trained) and one experienced CareerBot Trainer. We recommend that the training facilitator in your organisation acts as the experienced trainer or alternatively an experienced trainer from another organisation or CareerBot project coordinator can facilitate this discussion. This discussion between the participant and one experienced CareerBot trainer serves the exchange of knowledge and experience with the training curriculum and CareerBot Tool.

The key points to discuss include:

1. How often have you worked with the CareerBot tool so far?
2. Which training material did you use? In what context did you use it?
3. How do you plan to use the CareerBot tools in the future?
4. Do you feel well prepared for the practical implementation after the training? Do you have concrete suggestions for improvement?
5. From your point of view: What are the strengths and weaknesses compared to other counselling methods you know?

The above points should be addressed by participants involved in this training and shared with the expert to encourage discussion.

The aim of this learning unit is to outline the documentation required and provide feedback on the testing with clients and the whole course completion experience, so the time dedicated to LU6 is estimated on 45 min broken down on different times for each LU when the template annexes were used to document.

Resources for M5-LU6

The following learning material is provided:

- M5-LU5-01 – Guidelines for Expert Talk

