Chatbot based Career Guidance

CareerBOT

Blended CareerBot training for Career Guidance Practitioner

Module 3

Working with CareerBot in Career Counselling

Face-to-face training

[Finalised after Peer Review in November 2023]

Co-funded by
the European Union

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Module 3 – Working with CareerBot in Career

Training plan – You are here

Blended CareerBOT Training for Practitioners

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Complementary free Digital Solutions for Career Guidance
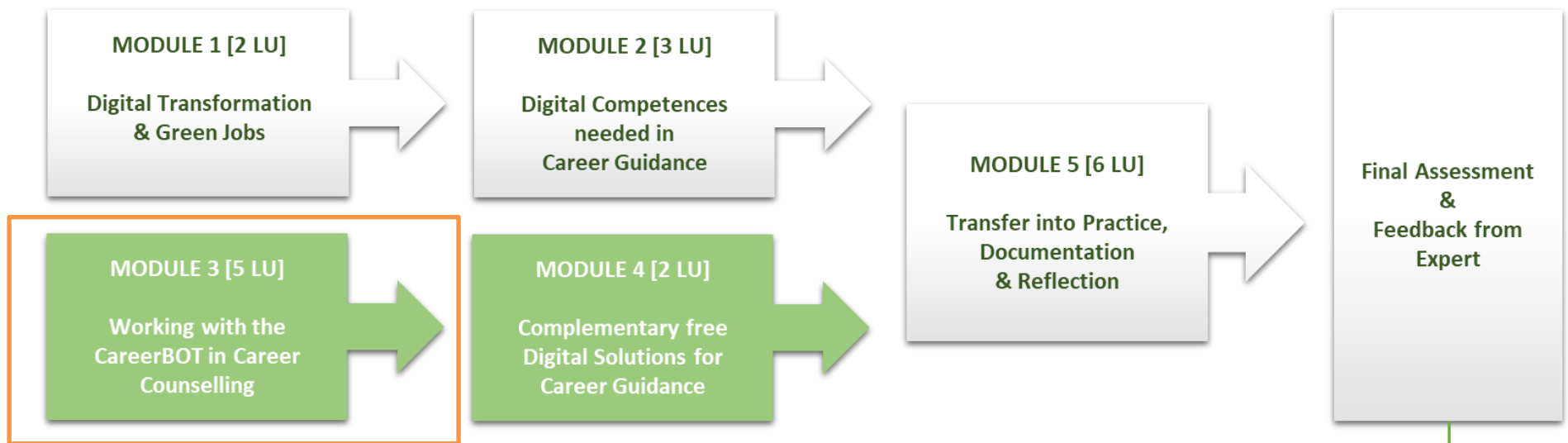
The CareerBOT training process at a glance:

Learning Agreement

Self-directed Learning [5 LU]

Face-to-Face Training / Webinar 1 full training day or 2 webinars [7 LU]

Transfer into Practice [5 LU]

Documentation & Reflection [1 LU]
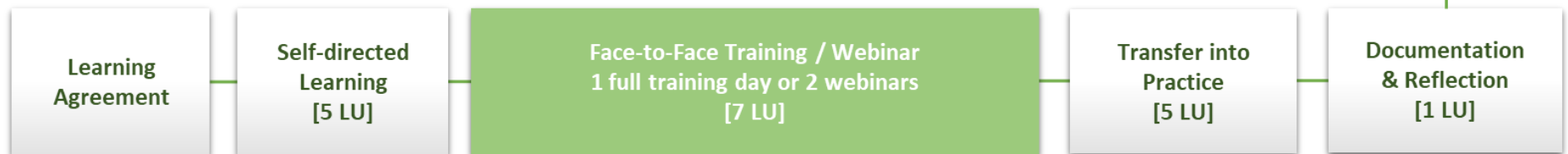
MODULE:	A Module covers a thematic area and is divided into several Learning Units.
LEARNING UNIT [LU]:	One Learning Unit [1 LU] corresponds to a period of approx. 45 min.
GREY ELEMENTS:	Grey Modules are designed for Self-directed Learning and Transfer into practice.
GREEN ELEMENTS:	Green Modules are designed for Face-to-Face Training (or Webinar).

Aim of Module 3– Working with CareerBot in Career Counselling

The CareerBot project seeks to focus on the role of Career Guidance, which has become more demanding, and must be adapted more rapidly and flexibly to the changing needs of the new world of work. The aim of Module 3 is to encourage Career Guidance Practitioners to engage in a deeper exploration of the key features of the CareerBot Chatbot and how it can be practically and effectively employed in Career Counselling. Training Module 3 is designed to focus on a practical approach to learning by showing practitioners example personas and using personas to test features of the Bot. This module should be active, and the practitioner should aim to test the Bot's functions and offer feedback on the Bot's usability. Using this methodology, practitioners will be able to identify how the tool can be used efficiently by jobseekers to gather relevant, customisable information on the Labour Market and how to apply for jobs.

Module 3 is divided into the following Learning Units:

Learning Unit 1: The practical application of User Personas as learning tools in a CareerBot Methodology.

- ▪ The background of and concept behind the purpose of User Personas in technology development.
- ▪ Why employ User Personas as learning tools in a CareerBot Methodology: Introduction to the key characters of the training Samira, Freda and Pedro.
- ▪ Action exercise on how to gather relevant information from a persona and interpret the needs of created personas, including a checklist.

Learning Unit 2: Chatbots in Career Guidance and Introduction to the CareerBot Tool.

- ● The role of Chatbots in Career Guidance.
- ● Introduction to design of the CareerBot Tool and its features.

Learning Unit 3: Introducing the CareerBot tool to beneficiaries and using a CareerBot methodology *before* Counselling'

- • Important things to consider before introducing the CareerBot tool to beneficiaries.
- ● Action Exercise with the first Persona, 'Samira, wanting to work and support her family' and familiarisation with the 'Job finder' and 'Info on Jobs and Skills' features of the bot.
- ● Considering how the Bot can be utilised by beneficiaries before the guidance counselling session.

Learning Unit 4: Using a CareerBot Methodology *during* and *after* counselling

- Action exercise using the second Persona, 'Career Orientated, Feeling Old, Freda' to consider the use of the Bot by their clients during guidance counselling.
- The practical application and familiarisation of the 'Demand for Jobs and Skills' and 'Application and CV' features of CareerBot.
- Action Exercise using the third persona 'Pedro, Steady Self-esteem' to become familiar with the 'Interview' feature of the bot and consider how the bot can be used by beneficiaries after the guidance counselling session.

Learning Unit 5: Role-play exercises as learning tools in a CareerBot Methodology

- Why employ Role-Play exercises as learning tools in a CareerBot Methodology.
- How Role-Play exercises can be beneficial in both career guidance settings and in career guidance training.

Key Terminology:

Personas: *Fictional characters created to represent the different user types within a targeted demographic, attitude and/or behaviour set that might use a site, brand, or product in a similar way. Personas can be employed as a tool or method for design based on storytelling.*

Practitioners are asked to use the profiles of three different personas during this training to engage in action exercises and look for information using the bot relevant to the client profile.

Role-playing exercises: *can be understood and defined as "a learning technique in which participants act out scenarios under the guidance of a trainer"*[1].

Practitioner's will engage in a role-play scenario acting as a client who is first introduced to the bot, a practitioner who is demonstrating the CareerBot tool to a client, or as an observer of the scenario.

Chatbot: *A Chatbot can be described as a digital system 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, such as online platforms, digital assistants, or be interfaced through messaging services.*

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[1] Indeed Editorial Team. (2023) 'How to Conduct Role-Play Training in 5 Steps'. [Accessed 21 September 2023]

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N.B. It is important to note that all features of the Bot can be used by jobseekers at any stages of their job search. The structure of this module aims to reflect examples of the real-world uses of the Bot.

N.B. It is important to highlight that while it is important for practitioners to provide feedback on the Bot's usability and recommendations of ways to integrate the Bot into their practise throughout this training, however the CareerBot tool is a prototype rather than a perfect tool and the project does not plan to re-develop the full Bot but rather to fix interface aspects or language corrections. Input from practitioners will be gathered to gain an understanding of the future of CareerBot in the guidance process.

Learning Unit 1 - The Practical Application of User Personas as Learning Tools in a CareerBot Methodology

Participants will be introduced to three example Personas (Samira, Freda, Pedro) for the purpose of the training and are asked to reflect on different aspects of the client profile including the clients' goals, triggers, things they want to know more about and why they are motivated to seek employment. Later in this module participants are invited to test the Bot to find out customised information about the labour market as required by the example personas and relevant searches for their clients in their own region. This learning unit will provide the framework for participants to complete LU 2, 3 and 4 and the user personas will be revisited later in Module 3.

Exploring the Use of Personas as learning tools

Originally conceptualised by software designer and programmer Alan Cooper in the 1980s, 'user personas' were conceived with the intention of connecting those who design contemporary technologies with their expected future users[2]. Personas are designed to resemble the expected average user of a given technology. Oftentimes, a 'user persona' involves the creation of a fictional character based on the technology's userbase, representing a figure with which to further target the development of the technology towards. For Johansson and Messeter, the purpose of the 'user persona' is to involve the users in the design process of technologies, to create a digital environment that is both welcoming and engaging with its intended demographic[3].

While tech and marketing have emerged as the locus of 'user persona' use, the tool has found itself being used more frequently in other fields. This widespread adoption of personas as a learning tool can be attributed to the importance of narrative in understanding theoretical concepts. Narrative storytelling can be a powerful tool, as it connects people to the stories of others, as opposed to the experiences of the self – here, personas can be used as a vehicle with which to relay a narrative to a learner[4].

Using personas representing expected clients, and narratives mimicking the stories of those clients, practitioners can further develop their skills by relating the examples given to their day-to-day working life. One way in which to do this is through role-playing exercises.

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[2] Goltz, S. (2014) 'A Closer Look At Personas: What They Are And How They Work'. *Smashing Magazine*. [Accessed 27 June 2023]

[3] Johansson, M, and Messeter, J. (2005) 'Presenting the user'. *Digital Creativity* 16(4) [Accessed 27 June 2023]

[4] Fulford, R. (1999) *The Triumph of Narrative: Storytelling in Mass Culture*. [Accessed 27 June 2023]

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Here, participants are being invited to consider the use of personas and narrative story telling in career guidance training and the advantages of these learning tools in developing career guidance practices. While personas are useful during this training for practitioners to get familiar with the Bot, they are to be considered as examples and practitioners are invited to consider how the target group of their organisation might use the CareerBot Tool.

Exercise: User Personas in Practice

After receiving example user personas (Samira, Freda, or Pedro) practitioners should preview and reflect on the persona cards that are presented, take the relevant information from the persona cards, and discuss with a pair.

Persona 1: **'Samira, wanting to work and support her family'**, Samira was chosen as one example persona as she represents a client from a migrant background, who is new to Austria, and wants to find a position as a hairdresser in a new country.

Persona 2: '**Career Orientated, Feeling Old Freda'** Freda was chosen as an example persona as she represents a client who requires more information on the current jobs and skills in demand in the current labour market. She requires support in preparing herself to apply for jobs. Freda is returning to the workforce in Ireland after a break in employment.

Persona 3: **'Pedro, Steady Self-esteem',** Pedro was chosen as an example as he represents a young job seeker in Spain who is not in employment, education, or training, and he wants to improve his interview skills to attain his goal of entering employment and moving out of his family home.

Step 1: Participants are to be divided into small groups and with each group allotted a persona card (Samira, Freeda, Pedro). Here, participants are asked to review the persona card in groups and to get familiar with the layout and purpose of the persona card. Once familiarised, participants will be asked to take note of the key information on the card.

Consider:

What information is most relevant when providing career guidance?

How would you advise this person as their guidance practitioner?

Step 2: Participants will be asked to discuss the persona card information and how they would approach the person based on the information provided. Participants are encouraged to explain and argue why they chose specific relevant information and justify their career guidance approach. Here, feedback among peers is encouraged.

Consider:

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- Within your pair/group are approaches largely the same, or are there some differences?
- Personas are representations of beneficiary types, and practitioners are reminded that the CareerBot Tool is customizable to meet the needs of a variety of clients, what is your typical user persona in your organisation?

Checklist: What I know on the Subject of 'The Practical Application of User Personas as Learning Tools in a CareerBot Methodology '

	What I know on the subjects of 'The Practical Application of User Personas as Learning Tools in a CareerBot Methodology'	
#	**Theme/Question**	**YES / NO**
1.	I know what a user persona is and the purpose it serves.	YES
2.	I know how user personas can be practically applied in learning scenarios.	
3.	I am familiar with the concept of narrative storytelling and can use personas cards to map the individuals that I predominantly work with.	
4.	I understand how user personas can be used to reflect my own typical beneficiaries.	

Resources for M3-LU1

The following learning material is provided:

- M3-LU1-01 – PPT Slides
- M3-LU1-02 – Persona Cards (Samira, Freda, Pedro)

Learning Unit 2 – Chatbots in Career Guidance and Introduction to the CareerBot Tool

In this LU practitioners will be given an overview of what a chatbot is, why they can be useful in career guidance and familiarisation with the Careebot tool including its main features. This is an important stage of this module as practitioners will become familiar with the CareerBot tool in preparation for LU 5 in which practitioners will engage in role-play exercises using the CareerBot Tool.

Chatbots in Career Guidance and the CareerBot Tool

A Chatbot can be described as a digital system 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, such as online platforms, digital assistants, or be interfaced through messaging services.

There has been a growing interest in using chatbots for career advice, guidance, and counselling in recent years. This is because chatbots can provide immediate and personalized information to users, 24 hours a day. They can also be accessed easily and conveniently, making them a useful tool for individuals who may not have access to other forms of career advice, guidance, and counselling. However, there is very limited literature on the use of chatbots for Career Counselling, Guidance, and Advice, probably reflecting the limited development of this use case to date.

Attwell, Hughes, Bekiaridis and Percy (2021)[5] report on the development of a careers chatbot (CiCi) that works alongside careers and employability professionals in the UK and its potential for new forms of blended careers support. Another study examined the use of chatbots for providing career advice, guidance, and counselling to individuals with disabilities. The study found that chatbots can be an effective tool for providing personalized information and support to individuals with disabilities, who may face barriers to accessing other forms of career advice, guidance, and counselling. The study also found that chatbots can help to reduce stigma and discrimination against individuals with

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[5] Attwell, G. Hughes, D, Bekiaridis G, Percy, C. (2021) CiCi: The little powerhouse that supports your career, Careers Development Institute.

disabilities, by providing a safe and confidential space for them to explore their career options (Tom,2021)[6].

Overall, the research suggests that chatbots can be a useful tool for providing career advice, guidance, and counselling, particularly to young people and individuals with disabilities. However, it is important to note that chatbots are not a replacement for human career advisers and should be used as part of a broader career advice, guidance, and counselling strategy.

The CareerBot Tool Overview

At this stage of the training, you will be asked to watch a tutorial screen cast showing CareerBot's main features. Participants are encouraged to take notes during the video presentation, jotting down the helpful ways in which CareerBot can be used by your client, any questions you may have on the working of the bot and to get familiar with the bot to enhance the learning in the Role Play exercise later in this module.

Watch the following videos:

1.Get to Know the CareerBot project:
https://www.youtube.com/watch?v=UJ836hxw39c&t=2s

Key Features of the CareerBot Tool

Users can enter five different conversation flows depending on the information they require:

Demand for Jobs and Skills: during the Demand for Jobs and Skills conversation flow users are provided an overview through statistical information and graphics of information of the selected Country's Labour market, these features include: 'Most requested skills in 2021' Future employment change' 'Future Employment growth in 2020-2030' 'Future needs (total job opening) by occupation in 2020-2030 – sourced by CEDEFOP.

Jobfinder: during the Jobfinder conversation flow users can search for job openings in their region. The bot integrates live information on current job offerings using various Application Programme Interfaces (API). The searches can be conducted in Ireland, Austria, Greece, and

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[6] Tom (2021) How digital assistants are promoting enhanced accessibility at the Open University, Jisc National Centre for AI, https://nationalcentreforai.jiscinvolve.org/wp/2021/09/27/how-digital-assistants-are-promoting-enhanced-accessibility-at-the-open-university/

Spain. More specific data is available by specific regions in each of the mentioned countries for example you can search for jobs in e.g. Dublin, Innsbruck, Athens, Málaga.

Info on Jobs and Skills: during the Info on Jobs and Skills conversation flow users can search skills necessary for certain jobs, descriptions of jobs and examples, and receive definitions on Skills and knowledge to prepare for Job searching and developing a Career Portfolio.

Application & CV: during the application and CV conversation flow users are offered general tips through short videos on CV and cover letter writing for clients and includes a reference to Europass and its helpful CV templates.

Interview: during the Interview conversation flow users are provided with general tips through short videos on how to Interview preparation and

1. Users of the Bot can Input their name and the CareerBot tool will respond directly to the User!

Annex 1.

2. Users can select the speed at which the Bot will respond with information!

Annex 2.

3. Users can then explore five features of the Bot which operate using scripted conversation flows which requires users to both click options provided to navigate the conversation and

input responses to gather personalised LMI. The CareerBot tool generates live Job Advertisements, Labour Market information sourced from CEDEFOP: Skills OVATE[7], European Skills, Competences, Qualifications and Occupations (ESCO)[8] and Videos with tips and advice for Users. Users can choose their Location of Searches (Ireland, Austria, Spain and Greece).

Annex 3.

Checklist: What I know on the subject of ''Chatbots in Career Guidance and Introduction to the CareerBot Tool.'

What I know on the subject of ''Chatbots in Career Guidance and Introduction to the CareerBot Tool.''		
#	Theme/Question	YES / NO
1	I am familiar with the CareerBot Tool and know how to navigate the Bot	YES
2	I understand that the CareerBot Tool has a series of conversational flows on important information for Job Sekers	
3	I am aware of the relevance of chatbots in Career Guidance and how the CareerBot Tool can benefit Jobseekers	
4	I know the key features of the Bot and its design	

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Resources for M3-LU2

The following learning material is provided:

- M3-LU2-01 – PPT Slides
- M3-LU2-02 – Persona Cards (if participants wish to use them)

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Learning Unit 3 - Introducing the CareerBot tool to Beneficiaries and using a CareerBot Methodology *Before* a Career Counselling Session

Learning Unit 3 explores important considerations on how to introduce the CareerBot Tool to clients in an approachable way and aims to demonstrate how the Bot can be used before guidance counselling by clients. The LU comprises of one action exercise that employs the persona 'Samira' to show ways in which the bot can be effectively used by jobseekers before counselling session to conduct independent research before their counselling and The Bot used as a tool to provide clients with recorded evidence of their job search, which can be done by downloading and printing their conversation with the Bot. The exercises aim to place the CareerBot tool in a realistic instance of guidance to support beneficiaries. For practitioners, this LU will highlight ways to advise beneficiaries on what features to used based on their needs.

Remarks on Introducing the CareerBot Tool to Clients

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. In this learning unit we consider how it is important to identify strategies on ways to introduce the tool to your beneficiaries depending on their unique circumstances and position in engaging with digital tools. Using other client profiles can help prepare on the use of the CareerBot for different needs. In the LU 3 Exercise '*Finding Samira Customised Labour Market Information on Hairdressing in Austria before Counselling*' you are asked to use the bot to support Samira as an example of ways you can get familiar with the bot and prepare to introduce the bot to clients.

Practitioners need to assess individual needs and indicate the 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. To support practitioners to introduce the CareerBot to their client during the first appointment, we recommend using the following video from Module 3 LU 1 [(1) Get to know our CareerBot! - YouTube](#).

Taking into account the limited time and resources dedicated to each client during the Counselling process, it is important that the guidance practitioner reflects how they plan to use the CareerBot looking at the following aspects:

- Suitability (Is the CareerBot appropriate to use with any client? What type of preparation is required for a client to start using the CareerBot?)

- Format (remote or face to face introduction of the CareerBot)
- Timing (Use of the CareerBot after first or second appointment, for how long)
- Feedback (What should the client provide after interaction with the CareerBot, e.g. save conversation into a printable file, take screenshots, take notes or use a checklist beside)
- Reflection and discussion (What key information from the CareerBot tool can inspire a meaningful conversation with the client, e.g. skills, labour market trends, job ads, tips to prepare CV/Interviews, additional resources suggested by the BOT)
- Monitoring and follow up (What use of the CareerBot can support other counselling requirements, e.g. welfare reports, counselling session summaries, evidence of research, evaluation of quality engagement from the client or service provided)

Exercise: 'Samira, Wanting to Work and Support her Family'

In this exercise you will explore how the CareerBot's features may be useful for users to engage with before meeting with their guidance professional and practitioners are invited to imagine how the mentioned functions could be best used with their clients and specific target profiles relevant to their region. This learning unit will focus on the **'Job Finder'** and **'Info on Jobs and Skills'** It offers action exercises to support Samira in gaining customised labour market information on Hairdressing in Austria.

Step 1:

Using the name 'Samira' navigate the bot to enter the 'Job finder' flow. Complete a live search for Hairdressing in Austria by typing 'Hairdressing in Austria'.

It is important to note that in some cases the Bot may not have results in your typed profession, or you made need to change the phrasing of the profession. Narrow your search for Samira by selecting 'fulltime, part-time, Contractor, Intern or Any' and when the Job was last advertised 'Today, last three days, week, month, all'.

Step 2.

Return to main options by clicking 'back to main options' and now enter the flow 'Info on Jobs and Skills'. You will be asked what information you are looking for choose between 'Search Job Description' or 'Get more Info'. In this flow you can search the profession of 'Hairdresser' and the bot will provide you a description of a Hairdressing and you can then find out more on the skills and knowledge required to work as a hairdresser. You can then find short descriptions on the terms 'skills' and 'knowledge'.

Record your findings on available positions, what platform was the job advertised for Samira and your overall experience of this feature.

Key reflections:

How useful the information was for Samira?

Do you think assigning tasks to your client before your next session would be useful in your guidance sessions?

How might these features be used to support your clients in the future?

Checklist: What I know on the subject of 'Introducing the CareerBot tool to Beneficiaries and Using a CareerBot Methodology *before a* Career Counselling Session'

What I know on the subject of 'Introducing the CareerBot tool to Beneficiaries and Using a CareerBot Methodology before a Career Counselling Session'.		
#	**Theme/Question**	**YES / NO**
1	I know how to access the CareerBot and begin conversing with the Bot using an inputted name and preferred response speed	YES
2	I know how to access and use the Job Finder and Info on Jobs and Skills feature of the Bot.	
3.	I know what things to consider before showing the CareerBot tool to clients and how Chatbot tools can be of added value to Career Guidance	
4.	I can use this feature in my day-to-day practice with clients.	

Resources for M3-LU3

The following learning material is provided:

- M3-LU3-01 – PPT Slides

- M3-LU3-02 – The CareerBot Tool https://CareerBot.eu/bot/bot.html

- M3-LU3-03 – Get to know the CareerBot Project video:

  https://www.youtube.com/watch?v=UJ836hxw39c&t=2s

- M3 – LU3-04 – Persona Cards (Samira)

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Learning Unit 4 – Using a CareerBot Methodology *During* and *After* a career Counselling Session.

Learning Unit 4 explores the use of the CareerBot tool during and after the guidance counselling session. The LU comprises of two action exercises 1. 'Career Orientated, Feeling Old, Freda' and 2. 'Pedro, Steady Self-esteem'. Both exercises will engage the practitioner with the features of the CareerBot tool and stimulate discussions on ways to use the Bot with clients effectively. This LU is designed to offer a step-by-step experience for practitioners with the Bot and the learning outcomes of this module will support LU5.

Exercise: 'Career Orientated, Feeling Old, Freda'

This exercise focuses on the **'Demand for Jobs and Skills'** and '**Application and CV'** features of CareerBot to offer Freda resources to support the development of an up-to-date CV and gain information on current needs of the Labour market in Ireland and the skills required for these roles. Throughout this training, practitioners are encouraged to give feedback on the Bot's usability and recommendations on ways to enhance the use of the Bot throughout the Guidance process.

Step 1. Navigate the Bot as Freda and enter the **'Application and CV'** conversation flow. Here you will find a range of resources including general tips on CV writing and an introduction to Europass, an EU tool designed to develop CVs.

Step 2. Discuss the CareerBot features with other practitioners and share your thoughts on these functions, identifying where they are helpful, as well as any potential limitations to keep in mind when working with clients.

Step 3. Navigate the CareerBot Tool to enter the **'Demand for Job and Skills'** conversation flow, you will be asked what country you would like to search, and the Bot will remember the country chosen the bot has been designed to work in Spain, Ireland, Austria, and Greece. Select Ireland and Explore the results select for Freda in the future skills and sectors in demand in Ireland. Explore the flow and take notes on what you find.

Key Reflections:

How useful were the videos in understanding the CV and info on jobs functions on CareerBot?

How useful were the Europass templates in designing a CV for Freda?

How might these features be used to support your clients in the future?

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How useful and relevant was the information you found for Freda in the demand for jobs and skills feature?

Exercise: 'Pedro, Steady Self Esteem'

In this unit, practitioners will explore the **'Interview'** feature of the Bot and review the developed short videos that offer helpful tips to job seekers. Using this feature help Pedro to prepare for interviews and use the features already explored in Units 3 and 4 to find customised labour market information in Spain for Pedro and record their findings.

Step 1. Navigate the CareerBot Tool as Pedro and enter the conversational flow **'interview'** explore the material offered. Take notes, jotting down the helpful ways in which CareerBot can be used to create, edit, and enhance client's interview skills.

Step 2. When finished viewing the feature, discuss your experience with your colleagues. Practitioners are encouraged to share their thoughts on the Interview feature and its accompanying videos, identifying where it may be helpful to Pedro, as well as any potential limitations to keep in mind when working with clients.

Step 3. Use the features explored in LU3 and LU4 to find more information for Pedro, experiment and explore!

Checklist: What I know on the subject of 'Using CareerBot *During* and *After a* Career Guidance Counselling Session'

#	Theme/Question	YES / NO
	What I know on the subject of 'Using CareerBot During and After a Career Guidance Counselling Session'	
1	I know how to access and use the Application and CV feature of the Bot including Europass CV	YES
2	I know how to access and use the Demand on Jobs & Skills feature of the Bot and how the bot can be used during the Guidance Session	
3.	I know how to access and use the Interview feature of the Bot and consider ways that the CareerBot tool may by jobseekers after the Guidance session.	
4.	I can use the Learning from this LU in my day-to-day practice with clients.	

Resources for M3-LU4

The following learning material is provided:

- M3-LU4-01 – Slides

- M3-LU4-02 – Persona card (Freda and Pedro)

- M3-LU4-03 – CareerBot tool

- M3-LU4-04 – Qualifax (Suggested additional tool) https://www.qualifax.ie/

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Learning Unit 5 – Role-play Exercises as Learning Tools in a CareerBot Methodology

Learning Unit 5 will look at role-playing exercises Participants will be encouraged to consider the use of role-playing as an exercise for both training career guidance practitioners and for jobseekers alike. This learning unit will form the basis of understanding for LU5's activity and will conclude with a checklist to solidify participation learning and encourage reflective practices.

Exploring the Use of Role-Playing Exercises as learning tools

Role-playing exercises can be understood and defined as "a learning technique in which participants act out scenarios under the guidance of a trainer"[9]. One purpose of a role-playing exercise is to place the participant in the metaphorical shoes of another and see things from a different perspective. Another purpose of a role-playing exercise is to prepare a participant for hypothetical real-life scenarios, and this is particularly prevalent in the area of career guidance.

In the context of career guidance, role-playing exercises involve acting out a scenario as a jobseeker or practitioner, with the purpose being to "allow oneself to understand one's place and role in the world of professions, as well as contribute to the prevention of socio-psychological barriers and to overcome external and internal obstacles to professional and life goals"[10]. This has been proven to be effective in career guidance training, with a previous study by Dunwell and colleagues highlighting the benefits of game-based learning in this field[11]. Role-playing games present a means of understanding both the role of the practitioner and the perspective of the beneficiary.

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[9] Indeed Editorial Team. (2023) 'How to Conduct Role-Play Training in 5 Steps'. [Accessed 21 September 2023]

[10] Sibgatova, K., Ilchinskaya, E., Bastrikova, E., Kuramshina, L., Makarov, A., Chernova, N., Khairullina, E. and Murugova, V. (2016) 'The Traditional and Innovative Technologies of Vocational Guidance Work with Pupils and Students'. *International Review of Marketing and Managing* 6(S2) [Accessed 27 June 2023]

[11] Dunwell, I., Lameras, P., Star, K., de Freitas, S., Hendrix, M. and Arnab, S. (2013) 'MeTycoon: A game-based approach to career guidance'. Games and Virtual Worlds for Serious Applications (VS-GAMES), 2013 5th International Conference on. IEEE. [Accessed 27 June 2023]

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Exercise: Role-Play

This exercise will involve engaging participants in a role-play scenario using CareerBot. The aims of this exercise are to promote engagement with the CareerBot, practice using with clients and demonstrating the CareerBot to clients, and better familiarise oneself with the CareerBot platform.

The role-play activity will require teams of 3-4 individuals, with at least one participant acting as practitioner, one acting as client, and the rest fulfilling the role of observer. It will last between 45-60 minutes. It is recommended to the Trainer to give time to this exercise upon feedback on this module during piloting.

Each team will be given a role-playing pack, complete with a persona card and observation handouts for the observers. The participant acting as the client will be basing their performance off the persona card allotted to them.

The stages of the exercise will be as follows:

- Dividing the cohort into mixed groups of 3-4 for the role-playing activity and assigning the roles among the participants.
- Providing each team with their role-play pack.
- Once teams have been assigned and organised with their materials, the role-play will begin:

The participant acting as the **practitioner** will be required to use the CareerBot platform to guide their client, based on their unique needs and circumstances.

The participant acting as the **client** will be required to engage with the CareerBot according to the narrative of their persona card, working alongside the practitioner to further develop their knowledge of the labour market, their career plan, and how best to pursue their career goal.

The **observer(s)** in the team will be required to observe the role-play scenario and fill out their observer handout. The observer is encouraged to engage critically with the exercise, asking questions throughout (for example: "why are you choosing that specific topic from the CareerBot?"; "Can you explain how this feature of the Bot correlates with the client's career plan?")

- Upon completion of all CareerBot topics, the role-play will conclude, and participants will get the chance to share their feedback on the exercise, commenting on their experience with CareerBot as an additional tool for delivering career guidance.
- Observers will be encouraged to share the results of their observation handouts, highlighting the advantages and disadvantages of the Bot, and providing feedback on the use of the Bot by the practitioner and the client.

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All this feedback can be collected and displayed via a flip chart, and later uploaded digitally for future use and reflection (via a Padlet or some other digital means). Here, each of the groups will share their experience and reflections with the wider group of attendees. Active listening, asking questions, and providing input are all encouraged. The wider purpose of these 3 action exercises is to familiarise participants with their peers and come to a mutual understanding of what career guidance is and what it looks like, beyond geographical and cultural boundaries.

Key Reflections:

For the practitioners

Did you have to tailor your approach here to the specific client, and how? Do you think the role-play can be helpful in trialling new approaches to delivering career guidance? Would you use role-playing exercises with clients, for example to prepare for job interviews?

For the clients

Did the role-play give you any additional insight into the perspective of the jobseeker? Has the role-play taught you something different about how to deliver career guidance?

For Observers

Can you identify best practices shown in the role play exercise by your colleagues?

How could you demonstrate the Bot effectively to clients?

N.B Allow some time at the end for open discussion amongst the wider group, noting the advantages and disadvantages of role-playing as both a training tool and as a tool for the delivery of career guidance.

Checklist: What I know on the subject of 'Role-play Exercises as Learning Tools in a CareerBot Methodology'

What I know on the subject of 'Role-play Exercises as Learning Tools in a CareerBot Methodology'		
#	**Theme/Question**	**YES / NO**
1	I know what role-playing exercises involve and the purpose they serve.	YES
2	I know what a Chatbot tool is and the general structure of the CareerBot Tool.	
3.	I know how Role-Play exercises can be practically applied in learning scenarios and with clients.	
4.	I have learned new tips and tricks from my fellow practitioners during the role-playing exercise.	

Resources for M3-LU5

The following learning material is provided:

- M3-LU5-01 – Slides
- M3-LU5-02 – Persona card (Pedro)
- M3-LU5-03 – CareerBot tool
- M3-LU5-04 – Role-playing pack

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