Chatbot based Career Guidance

CareerBOT

Blended CareerBot training for
Career Guidance Practitioner

# Module 4 – Complementary free digital solutions for Career Guidance

## Face-to-face training

[Finalised after Peer Review in November 2023]

# Content

# Training plan – You are here



## Blended CareerBOT Training for Practitioners

**MODULE 1 [2 LU]**

Digital Transformation & Green Jobs

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Digital Competences needed in Career Guidance

**MODULE 5 [6 LU]**

Transfer into Practice, Documentation & Reflection

**Final Assessment & Feedback from Expert**

**MODULE 3 [5 LU]**

Working with the CareerBOT in Career Counselling

**MODULE 4 [2 LU]**

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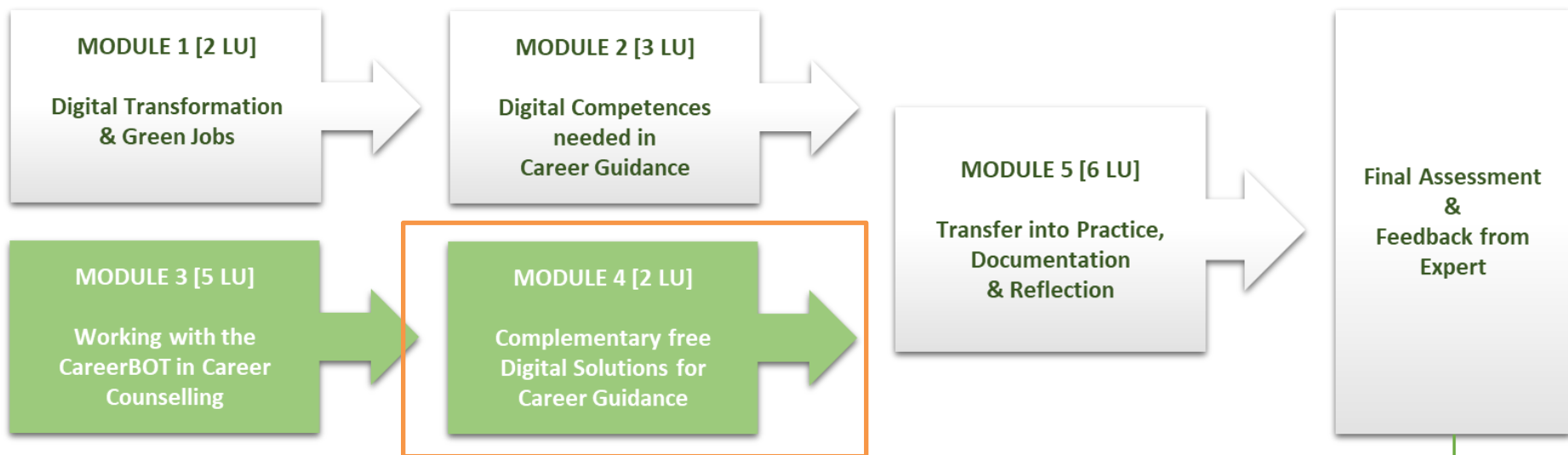
The CareerBOT training process at a glance:

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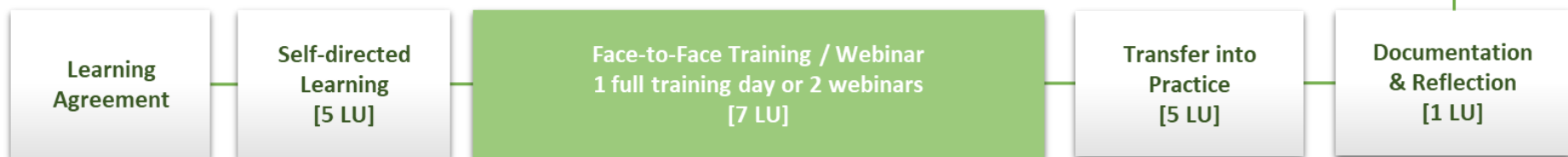
MODULE:                          A Module covers a thematic area and is divided into several Learning Units.
LEARNING UNIT [LU]:     One Learning Unit [1 LU] corresponds to a period of approx. 45 min.
GREY ELEMENTS:           Grey Modules are designed for Self-directed Learning and Transfer into practice.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

# Aim of Module 4 – Complementary free digital solutions for Career Guidance

Module 4 aims to provide a comprehensive view of complementary free digital solutions for career guidance, intended to be used in tandem with a CareerBot methodology. The module aims to highlight how digital tools can be effectively used in career guidance practices, complementing, but not substituting, the work of the practitioner. The module adopts a case study approach to learning, looking at the Irish example of Careers Portal (Future +), which is intended to provide a frame of comparative reference to digital tools in partners' respective countries. Module 4 will explore digital solutions by first defining what is meant by a digital solution, how this differs from digital transformation, and then introducing the case study. The first learning unit is targeted towards clarifying the learner's understanding of what digital solutions are and the roles they can play in contemporary guidance practices.

Following this, the module will explore other European and local digital solutions, investigating new tools and how they can be effectively used in both a guidance context and on an individual basis. Here, digital solutions will be further explored and evaluated under a number of sub-headings, including websites, databases, online portfolio services, online assessments, and online networking tools. The second learning unit will provide a broader understanding of the free digital solutions available currently and the many ways they can integrated into an effective career guidance process.

**Module 4 is divided into the following Learning Units:**

- ▪ Learning Unit 1: What is a digital solution? The concept explored using Careers Portal[1] as a case study: How digital solutions can be integrated into a Career Guidance Process.

- ▪ Learning Unit 2: European and Local digital solutions in context; Exploring new tools.

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[1]Careers Portal, comprehensive online platform for Career Guidance Practitioners, Ireland
https://careersportal.ie/ last accessed on the 22/08/2023

# Learning Unit 1 – What is a Digital Solution?

The concept explored using Careers Portal[2] as a case study: How digital solutions can be integrated into a Career Guidance Process.

In this section, participants will look at complementary free digital solutions for career guidance – this consists of any other digital alternative to CareerBot, which can be used in tandem with the Bot. LU1 serves to inform participants of the various reasons why digital solutions are being used in contemporary career guidance practices, justifying this contextual backdrop through the Irish case study of Careers Portal.

## What is a Digital Solution? How can we understand this?

According to a recent paper published by Cedefop, the Covid-19 pandemic spurred an onslaught of change in how we understand and deliver career guidance. Encouraged to maintain social distance in the name of public safety, career guidance professionals were tasked with reimagining their everyday working practices from a remote perspective. This involved integrating digital resources into the career guidance process, as a result of a widespread increase in the digitalization of public services[3]. Digital solutions can be effective in cultivating one's CV (Europass), in observing labour market trends (CareerBot), and in expanding one's network of colleagues and recruiters (LinkedIn) - to name just a few small examples.

## Solutions vs Transformation:

Based on the reading around the topic, 'digital solutions' can be understood as the smaller-scale, innovative tools and methods used to eliminate some of the more problematic logistical elements of delivering a career guidance service, for example as an effective remote solution to pandemic restrictions[4]. Digital transformation represents a much wider, cultural shift in the contemporary labour market, with public services growing increasingly digital and digitized.

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[2]Careers Portal, comprehensive online platform for Career Guidance Practitioners, Ireland
https://careersportal.ie/ last accessed on the 22/08/2023

[3] Akkok, F. and Hughes, D. (2021) 'Career chat: the art of AI and the human interface in career development'. In: Cedefop (eds) *DIGITAL TRANSITIONS IN LIFELONG GUIDANCE: RETHINKING CAREERS PRACTITIONER PROFESSIONALISM: A CareersNet expert collection*

[4] Akkok, F. and Hughes, D. (2021) 'Career chat: the art of AI and the human interface in career development'. In: Cedefop (eds) *DIGITAL TRANSITIONS IN LIFELONG GUIDANCE: RETHINKING CAREERS PRACTITIONER PROFESSIONALISM: A CareersNet expert collection. (pp. 91)*

The interests of this learning unit lie in the realm of solutions, and how they are contributing to the broader societal shift towards digital transformation.

## Digital Solution Case Study:

One of the more prevalent examples in the Irish context is that of Careers Portal (Future +). Careers Portal is Ireland's most well recognized online source for career guidance, used by both practitioners and jobseekers alike. Following a similar format to Norway's [https://utdanning.no/], Careers Portal provides a space to explore careers information, discover educational resources, and compile a unique career portfolio. Providing community functions for schoolkids all the way up to adult learners and career guidance practitioners, Careers Portal operates as a platform for personal development and growth. Equipped with a multitude of digital resources (such as career explorers, helpful videos and newsletters, and self-assessment tools, to name a few), the platform can be used by both jobseekers and career guidance practitioners to identify key skills and interests, and to aid in the hunt for a job.
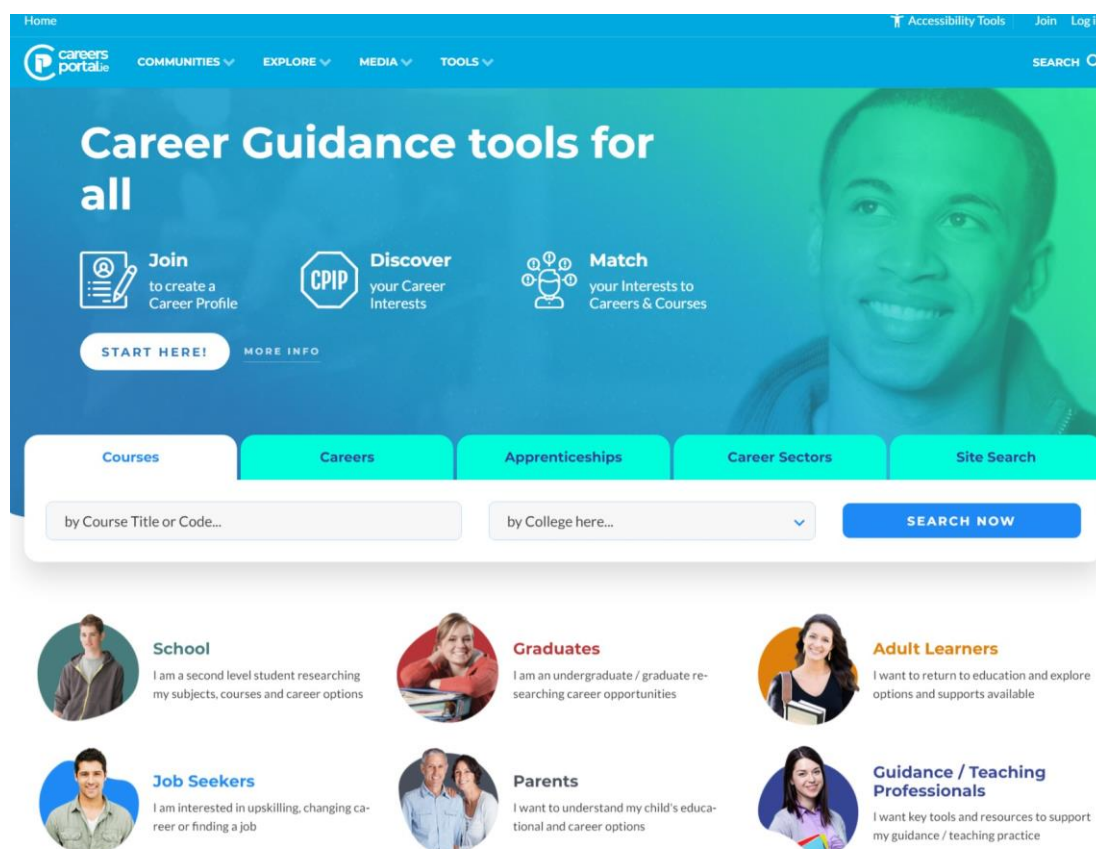
*Annex 1. Careers Portal, Ireland Homepage (https://careersportal.ie/)*

## Advantages & Disadvantages of Digital Solutions:

Modern problems require modern solutions, and the use of digital tools in career guidance services is one of the best examples of this. Contemporary technologies can offer a variety of advantages – rapid communication between practitioners and clients[5]; broadening a practitioner's geographical scope, providing opportunities to meet distant clients remotely; hybrid services being proven to reduce appointment absences [6]; and providing services which can simplify and accelerate the job-seeking process, such as CV-checkers and interview prep simulators. On the other hand, these digital solutions can come with some downsides. Some practitioners worry that increasing digitalization will dehumanize the guidance process, while others have raised valid concerns surrounding vulnerable groups of clients, who may require a more intensive form of face-to-face guidance in order to feel supported and make progress. The 'digital divide' is another primary concern when it comes to the digitalization of career guidance, wherein not everyone will have the same levels of digital literacy or material access to contemporary technologies[7].

# Exercise: Devil's Advocate

In this exercise, participants will be assigned into random groups of 3 (or more where needed). In these groups, there will be 3 main roles: mediator, critic, and devil's advocate. The purpose of this exercise is to help career guidance practitioners to expand their understanding of digital solutions and digital transformation, factoring in alternative perspectives and challenging them to think in a new and innovative way.

Here, participant groups will be assigned a statement which they will have to come up with arguments for/against. Statements are intentionally provocative, as this will provide more dynamic and interesting debates. In this activity, the role of the mediator will be to listen to the arguments of the critic and the devil's advocate and remain neutral while deciding which argument is stronger. The role of the devil's advocate is to support the statement provided, generating an argument that is in favour of the statement. The role of the critic is

[5] Rammo, M. (2021) 'The relevance of the Estonian occupational qualification sub-framework in the field of career guidance'. In: Cedefop (eds) *DIGITAL TRANSITIONS IN LIFELONG GUIDANCE: RETHINKING CAREERS PRACTITIONER PROFESSIONALISM: A CareersNet expert collection (pp.58)*

[6] Moura, H., Taveira, M., and Ramalho, S. (2021) 'Career practice education and training in Portugal: challenges during the pandemic'. In: Cedefop (eds) *DIGITAL TRANSITIONS IN LIFELONG GUIDANCE: RETHINKING CAREERS PRACTITIONER PROFESSIONALISM: A CareersNet expert collection (pp.197)*

[7] Moura, H., Taveira, M., and Ramalho, S. (2021) 'Career practice education and training in Portugal: challenges during the pandemic'. In: Cedefop (eds) *DIGITAL TRANSITIONS IN LIFELONG GUIDANCE: RETHINKING CAREERS PRACTITIONER PROFESSIONALISM: A CareersNet expert collection (pp.197)*

to generate an argument that is against the statement, offering critique and counterarguments to the devil's advocate.

Following completion of the exercise, the groups can discuss with the larger group of participants what their statement was, how they argued, and can receive feedback and responses from their peers. Here, the mediator can weigh in on which argument they believed to be stronger and why. Important to note is that the devil's advocate/critic must challenge themselves to see things from the point of view assigned to them, even if this may not be their personal opinion. The intention here is to challenge participants to see things from an alternative perspective and to open their minds to the thoughts and opinions of others, fostering broader understanding.

Some example statements can include:

"AI provides good career guidance"; "CV-generators are better than writing your own"; "Jobseeking is easier online".

**Key Reflections:**

- How useful were the slides in furthering my understanding of digital solutions, their purposes, and their advantages and disadvantages?

- How useful was the exercise in broadening my perspective on digital solutions?

- Did I learn anything new from the exercise arguments, or change my mind on any of the topics debated?

# Checklist: What I know on the subject of 'What is a Digital Solution?'

| What I know on the subject of 'What is a Digital Solution?' | | |
|---|---|---|
| **#** | **Theme/Question** | **YES / NO** |
| 1 | I know the difference between a digital solution and digital transformation. | YES |
| 2 | I know the functions of a digital solution in career guidance. | |
| 3 | I know the advantages of using digital solutions in career guidance. | |
| 4 | I know the disadvantages of using digital solutions in career guidance. | |

# Resources for M4-LU1

**The following learning material is provided:**

- ▪ M4-LU1-01 – PPT slides
- ▪ M4-LU1-02 – Devil's advocate pack

# Learning Unit 2 - European and Local digital solutions in context; Exploring new tools

In LU2, several European and local digital solutions will be demonstrated to participants. First, context will be provided, explaining the reasons behind localizing digital solutions. Following this, participants will be shown a number of tools which they are invited to explore and to try imagining playing a role in their everyday practices. These will be categorized under the following subheadings: websites, databases, online portfolio services, online assessments, and online networking tools. Exercises and resources relevant to each will be provided.

## Why localize digital solutions?

Localizing career guidance has been proven to improve the quality of the service, with some countries enhancing their services through "embedding definitions of required competences in … strategies or guidelines for regional or local service provision", as opposed to national level requirements and legislative measures[8]. Localizing career guidance and its relevant tools and solutions makes the process of enhancing and improving services more accessible, affordable, and seamless. Access to complimentary free digital solutions on an EU-wide scale, starting from the local up to the regional level, ensures a degree of consistency and fairness across guidance processes and services [9]

In Module 2, Learning Unit 1 participants were introduced to the Digital Competence Framework for Citizens (DigComp) that consists of five dimensions or layers:

DigComp consist of five dimensions or layers:

- Dimension 1 – **5 areas** of the digital competence
- Dimension 2 – **21 competences** belonging to each of the five areas
- Dimension 3 – **8 Levels of proficiency** for each competence
- Dimension 4 – **Examples** of the knowledge, skills and attitudes per competence
- Dimension 5 – **Use cases** in work and education for each competence

The five main competence areas are illustrated below:

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[8] Vuorinen, R., Kettunen, J., Villalba-Garcia, E., and Harrison, C. (2021) 'Identifying standards for career professionalism'. In: Cedefop (eds) *DIGITAL TRANSITIONS IN LIFELONG GUIDANCE: RETHINKING CAREERS PRACTITIONER PROFESSIONALISM: A CareersNet expert collection (pp.18)*

[9] ibid

***Annex 2. DigiComp Framework Competence Areas***

In this Learning Unit we aim to outline different types of complementary tools to CareerBot that can support guidance practitioners and clients in enhancing some key competence areas identified namely Problem Solving, Information and Data Literacy, and Communication and Collaboration, Safety (DigiComp). To revisit the DigiComp Framework in more detail reference Module 2 of this training curriculum.

See below what types of tools to consider in your daily work and how they can enhance key competence areas of DigiComp Framework.

## What tools?

There are a number of complementary digital tools available for use by both career guidance practitioners and solo jobseekers, and these can be used parallel to a CareerBot Methodology. These tools include websites & online assessments, databases, online portfolio services, and online networking tools.

## Websites & Online Assessments:

In today's labour market, there are a huge number of careers-focused websites available, and this can be daunting to jobseekers, trying to find which one is right for them without becoming overwhelmed by the volume of information. These websites, however, can be beneficial in discovering one's own transferable, hidden skills, and identifying potential suitable careers. It may help to have a career guidance practitioner talk them through appropriate websites, such as the following two examples:

● Next Move's online interest profiler (https://www.mynextmove.org/explore/ip) is a useful tool for helping jobseekers make connections between their interests and potential career pathways.

- The UK's National Career Services's Skills Assessment (https://nationalcareers.service.gov.uk/skills-assessment) works in the same way, providing users with 50 multiple choice questions which aim to uncover relevant roles to your exisiting skills and interets.

With an understanding of one's own skills and interests, users can then direct more specific job-related queries to CareerBot, for example looking up specific job titles as opposed to general sectors and enhance their Information and Data Literacy digital competence.

## Databases:

Online databases can be helpful for individuals looking for work, or further education and training opportunities. Databases can be used to store opportunities which can be easily accessed by the jobseeker, implementing filtering systems to better one's chances of finding an appropriate opportunity relevant to them. Utilising online databases and online searching skills to navigate them can enhance one's information and data literacy competence, a key competence outlined in the DigiComp framework.

One such database includes Ireland's Qualifax (https://www.qualifax.ie/courses) - this is an online database which provides information on courses available in Ireland. Users can filter by qualification type, location, category, attendance options, and more, to find a course that is applicable and beneficial to them. If a user discovers though CareerBot that up-skilling is needed to advance in their preferred area of work, Qualifax can be useful in identifying opportunities and sourcing a relevant course.

## Online Portfolio Services:

An online portfolio service is a digital tool that can be used to curate a user's CV, cover letter, and career portfolio. This can be a useful tool to refer to employers, however it may require a practitioner's guidance to navigate and to fill out. One example is Europass (https://europa.eu/europass/en) – this is an EU website offering effective templates for CV and cover letters, as well as information on work in the EU and labour market trends. Europass is a one-stop-shop for jobseekers, offering effective templates, information on skills, and information on opportunities for work or further education in the EU. Europass is the most prime example of a career portfolio service and users of CareerBot are introduced to this tool. Upon learning about the necessary skills required for a job through CareerBot, jobseekers may use Europass to customise their CV to best reflect those skills and desirable attributes. Online portfolio Services support individuals to build and manage an online digital profile, communicate effectively with employers using digital technologies, and collaborate with their practitioner. This addresses the key competence area of Communication and Collaboration.

## Accessibility Tools:

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. When organisations are developing websites, they may also consider accessibility digital solutions that help you to ensure it is user friendly for individuals with disabilities one example is Recite Me | Accessibility Software & Solutions. Showing clients accessibility ribbons and tools already existing on websites is also important to support their job search.

Accessibility tools can support individuals to problem-solve daily tasks related to their job search using digital skills. Similarly, as a practitioner, identifying different accessibility tools to meet the needs of your clients enhances your own key digital competences in Problem-Solving using digital tools.

## Online Networking Tools:

Online networking tools can be incredibly beneficial to use in tandem with a CareerBot methodology. While CareerBot can identify relevant job listings, users can then use online networking tools to connect with recruiters or professionals to expand their network of contacts and increase their chances of either securing a job through a mutual connection or hearing about a suitable position through a connection. Using online networking tools effectively individuals can share information and manage a digital identity while protecting personal data and privacy and gain an understanding of Netiquette as they become familiar with online networking. The most popular platform for this function is LinkedIn – LinkedIn can be used to connect with other professionals, keep up to date with news in the world of work, apply for jobs, and build a professional digital identity. Again, this is a tool which a jobseeker may want to explore in a guidance session, perhaps by first looking for jobs with CareerBot and then exploring that company's LinkedIn page for further insights.

## A Link Collection of Relevant Complementary Free Digital Solutions:

The Next Move Online Interest Profiler – this online tool can be used to assess career paths relevant to one's pre-existing interests. (https://www.mynextmove.org/explore/ip)

The UK's National Careers Service Skills Assessment – this online tool intends to find out the interests of the participants, how these can emerge as transferable skills, and how to apply these skills in the labour market. (https://nationalcareers.service.gov.uk/skills-assessment)

The Open Colleges Career Quiz – this online tool is used to link personality traits with suitable career areas. (https://www.opencolleges.edu.au/pages/career-quiz)

Qualifax – this tool is an Irish online database for discovering opportunities in further education and training. The site can be navigated via the use of filters, specifying one's searches by course type, location, full/part-time, provider, category, NFQ/qualification level, and more. (https://www.qualifax.ie/courses)

Europass – this is an EU-wide online portfolio for discovering work and opportunities for further education and training in Europe. This tool also provides features and templates for the creation of CVs and cover letters, tailored towards specific sectors. Users can also use this tool to access skills and labour market trends across the EU, to better inform themselves of the contemporary labour market demands. (https://europa.eu/europass/en)

LinkedIn – this online solution has been dubbed the 'Facebook' for professionals. It can be used to network and connect with others, keep up-to-date with sectoral-specific news and access newsletters, and source jobs which are deemed relevant to the user by the website's algorithm. (https://www.linkedin.com/)

AI – there are a number of free, online artificial intelligence tools which can be beneficial to jobseekers using a CareerBot methodology. For example, if CareerBot notifies a user of the skills necessary to succeed in a particular sector, and if the user then takes CareerBot's CV-writing advice to include these skills in their CV, the user can then input this CV into an alternative AI to receive feedback or corrections. (https://openai.com/chatgpt)

Grow with Google's Interview Warmup – this online tool simulates a job interview in a multitude of career areas and also has a more general option. This can be used to prepare jobseekers for interviews and allow them to practice their answers outside of a career guidance setting. (https://grow.google/certificates/interview-warmup/)

# Exercise: Padlet

In this exercise, participants will be asked to play around with some of the complementary free digital tools mentioned in LU2. This can be done singularly or as part of a pair or group. Participants are encouraged to share their thoughts on these platforms and identify where they may be useful in their everyday working practices. Following this, a QR code and link will be provided, leading participants to a Padlet board where they will be encouraged to share their own examples of complementary free digital solutions, whether they be on a European or a local level. All participants will have access to the Padlet and can observe each other's answers in an exercise of knowledge and resource-sharing.

**Note for Delivery:** Facilitators are advised that they may need to create a new padlet board titled 'EU and Local Tools' including sticky notes for each type of digital tool listed in the previous section should the linked padlet board be deactivated in the future. See example below:
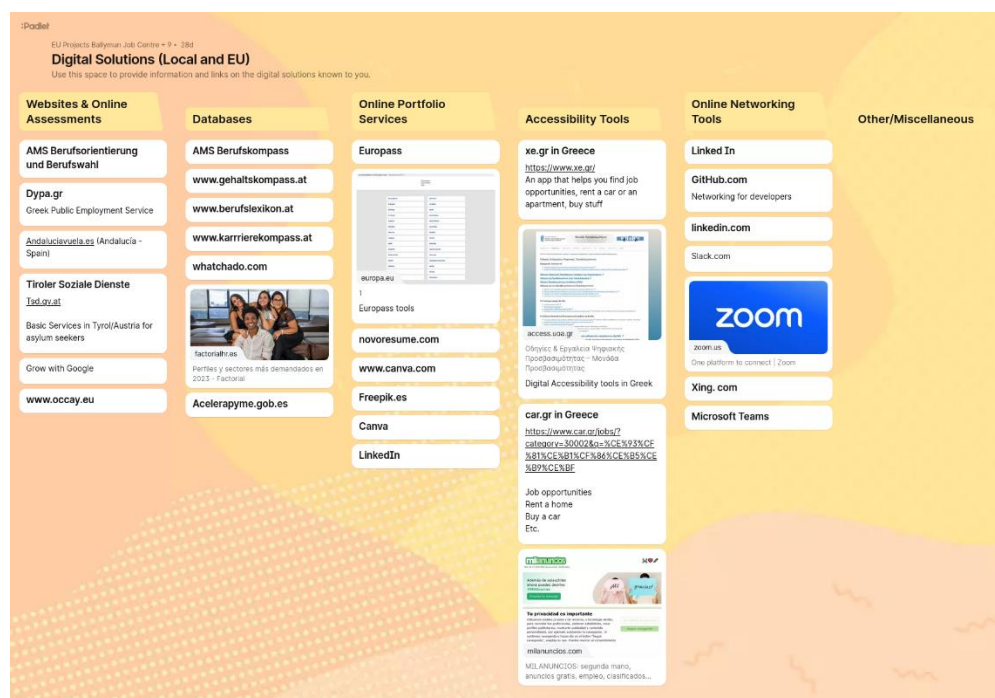


*Annex 3. Padlet Board, Piloting October 2023*

**Key reflections:**

- How useful can digital tools be in my own everyday practices?
- How might these tools benefit my clients?
- How useful are the suggestions on the Padlet from my peers? Can I see myself using these in my everyday working practice.

# Checklist: What I know on the subject of 'European and Local digital solutions in context; Exploring new tools'

| What I know on the subject of 'European and Local digital solutions in context, Exploring new tools' | | |
|---|---|---|
| **#** | **Theme/Question** | **YES / NO** |
| 1. | I know the reasoning behind localising digital tools and how they can support both practitioners and jobseekers to enhance their key digital competences | YES |
| 2. | I know how to implement websites and assessments into a CareerBot methodology. | |
| 3. | I know how to implement databases into a CareerBot methodology | |
| 4. | I know how to implement career portfolio services into a CareerBot methodology | |
| 5 | I know how to implement online networking tools into a CareerBot methodology | |
| 6 | I am aware of other digital tools through my peer engagement with Padlet and feel confident to explore these | |

# Resources for M4-LU2

**The following learning material is provided:**

- ▪ M4-LU2-01 – PPT slides

- ▪ M4-LU2-02 – Module 2 CareerBot 'Digital Competences needed in Career Guidance'.

- ▪ M4-LU2-03 – Participant Padlet

- ▪ M4-LU2-03 – Annex 'Digital Tools Gathered Tools during Piloting 2023'

## Digital Tools Gathered during Piloting 2023

| Websites and Online Assessments | Databases | Online Portfolio Services | Accessibility tools | Online Networking tools |
|---|---|---|---|---|
| AMS Berufsorientierung und Berufswahl (Austria) https://www.ams.at/arbeitsuchende/aus-und-weiterbildung/berufsinformationen/online-tools-rund-um-berufsorientierung-und-ausbildung | AMS Berufskompass (Austria) https://www.berufskompass.at/berufskompass/ | Europass https://europa.eu/europass/en/create-europass-cv | Digital Accessibility tools in Greek https://access.uoa.gr/services/e-access/guidelines/ | Github, Networking for Employers www.github.com |
| Greek Public Employment Service (Greece): https://www.dypa.gov.gr/ | AMS gehaltskompass (Austria) www.gehaltskompass.at | Apps to find job opportunities, rent a car or an apartment (Greece) https://www.xe.gr/ https://www.car.gr/ | | Slack www.slack.com |
| Andalucia Orienta (Spain) https://www.juntadeandalucia.es/organismos/sae/areas/mejora-empleabilidad/andalucia-orienta.html For Self-Employment go to Andalucia Emprende (Spain) https://www.andaluciaemprende.es/CADE/ | Berufslexikon (Austria) www.berufslexikon.at | | | Zoom https://zoom.us/ |
| Tiroler Soziale Dienste, Basic Services in Tyrol/Austria for asylum seekers (Austria) https://www.tsd.gv.at/ | Karrierekompass – Startseite (Austria) https://www.karrierekompass.at/AMS | | | Xing www.Xing.com |
| Online Career Academy https://occay.eu/ | Whatchado (German/Austria) https://www.whatchado.com/de | | | |