1. Module 1: What are the benefits and issues of using online LMI and guidance?

Group Size: max 8   **Time:** 3.45 hours

Target group: Manager and Practitioner

Aims

This module is a useful introduction to the topic of ICT and LMI in Lifelong Guidance. Many of the activities included in this module provide opportunity for group discussion. The aim is to develop a common understanding of the overall benefits and issues associated with using ICT in LMI and guidance.

It is recommended to complete this module first; some issues will be covered in more depth in later modules.

Learning Outcomes

- To recognise CPD opportunities and gaps in current skills/knowledge related to the use of ICT in guidance;
- To understand the technical skills and knowledge required in a context of blended service delivery;
- To analyse the reliability of LMI (formal, informal, online etc.);
- To recognise and respond to clients' diverse needs when accessing LMI through ICT;
- To understand how to use ICT tools responsibly and ethically.

Skills Required: Confident user of ICT and familiar with the ICT systems used by the organisation, familiar with the internet, some knowledge of social media. Familiar with LMI and LMI online resources, websites, etc.

Equipment required: Flipchart or white/smart board to write on, computer and projector with a screen, access to the internet. If possible, every trainee has the use of a computer with access to the internet.

Module 1: Self-assessment

Complete this self-assessment before commencing Module 1 using scale A. Repeat this assessment after completing Module 1 to measure your progress using scale B.

Your current assessment	Grade your current understanding/competence *1 = Basic understanding to 6 = Expert*
I can identify the main skills and knowledge required of practitioners using ICT.	A 1………..2………..3………..4…………..5…………..6 B 1………..2………..3………..4…………..5…………..6
I understand how online tools can influence and guide the future activity of the client.	A 1………..2………..3………..4…………..5…………..6 B 1………..2………..3………..4…………..5…………..6
I understand and can explain the different ways practitioners may access LMI through ICT.	A 1………..2………..3………..4…………..5…………..6 B 1………..2………..3………..4…………..5…………..6
I am able to effectively find information using a variety of ICT tools.	A 1………..2………..3………..4…………..5…………..6 B 1………..2………..3………..4…………..5…………..6
I am able to critically analyse information using a variety of ICT tools.	A 1………..2………..3………..4…………..5…………..6 B 1………..2………..3………..4…………..5…………..6
I understand how to record sensitive or personal data using ICT systems.	A 1………..2………..3………..4…………..5…………..6 B 1………..2………..3………..4…………..5…………..6
I am able to recognise and resolve everyday issues related to clients' ICT access.	A 1………..2………..3………..4…………..5…………..6 B 1………..2………..3………..4…………..5…………..6

1.1 How does online guidance make a difference?

Activity: How can face-to-face or online career guidance make a difference?

Task	Commentary	Time
What do we mean by career guidance?	Aim for a common accord. Consider the difference between Career Information, Career Advice and Career Guidance.	**15 mins**
What are the advantages of career guidance? What does the client get out of it?	Explore: Career decision making is not a science or an art but it definitely not a random process. Career guidance promotes thought and critical thinking about one's attitudes, aptitudes, motivation, skills, working styles etc. Career guidance enables clients to recognise their skills and weaknesses.	
Knowledge and understanding of industry trends and requirements. Why is this important?	Jobs and careers are changing at a tremendous pace. Career guidance can help a client know what is increasing in vacancies or in short supply. They can realise they need new skills / training. It can help when choosing which institution will have the most appropriate course.	

Task	Action	Time
What is online guidance?	Do not limit the answers to only online careers guidance. For example, Life Coaching and Counselling Services often offer an online guidance interview with a practitioner. Write down the answers	**30 mins**
Who has done any form of online guidance?	Many practitioners will have given guidance using the telephone.	
When do you use online guidance?	When a client cannot attend a face to face interview due to circumstance – distance from the office, limited transport, lack of a local qualified practitioner etc.	
What kinds of ICT do you use in guidance? Which equipment, tools, websites?	Do not limit the answers to just recording the interaction. You are looking for: showing websites, online career tools, etc. Make a list of all occasions where ICT is used to support or in place of guidance.	
What are the advantages?	Can provide a service to people across a wider geographical area. Follow up can be shorter interactions or more frequent. The office premises do not have to be in an expensive business area.	
What are the disadvantages?	Unable to observe body language - E.g., the Samaritans Suicide Counselling Service still uses the telephone for counselling and they cannot see the client and are therefore unable to 'read' body language – so how much of an issue is this? Staff are not confident in using IT/unwilling to use IT.	
What ICT do you need to be able to deliver any type of online guidance?	Do not limit the answers to just recording the interaction. You are looking for: showing websites, online career tools, etc. A reasonably fast PC/Laptop/Tablet with good internet speeds. Web Cam, Microphone and suitable applications such as Skype. E-mail – is this a personal business e-mail or a new e-mail account for online guidance only? Telephone	

What training would you need to feel confident in delivering online guidance?	Discuss	
Are there any groups of people for whom online guidance will be difficult or inappropriate?	People with some disabilities such as hearing / vision difficulty etc. Can these be overcome? How?	

Trainer notes: Online guidance can take many different forms for a telephone call, to text messaging, to video call (Skype) or e-mail correspondence. Another possibility is online chat through a website. You may have used online chat to make product or service enquiries. For this service, you need to publicise the hours of service and ensure that a member of staff is available to answer queries.

E-mail – is this a personal business e-mail or a new e-mail account for online guidance only?

Continuity – will the client be able to re-establish contact with the same adviser if they have subsequent questions?

Quality – what quality monitoring procedures are in place to ensure independent, impartial guidance? How does the organisation monitor quality? Is it self-monitoring or does the organisation record and monitor telephone conversations, keep e-mail/text conversations

Written activity

Time: 5 mins

Individually write down any groups of people for whom online guidance will be difficult or inappropriate. Can these be overcome? How?

In the feedback to the group, you are looking for people with some disabilities such as hearing / vision difficulty etc.

Role-play

Time: 5 mins

You will need two volunteers. One to be the telephone Caller and one to be the Careers Guidance Professional (CGP). This activity can take place in front of the group or you can pair people up and a number of these 'telephone calls' can take place at the same time.

The conversation is 'ad-lib' and these notes are suggestions for the Telephone Caller. The CGP should not see the Caller notes.

The CGP should respond in an appropriate manner.

Caller, "Hello, I want to find out about jobs."

Caller brief: You are being bullied by your boss and want to find another job. You have done this job at this company for 8 years. You are not sure if you still enjoy the work and may like to change your work.

Ask for feedback from the CGP. What did you feel while doing the interview? Was it different from a face-to-face interview? What was different? Was it a problem? What did you have to do to compensate?

Caller feedback. How did the CGP respond to you? Did you feel at a disadvantage because you were on the telephone? What would have changed in the interview?

Video resources for further study

https://www.youtube.com/watch?v=_ixOAD4J0IY

https://www.youtube.com/watch?v=xmuFBlhLZqk

http://ncgeadultguidance.ie/7-resources/74-toolbox-talks/toolbox-talks-3

https://www.youtube.com/watch?v=oRzQ2DnL0tw

Text resources

https://www.theguardian.com/money/2011/oct/21/can-online-careers-advice-work

1.2 What is LMI and how do we find it?

Task	Comments	Time
What do we mean by LMI? Establish a common agreement.	Aim for a common accord of LMI. Can be used for both Labour Market Information and for Labour Market Intelligence.	**5 mins**

Activity: We have agreed what we mean by LMI, but where do we find it?

Task	Action	Time
Where do you access LMI? Where do you get it from?	Labour market information: data from a range of sources Labour market intelligence: an interpretation of labour market information Write down the answers *	**10 mins**
What type of LMI is available?	Write down all the different types. Suggestion: make two columns and write the answer in the most appropriate column	
What is the role of guidance practitioners in using LMI?	Role of careers staff is to interpret and make what can be very dense data meaningful.	
Is the LMI information up to date? How do you know?		
Do you need LMI for other countries? Which websites can you recommend?	Examples https://ec.europa.eu/eures/main.jsp?acro=lw&lang=en&catId=490&parentId=0 http://www.venture-uk.co.uk/	

1.3 False information in LMI

Show several examples of local LMI.

Task	Suggestions	Time
What is 'false information'?	This could be one person's opinion, not factual. It could be biased by an association/organisation. It could be out of date. http://www.telegraph.co.uk/technology/0/fake-news-origins-grew-2016/	**15 mins**
What 'false information or 'fake news' have you seen or heard?	Discuss – ask for examples. How did you know it was 'false'?	
Why is it dangerous?	It can be inaccurate or incomplete.	
How do you recognise 'false LMI information'?	The source has not been vetted/approved. It is a new source. It has been shown to be unreliable. It is based on guesswork. Predictions about the future labour market requirements can be unreliable unless based on statistics, local knowledge and time for the near future.	
How do you combat against 'false LMI information'?	Have recommended sources of LMI you know are factual, true, up-to-date and reliable. Have more than one source, which states broadly the same information.	

Task	Commentary	Time
What is informal LMI?	This can be in the form of an employer talking about his or her own situation or a business sector having a view of what is happening in their industry. It can also be an employee or past employer recounting their experience. It can be a news item on Radio, TV or in print.	**30 mins**
What are the issues of using this type of LMI?	One person's opinion It could be biased It could be out of date information It could be limited by locality etc. Fragmented LMI – there may be no national or regional collation of LMI statistics and practitioners have to rely on a few limited sources for LMI. Can be generated by job sectors or associations with a role in promoting the industry. Can be unrealistic as the information may be based on a limited viewpoint and not supported by factual evidence or statistics.	
How would you deal with informal or fragmented LMI?	It is no longer sufficient for job seekers to possess traditional academic qualifications or specific job skills. Nowadays job seekers need to develop a range of interpersonal and transferable skills to be able to adapt to changing market circumstances and organisational needs.	
Can Informal or Fragmented LMI ever be useful?	Anecdotal statements can give an impression of a job or the jobs market as it is based on personal accounts. However, a full picture based on statistics can give a truer understanding.	

1.4 Recording data

Activity

(Note: if possible, get examples of the data recorded by your organisation before the delivery of the module)

Task (Items in italics require localisation)	Commentary	Time
What information do practitioners need to record about clients and why?	Discussion	**30 Mins**
***What is required by your organisation?* What is good practice? Why is it good practice?**	So that another adviser working with the clients knows what guidance the client has received.	
Where is the information recorded?	*Name of the database*	
What reports do we produce from this information?	*If trainees are from various organisations ask what their organisation requires.*	
Recording information for the member of public: Do you currently give a written report of your interview/interaction to the client? If so, what is this called and what is its purpose?	Summary of guidance received, Action Plans, Activity Worksheets, 'SMART' objectives etc.	
Which LMI activities or recommended activities could you put in the report?	Discussion	
Which resources would you recommend?	Discussion	
How do you protect client personal information? On your computer? By e-mail?	*Company policy* Lock the screen; ensure other clients cannot see the display screen. Password protection, encryption, some organisations will prohibit sending data by e-mail.	

1.5 Issues an adviser must recognise and resolve

Activity: In pairs write down what you would do in the following situations. Share your ideas with the group.

The client is unable to access online LMI resources due to:	Example solutions	Time
No access to internet/IT equipment/mobile devices.	Recommend the client uses a public service such as libraries/public government offices/internet café/employment centre.	**15 Mins**
IT illiterate.	Will require showing what to do by the adviser either in a one to one situation or in a group for other people with low level IT literacy. Some people will not be capable of using IT on their own.	
Non-native speakers: what is available to help this group of people access LMI?	Some websites/pages available in their home language, a friend to translate, group work led by a home language speaker.	
Non-native speakers with low oral comprehension.	Language lessons, support into employment.	
Non-native speaker with good oral skills but low reading ability in the new language.	Online translator such as Google translator. WARNING how do you know the translation is accurate?	
What kind of LMI is useful for anyone who cannot speak the official language?	Consider what jobs they can do. Where will the jobs be? Are they available in this area? Are there any useful websites or printed materials available in their home language?	

Time: 30mins

What would you say is the value of using ICT & LMI in the guidance process?

What are the major issues stopping practitioners in your organisation using ICT & LMI in their guidance?

Organise your points in a SWOT analysis

Strengths	Weaknesses
Opportunities	Threats