



ICT & LMI in careers guidance

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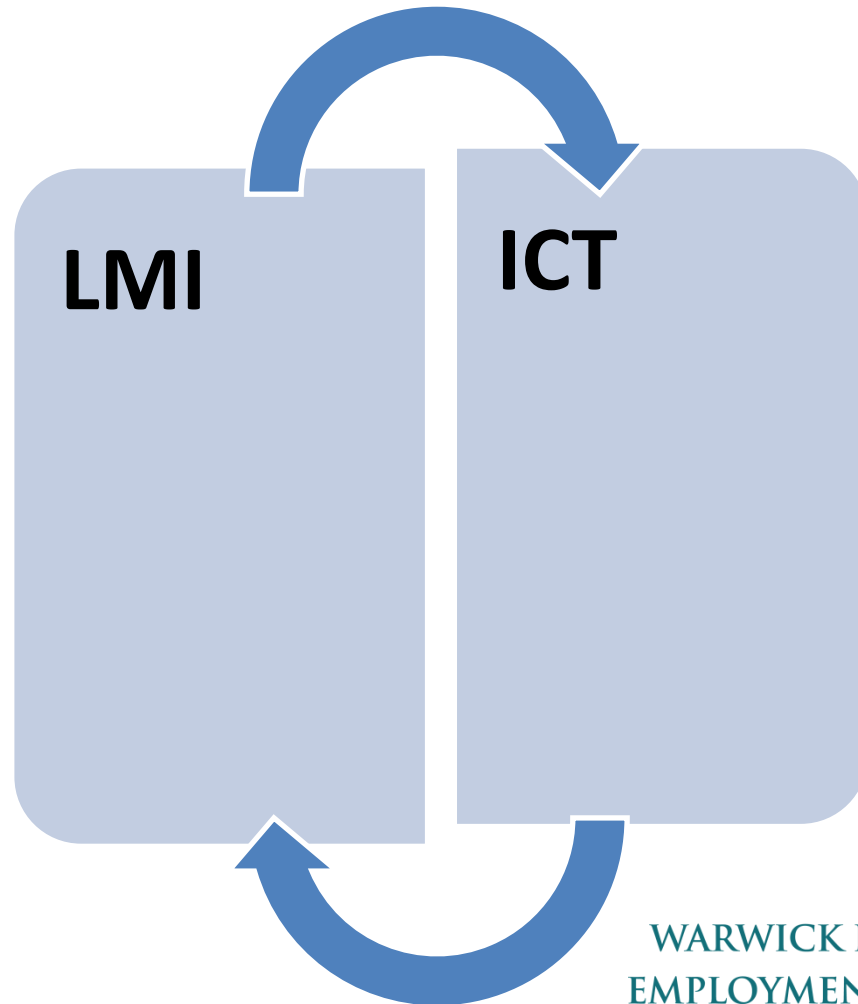


LMI: pivotal to effective LLG

- ❖ Key differentiator:
- makes LLG distinct from other helping professions



Inseparably entwined?



Agenda

- Reflect on the role of LMI in LLG
- Explore some key issues for integrating LMI into practice
- Review the relationship between LMI & ICT
- Future directions
- Policy & practice implications

LMI: what is it?

Includes DATA about:

- **general employment trends**
(i.e. unemployment rates; skills gaps; future demand)
- **the structure of the labour market**
(i.e. what jobs exist, how many, which sectors)
- **how the labour market functions**
(i.e. how people get into jobs & move between employers)
- **Equality, diversity & access**
(i.e. which individuals are employed in different sectors, at what levels/pay?)

LMI: what is it?

- **the interaction between labour demand & supply** (i.e. mismatches – unemployment, skill shortages)
- **national, regional and local labour market variations** (i.e. size of workforce, prominent sectors, etc.)
- **progression routes** (i.e. career structure, earnings, transferability of skills)
- Etc.

Information v. Intelligence

LM Information

- Data, graphs & statistics

LM Intelligence

- Interpretation of LM Information

**However, meaning NOT inherent
in the data**

**So - how do we use
LMI effectively in practice?**

LMI in LLG – key processes

- **Identify** (what's required?)
- **Retrieve** (which sources?)
- **Interpret** (what does it mean?)
- **Disseminate** (who is it for?)
- **Mediate** (what does it mean?)



LMI: research evidence?

Difficult to isolate to evaluate impact

- Usability of products (e.g. readability; accuracy; access, etc.);
- Operational issues (workforce capacity, delivery mechanisms (IT). etc.);
- Methods of delivery (good practice guides).

(Refs: Savard, G. & Michaud, M., 2005; UKCES, 2010, 2011, 2012).

LMI: research evidence

Unanswered questions:

- How do individual clients use LMI?
- To what extent does assistance by a service provider enhance the effective use of LMI by individuals?
- To what extent is independent self-help a sufficient process for clients to use LMI effectively?

LMI: clients

Canadian research (study 1):

- **151 adult clients** with job search or career decision-making needs;
- **Self-help packages** that helped clients make sense of the LMI and apply to their situation (compared with ‘figure it out for yourself’);
- **Advice sessions** (not guidance) – evidence that assisted delivery protocols (two 20-30 minutes interactions) is sufficient to provide meaningful progress.

LMI: clients

Conclusion:

‘LMI packages carefully tailored to meet specific client needs, and containing suggestions for how to access the information, plus how to interpret the information, and how to apply it to the clients’ own specific situation can result in predictable and substantial client gains.’

(Ref: Hiebert, 2010)

LMI: clients

Canadian research (study 2):

- 510 under-employed graduates, aged 25-29;
- Randomly assigned to two programmes (one web-based LMI site for a 5 week bespoke, programme promoting LMI learning; one access to LMI: ‘figure it out for yourself’)

LMI: clients

Conclusion:

'The web-based program had an impact on participant's labour market competencies, improving their career decision-making self-efficacy as well as their job search self-efficacy and clarity.'

Ref: Social Research and Demonstration Corporation, 2011

LMI: research evidence

What do clients say they want?:

- access to expert knowledge & information was regarded as critical to effective career guidance (Bimrose et al., 2008);
- a need for career professionals to support information seeking behaviour (Vilhjálmsdóttir et al., 2011);

What do clients want to know?

- Competition they face
- Entry routes
- Rewards available
- Availability of jobs in their 'travel to work area'
- Prospects of securing employment in a particular job
- Market value of particular qualifications, experience or training

Effective use of LMI: challenging clients

Sharing information helps develop new perspectives on a problem:

- Giving new intelligence
- Correcting mis-information

Ref: Egan, G. (2001). *The skilled helper: a problem-management approach to helping*, Belmont, California: Brooks/Cole



LMI: role in careers guidance

Traditionally, career decision-making has been regarded as a rational, linear process:

- Assessing skills & abilities
- Evaluating job requirements
- Making a 'perfect' match



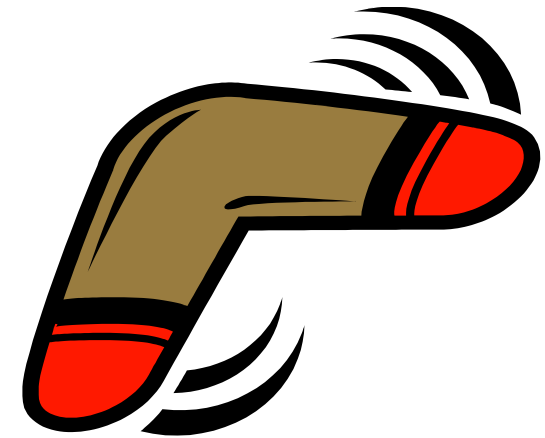
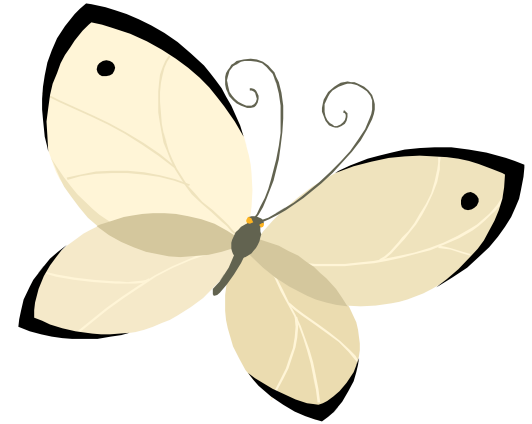
i.e. the ***'matching approach'*** to guidance

Matching at the heart?

Matching assumes a degree of stability in the labour market:

'Trying to place an evolving person into the changing work environment ... is like trying to hit a butterfly with a boomerang' (p.263)

Ref: Mitchell, L.K. & Krumboltz, J.D. (1996) 'Krumboltz's learning theory of career choice and counseling', in Brown, D., Brooks, L. & Associates (Eds) *Career Choice and Development* (3rd Ed), San Francisco, California, Jossey Bass.



Alternatives to matching

- Unmediated:** give clients/students direct access to high quality LMI
- Humanistic:** encourage clients/students to use LMI to support a broader process of personal growth
- Learning:** use LMI for specific purposes (e.g. challenge misconceptions)

LMI: Professional identity?

'Expert'
(Trait & Factor)

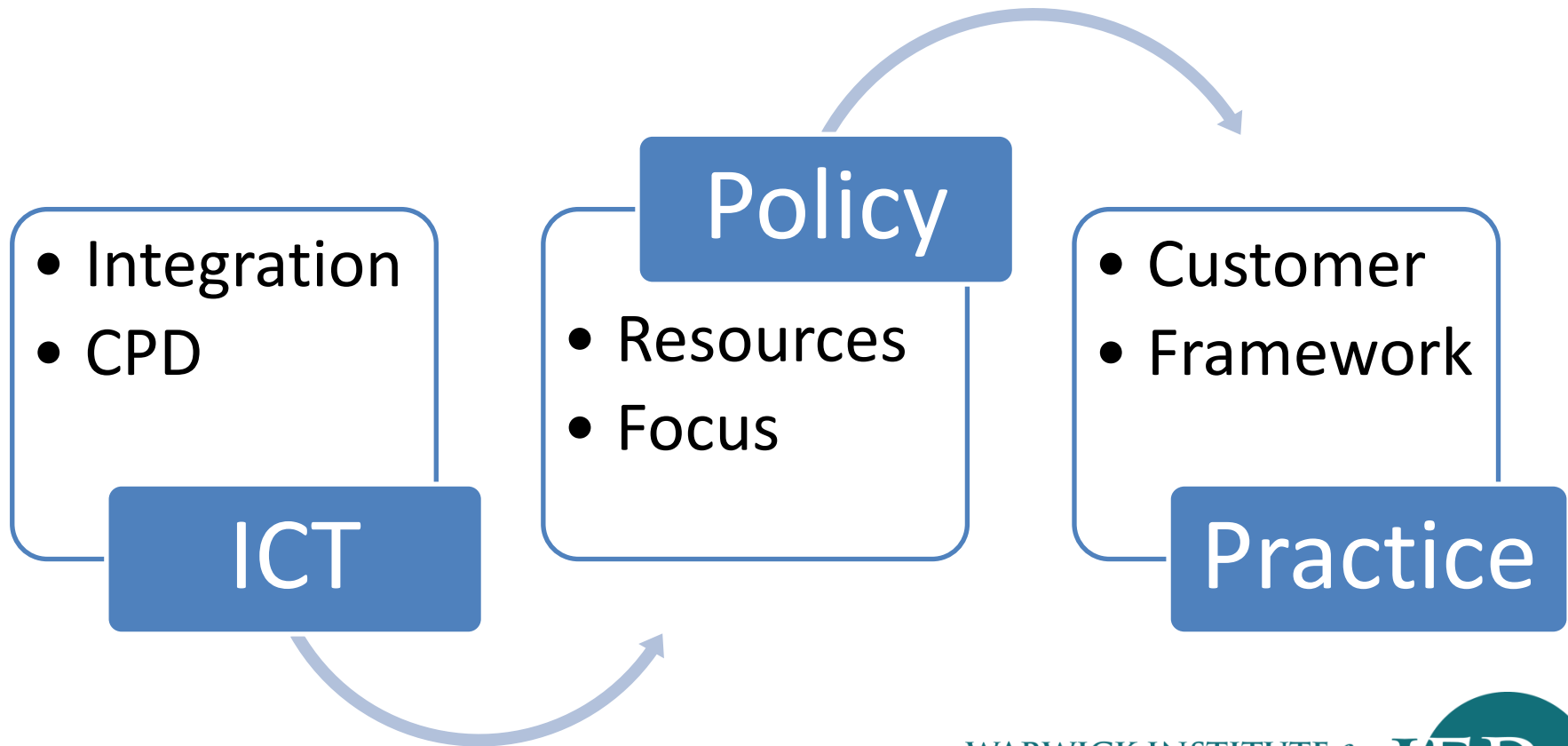
'Facilitator'
(Humanistic)

LMI

'Teacher'
(Social Learning)

'Sign poster'
Occupational Allocation

Using LMI effectively in careers guidance: Interplay of factors



Digital landscape & relevance to LMI in practice?

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ICT: Past, Present & Future

Web 1.0

- Access to information

Web 2.0

- User-generated content

Web 3.0

- Portable, personal web

facebook

LinkedIn

digg



Y



facebook



last.fm



orkut



digg

Y



facebook

orkut



SOCIAL MEDIA
In Business



Y

digg



last.fm



YouTube



facebook

Y



orkut



LinkedIn

digg

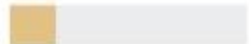


LinkedIn



1.0

LEAN
BACK



SELF ENTERTAINMENT

DOWNLOAD

2.0

MOVE
FORWARD

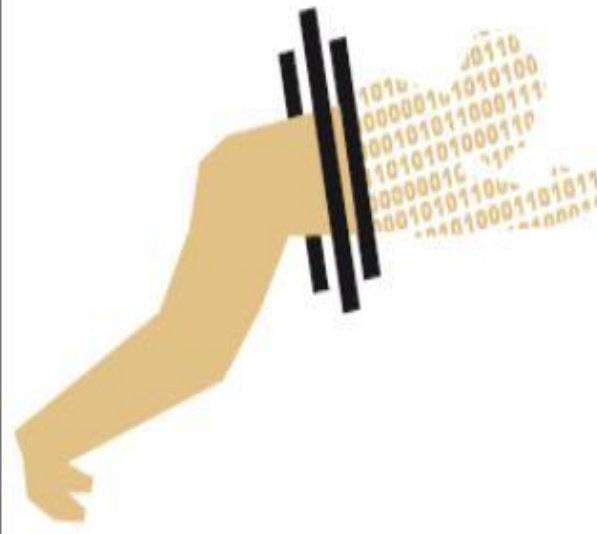


SELF PUBLISHING

UPLOAD

3.0

JUMP
IN



SELF CREATION

IMMERSION

	Web 1.0	Web 2.0	Web 3.0
Communication	Broadcast	Interactive	Engaged / Invested
Information	Static / Read-only	Dynamic	Portable & Personal
Focus	Organization	Community	Individual
Personal	Home Pages	Blogs / Wikis	Lifestreams
Content	Ownership	Sharing	Curation
Interaction	Web Forms	Web Applications	Smart Applications
Search	Directories	Keywords / Tags	Context / Relevance
Metrics	Page Views	Cost Per Click	User Engagement
Advertising	Banners	Interactive	Behavioral
Research	Britannica Online	Wikipedia	The Semantic Web
Technologies	HTML / FTP	Flash / Java / XML	RDF / RDFS / OWL

A thought bubble with a thick black outline and a soft drop shadow. It has a cloud-like top and a tail with two small circles leading to the main bubble.

HIGH QUALITY

A speech bubble with a thick black outline and a soft drop shadow. It has a rounded top and a tail pointing downwards and to the left.

RELIABLE

A speech bubble with a thick black outline and a soft drop shadow. It has rounded corners and a tail pointing downwards and to the left.

UP-TO-DATE

A thought bubble with a thick black outline and a soft drop shadow. It has a cloud-like top and a tail with two small circles leading to the main bubble.

CUSTOMISED

what if?

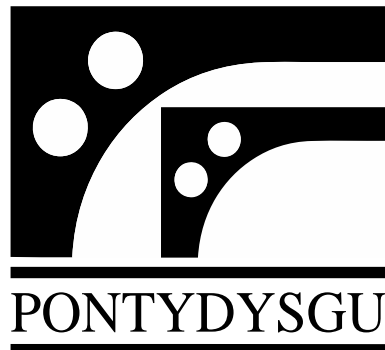


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'LMI for All'

To develop a careers LMI data tool that supports individuals make better decisions about learning and work

- requiring access to, and use of, **core national data sources**

Key issue: integration of ICT

What does the research tell us?

ICT in Careers Guidance - Themes

- Levels of integration
- Drivers
- Timelines
- Evaluation
- Future plans
- Organisational implications
- Future landscape
- Workforce capacity

Levels of integration

- Continuum:
 - ‘*ICT not used a lot currently*’ - to integral to service delivery
- Varied examples of innovative practice, but mainly for information & administration
- Separate strands – little integration
- Social networking – a feature
- *Ad hoc* development

Drivers

- Primarily to enhance the quality of services for clients (c60%)
- Policy/practice trends
- Survival - marginal

Workforce capacity - ICT scenarios

**A. Integration – high
Competence – low**

**B. Integration – high
Competence – high**

**C. Competence – low
Integration – low**

**D. Competence – high
Integration – low**

**A. Integration – high
Competence – low**

Where the organisation is required to use technology for specific purposes, but this is not embedded in staff development policy

**B. Integration – high
Competence – high**

Where the use of technology is embedded in the organisational policy and this is reflected in resources available for both infrastructure support and specialist ICT

**C. Competence – low
Integration – low**

Where there is little use of technology required by the organisation – and is avoided. No organisational policy for CPD

**D. Competence – high
Integration – low**

Where there is a high level of individual motivation/competence, but where the integration of technology is restricted, usually because of resource constraints or policy

Bimrose, J., Hughes, D. & Barnes, S-A (2011) 'Integrating new technologies into careers practice: Extending the knowledge base', Wath-upon-Deerne, London: UK Commission for Employment and Skills Retrieved from: http://www2.warwick.ac.uk/fac/soc/ier/publications/2011/bimrose_2011_ict.pdf

Where do we go from here?

- High quality, reliable LMI critical for effective careers support
- ICT increasingly pivotal to delivering LMI
- New approaches to careers practice indicated
- Personalised apps that deliver customised information *are* within reach
- Policy support is crucial

For more information

Email

www.warwick.ac.uk/ier



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