



JOB BROKER PROJECT

Competency and learning development for Job Brokers in the EU

Intellectual Output 02

*Development of Occupational Profile and a set of Standards for the Job
Broker*



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1. Introduction

The “Intellectual Output - 02 Development of Occupational Profile and a set of Standards for the Job Broker” (“Occupational Profile”) is produced by the partners collaborating on the “Competency and learning development for Job Brokers in the EU” project, as part of Consortium’s objective to explore the Vocational Education and Training (VET) dimension and employability area of the occupational figure of the Job Broker in the European Union.

The Occupational Profile of the European Job Broker has been constructed from the information collected during the in depth research activities and it defines the common competency standards, for the successful Job Broker. The result is a comprehensive Person Specification/Job Description and of comprehensive and identifiable skills set (both practical and soft skills set), through which the skills, knowledge and competencies of the successful Job Broker's role/job are clearly defined. The Occupational Profile is aligned to National Qualification Frameworks and the European Qualification Framework. The Occupational Profile comprise of 1) a mutually agreed Person Spec/Job Description Role Description which defines the purpose and function of the Job Broker, which ensure that the Standards framework is current and relevant to the European context; 2) a description of the Occupational Standards that capture the competencies required to effectively carry out the Brokerage function based upon known good practice as identified through the Individual Country Reports and Synthesis Report and 3) outlines the skills, knowledge, aptitudes and experience required to be competent as an effective and competent Job Broker through **six key “Area of Activity”** which were explored and highlighted as relevant in the National Reports for the successful development of the occupational profile.

The common standards, as identified, follows some basic concepts in the design: a) modular or thematic in their orientation (b) designed as standards that will lend themselves to being aligned to learning outcomes of the “Intellectual Output 03 Curriculum Programme” and therefore to be demonstrated, assessed or validated flexibly, whether through non formal or formal education or prior experience and achievement. In this sense, the Occupational



Profile, as defined, provides a reference point for training Curricula and development areas which can then be incorporated into the established Job Brokers continual professional development and training.



2. The Job Broker Project

The Job Broker project was established in 2015 as a three years KA2 Strategic Partnership (VET sector) project within the ERASMUS+ Programme. The project is coordinated by Rinova (UK) and includes partner organisations from Spain (Documenta), Cyprus (M.M.C), Italy (ERIFO), Iceland (VMST), Austria (Abif), Germany (Gsub) and Greece (Dimitra).

It builds on a previous Leonardo “small scale partnership” which undertook some initial research and exchange of information, to explore the VET dimension of the occupational figure of the “Job Broker” and to the extent this new role is emerging in the countries that took part in the project. Some of those partners are continuing into this full Erasmus+ proposal, given the relevance of the project.

Within the ERASMUS + framework, this project has been set up to develop, design and validate the newly emerging occupational profile of the “Job Broker” in Europe. This relates to those VET and employability professionals/practitioners who have an occupational role concerned with supporting unemployed people and Jobseekers to find employment. Through the project, partners are committed to establishing shared and common training and professional standards for the Job Broker role development across the EU.

The project identifies the new contexts (both in terms of current European labour market conditions and in the administration and management of Public Employment Services) that are impacting upon, and therefore changing, the traditional roles of employment counsellor or job matching services – with corresponding challenges for how this occupational profile is to be developed, trained for and accredited across Europe.

The partners are also involved in describing the common competency standards, for the successful Job Broker role, which is one that demands skilled and competent professionals, often working in a specialist, sector-driven, or geographically focused jobs market. Operating confidently and competently as an “agent” for both the employer and the job-seeker, the method of approach results in a relationship being “brokered” for mutual benefit:

- **Employer:** working with them to establish the business needs of the individual business and coming up with employment solutions.



- **Job seeker:** gaining a deep insight into the desires and capabilities of the individual and facilitating access to sustainable employment, which includes in-work support.

Despite there being signs to suggest that there is a growth in “Job Brokerage”, there is a lack of recognition and validation of the role, and therefore a lack of specific professional training for it. Therefore, the project provided an opportunity for the partner organisations to identify a set of key competencies, which will then be tracked across to the EQF, and NQF standards for the development of a competency based framework for the Job Broker in the EU.

In summary, the specific project objectives are to:

1. Analyse and compare the job broker role and brokerage services highlighting factors, policies, practices across the partner Countries
2. Develop the Job Broker Occupational Profile to align to NQFs and the EQF requirements.
3. Design & development of a Curriculum Programme and a “Train the Trainers” strategy for effective job brokering.
4. Produce a guidance tool for the successful Job Broker.
5. Define a set of methods for the validation of the training programme leading to accreditation.
6. Produce a Network Legacy Plan to work towards creating a Network of competent Job Brokers able to foster mobility across partner countries.



3. Context and definition of the Job Brokering services in Europe

Job brokerage is a fairly recent term and a relatively unresearched activity in some of the EU Countries, particularly in the Mediterranean area as highlighted in the “IO-O1 - Job Broker Transnational Research Study - Policies, Systems and Needs Analysis” carried out by Consortium in the first part of the project. The occupational figure of Job Broker exists in all the partner countries, even if they use a different name and part of our objective is to deepen the understanding of the professional profile. Job Brokerage services are broadly described as a job-matching service that links unemployed people to current job vacancies. There is no requirement for Job Brokers to work under license or be required to register with a professional body in the EU. Neither do Job Brokers require a specific professional qualification. In most partner countries for example, they can become Job Brokers in PES without a teaching, careers advice & guidance and/or coaching qualification. The Transnational Research Study highlights many definitions that include a wide range of activities and delivery methods. The common factors are those they all lead to the client (job seekers, employers) obtaining employment. Typically, Job Brokers work with local businesses to identify their labour market (recruitment) requirements and match these opportunities to local people who will be registered with the Job Brokerage Service.

Because a Job Broker is an emerging occupation, and the context in which it operates varies so much across Europe, also considering the different labour market conditions across EU Countries with still very high unemployment rates in the Southern Europe Countries (Italy, Spain, Greece), specific information on the nature, characteristics and scope to define a common occupational profile of a Job broker – needed to be found and described.

However, the role of a Job Broker has become more and more important in recent years because of increased pressure on the labour market, which made it much harder for Vocational Education and Training (VET), public employment and public “back to work” programmes to place job seekers into sustainable employment. For this reason programmes, and the resources and facilitates aimed at supporting learners/job seekers have had to evolve and



change to be much more tailored to employer needs if they are to be effective. To be effective, Job Brokers need in-depth knowledge of individual employers needs and more detailed knowledge of relevant commercial and industrial sectors.

Besides, to prepare the new Job Brokers' role requires wider knowledge (HR & recruitment, employment law, local employment market and sectoral knowledge, marketing and sales, management information systems, equal opportunities and diversity, project management, quality assurance and health & safety) and an increasing set of new skills including effective negotiation, interviewing skills, communication, time management, development of job descriptions and person specifications, etc. to operate successfully.

Another crucial emerging feature, along with higher unemployment rates and cuts in public spending, is the increased focus on performance measures for service providers – in some EU Countries – particularly in the UK but we can now find public programmes' attempts implemented in Spain, Germany and Italy, this is generally referred to as “payment by results”, which demands the output of publically funded projects to be sustainable employment. This means that service providers in the area of active labour market policy measures (e.g. training institutions, career counsellors etc.) are no longer paid on the basis of services they provide (e.g. training, counselling, placement) but rather for the outcomes of these services in terms of sustainable employment. These increased pressures are leading to the evolvement of the specific role of a job broker, since programmes have to be more focused on the actual attainment of a job. For this reason, programmes, and the associated resources and facilitates aimed at supporting Jobseekers have had to evolve and change to be much more tailored to employer needs if they are to be effective.

As the Job Broker is increasingly regarded as an emerging occupation within the VET sector, the necessity to describe a common occupational profile across the EU, defining a recognised professional role entitled “Job Broker” is becoming more and more important. This will be allowing VET staff to undertake an official professional position skipping from the role of being “quasi Job Broker”

Another reason is also that through the description of common job profile standards we are trying to better define the professional contents and role of Job Broker whose function can interface with other occupations such as career guidance advisor, recruitment consultant, guidance practitioner, social



worker, private employment agency officer and human resource specialist. However, the role requires the post holder to have the skills and competence that goes way beyond simply job matching.



4. Definition of the “Job Broker Profile” approach for the Active Labour Market Policies

It is widely recognised that those providing employability support refer to jobseekers as the client, participant or beneficiary. This terminology often relates to the organisational culture (of the provider organisation) but also the contract that is funding the service. Whatever the term used, it is the client centred approach at the heart of the Job Brokerage service that is most important; for the purpose of this Output, the term client is used, simply as the client can be **(i) the Jobseeker, (ii) the Employer, or (iii) the Funder** (see the diagram below “The Job Broker Universe – Services Development”). Therefore, it is important that the Job Broker has the right skills set and competency level to deliver the Job Brokerage service to the expectations of these three clients, and needs to balance these effectively. An effective Job Brokerage approach therefore will be focused on establishing a sound and long-lasting relationships with all three types of clients.

- **The jobseeker**

It is important to have an approach that focuses on the jobseeker’s needs and helps them overcome their barriers to employment. While most Job Brokerage agencies deliver services to the unemployed, some focus on a more specific group, such as people with disabilities, those from a particular ethnic group or from a specific geographical area. For many such agencies, job brokerage is only one part of the range of services they offer. Therefore, individual specialisms and/or expertise should be developed within the team. In summary, the services to Jobseekers should include:

- Identifying the jobseeker’s needs
- Developing a plan showing the specific actions needed to make the candidate into a better prospective employee
- Provision of training and support to ensure that the jobseeker remains job-focussed
- Providing support to find the right job and offer practical interview practice
- Ensure that once in employment the person supported continues to develop their skills
- Developing a client-focused relationship that is based upon effective management practices



- **The employer**

Job Brokerage agencies are increasingly seeing employers as customers as well. It is the employer that will have the final say in whether the jobseeker gains employment, therefore shaping services to meet the employer's needs is critical. To do this, Job Brokers must understand the business sector of their target employers as well as the business environment they operate in. Therefore, developing specialist knowledge and partnership working, with complementary employability programme providers, for example, is essential as is the ability to:

- Explore current and future vacancies
- Explore and support human resource planning
- Supporting the production of job descriptions and person specifications, if needed
- Providing customized training for specific job opportunities
- Supporting the recruitment process in terms of helping sift applicants and assisting with interviews and tests
- Matching jobseekers with the job opportunity and brokering initial discussions/meetings with prospective employers
- Collaborate with other providers of employability programmes to ensure that the employer is able to access a wide range of candidates.

- **The funder**

The public funding bodies can be local (local authorities/municipalities), regional and central government agencies, including Public Employment Services (PES). Each funder has their own requirements about who (the Jobseekers) must be targeted, how services should be delivered and what is deemed “eligible activity”. Many even have different definitions of what a job is. Many even have different definitions of what a job is. To honour contractual obligations and access funding job brokerage agencies must also meet the needs of this third group.

From previous work, we identified five main areas of working for the Job Broker (not every Job Broker will do all of these):

- **Job brokerage services – general;** - setting up the service, identifying all the stakeholders, liaising with VET scheme colleagues and co-ordinating relevant information about the job-seeker; being qualified or trained



- **Partnership working with companies** – identifying opportunities and working with employers on their expectations and how they want things to work
- **Work experience – setting up job “tasters” and other “try and see” activities**
- **Pre-Employment support** – helping the job-seeker with the skills they need before they start with a company
- **Post-Employment support** – staying in touch with the job-seeker, once they have started, and with the company they have started with, to help with any problems or issues

5. Standards for the Job Broker: occupational profile and competency framework

OCCUPATIONAL PROFILE

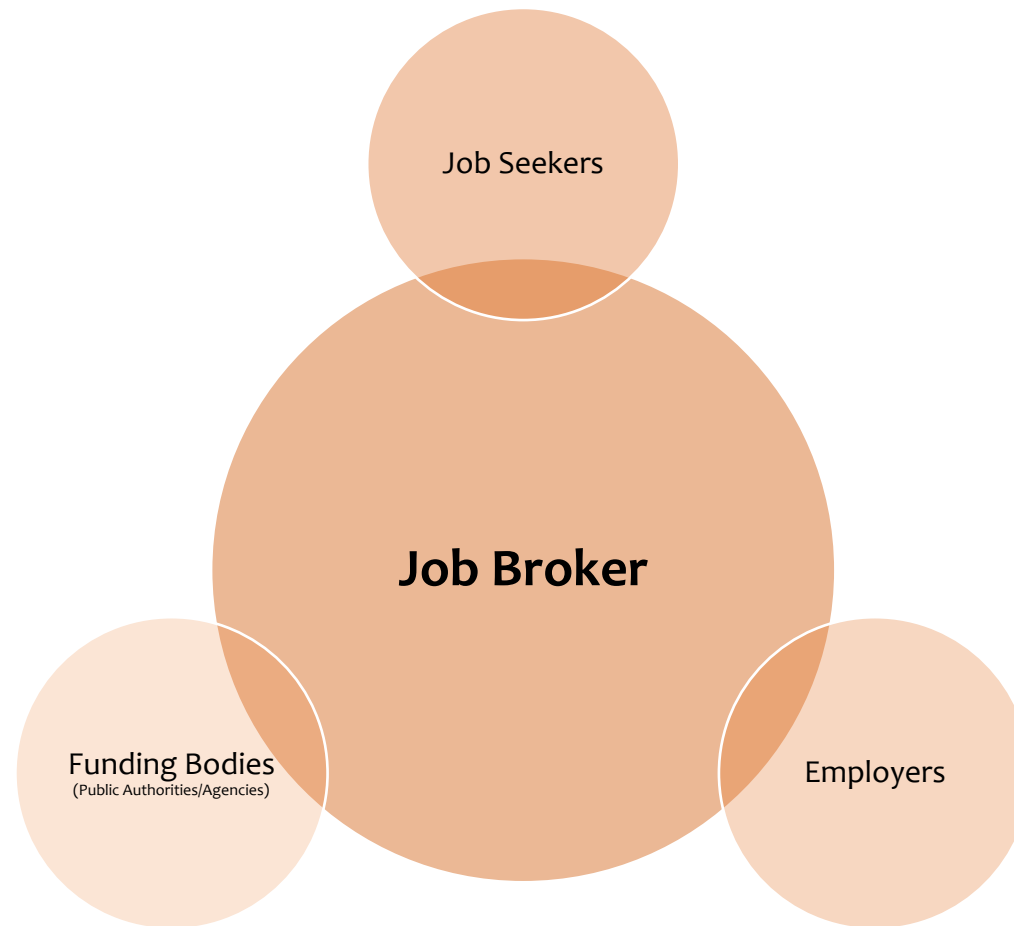
Standards for the Job Broker – Job Description Role	
Name of the occupational profile	JOB BROKER
Economic sector of reference	Active Labour Market Policies
EQF Level	5 or 6
Training and Occupational Area Standards	
Main area of activities	<ul style="list-style-type: none"> • Job brokerage services – general; - setting up the service, identifying all the stakeholders, liaising with VET scheme colleagues and co-ordinating relevant information about the job-seeker; being qualified or trained • Partnership working with companies – identifying opportunities and working with employers on their expectations and how they want things to work • Pre-Employment support – helping the job-seeker with the skills they need before they start with a company • Post-Employment support – staying in touch with the job-seeker, once they have started, and with the company they have started with, to help with any problems or

	issues
Main activities and responsibilities	<ul style="list-style-type: none"> • Job Brokers work with local businesses and companies to identify their labour market (recruitment) requirements - and match these opportunities to local job-seekers who will be registered with the Job Brokerage Service
Types of employment (employee; employer; freelancer; etc...)	<p>Job Brokers can mainly work as employed staff or freelancer:</p> <ul style="list-style-type: none"> • Public Employment Services advisers • Job Counsellors • Careers Counsellors • Staff in VET organisations and colleges responsible for helping (unemployed) trainees, find jobs, VET aftercare, Placement officers.
Employment opportunities	<p>Job Brokers can find job opportunities in the Job Brokerage agencies like:</p> <ul style="list-style-type: none"> • Public Employment Services (PES) • Job Counsellor Centres • Careers Counsellor/Guidance Centres • VET organisations and colleges responsible for helping (unemployed) trainees find jobs VET aftercare, Placement officers. • Temporary Employment Agencies (Private sector)
Educational and training path	<ul style="list-style-type: none"> • Italy: Bachelor degree; First level academic diploma • United Kingdom: Specialised education and training (higher vocational / initial professional education) • Greece: Bachelor degree or equivalent degree • Cyprus: Bachelor degree (this is what is often the situation as the profession is a non-regulated one) • Germany: Bachelor degree, Polytechnic degree, Apprenticeship diploma • Iceland: Bachelor degree (current), First level of academic diploma • Spain: EQF level 5 – MECES 1 (VET degree)

	<ul style="list-style-type: none"> • Austria: There is no uniform and recognized training on job brokering so far. Up to now, job brokers have considerably heterogeneous educational backgrounds
<p>National and International Standard References</p>	
<p>National Standard Classification of Occupations reference</p>	<ul style="list-style-type: none"> • Italy: <ul style="list-style-type: none"> ○ National Level: Istat (ATECO 2007) - 78.1 Attività di agenzie di collocamento; 78.2 Attività delle agenzie di lavoro temporaneo (interinale). ○ Regional Level: Orientatore (Lazio Region) • United Kingdom: <p><i>In the Vocational System of occupational credit frameworks:</i></p> <ul style="list-style-type: none"> ○ Vocational Qualifications Level 5, Higher National Diplomas (HND) ○ Vocational Qualifications Level 4, Higher National Certificates (HNC) <p><i>In the Higher / Professional Education system:</i></p> <ul style="list-style-type: none"> ○ Certificates of Higher Education (CertHE) ○ Foundation Degrees ○ Diplomas of Higher Education (DipHE) • Greece: <ul style="list-style-type: none"> ○ National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP) • Cyprus: n.a • Germany: <ul style="list-style-type: none"> ○ National Level: Klassifikation der Berufe, Ausgabe 2010 (KldB 2010) - 71514 Berufe in der Personalentwicklung und -sachbearbeitung - hoch komplexe Tätigkeiten (Classification of Occupations, Edition 2010 (KldB 2010) – 71514 Occupations in staff development and staff clerical processing - highly complex activities) • Iceland: Iceland uses the ISCO 88 (3423)

	<ul style="list-style-type: none"> • Spain: <ul style="list-style-type: none"> - Regional level – training from labour minister for unemployed people <ul style="list-style-type: none"> o CNCP level 3 - SSC448_3 o CNCP level 3 - SSC323_3 - EQF 5 – MECES 1 - National Level – education minister <ul style="list-style-type: none"> o International classification: CINE 5b – National classification: Level 1 (Formación Profesional de Grado Superior) Técnico Superior: Tecnico Superior en Integración Social (LOE) - EQF 7 – MECES 3 - University specific training <ul style="list-style-type: none"> o University master degree: Orientación Laboral o University post-grade degree: Intermediación y orientación laboral; Intervención sociolaboral • Austria: <ul style="list-style-type: none"> - ÖISCO-08 – 2423 Berufsberater und -analytiker und akademische und vergleichbare Personalfachleute / 3333 Arbeits- und Personalvermittler
<p>International Standard Classification of Occupations (ISCO) reference</p>	<ul style="list-style-type: none"> • Employment agents and labour contractors – ISCO 88 (3423) - ISCO 08 (3333)

Graph 1 - The Job Broker Universe – Services Development



Graph 2 - The Job Broker Area of Activity – Skills Development



STANDARDS FOR THE JOB BROKER

AREA of ACTIVITY 1

Area of Activity Title	EFFECTIVE COMMUNICATION
Area of Activity General Description	<ul style="list-style-type: none"> • <i>Communication is about more than just exchanging information. It is about understanding the emotion and intentions behind the information. Effective communication is not only how you convey a message so that it is received and understood by someone in exactly the way you intended, it's also how you listen to gain the full meaning of what's being said and to make the other person feel heard and understood. It enables you to communicate even negative or difficult messages without creating conflict or destroying trust.</i>
The main actions/achievements for the "Job Broker" through the Area of Activity	<ul style="list-style-type: none"> • <i>A Job broker communicates with the job seeker and with the labor market (employer) in many ways. Communication is therefore a knowledge that the job broker has to put into practice, open minded. The job broker has to be a good salesmen for the labor market and motivating for the job seeker. The job broker has to respect all parties evenly that he is working with and must keep a communicational balance between different stakeholders.</i>
Knowledge	<ul style="list-style-type: none"> • Knowledge of written communication, verbal communication and ICT communication to simplify and clarify all communication with jobseekers and employers • Knowledge in the field of human resources to be able to help the jobseekers in a professional manner • Knowledge of the labour market; how to read the current and future situation to help employees hire and train jobseekers in the appropriate fields • Knowledge of coaching; to help jobseekers improve, develop, learn new skills, find personal success and achieve their aims
Skills	<ul style="list-style-type: none"> • Interviewing skills; active listening, inspiring conversation and problem solving • Communicational skills with different nationalities, different mentality and different religion to avoid prejudice • Sales skills; to be able to convince both jobseekers and employers to look at opportunities concerning the labour market in a broader spectrum • Skills of reading facial expressions and body language to understand better the real messages that both jobseekers and employers are

	giving
Competences	<ul style="list-style-type: none">• To manage emotions of jobseekers and thus moving them in the desired direction to achieve intended goals• To be initiative and organized working with a broad spectrum of jobseekers and employers

AREA of ACTIVITY 2

Area of Activity Title	ENGAGEMENT
Area of Activity General Description	<ul style="list-style-type: none"> • Engagement with jobseekers to support them back into employment. It might include education or training schemes, employment support schemes to help them back into the workplace, internships and other supports. • Engagement with employers to understand and match their recruitment needs. It might include post-employment support and services
The main actions/achievements for the “Job Broker” through the Area of Activity	<ul style="list-style-type: none"> • Drawing up a clear action plan: detailing the specific actions needed to enable the jobseeker to be a better prospective employee; Supporting the development of job descriptions / person specifications, with employers, in order to become more employer focused. • Finding out what the employer’s skills needs/requirements are: understanding and assessing the employer target group and having knowledge of the business sector and its particular skills requirements.
Knowledge	<ul style="list-style-type: none"> • Knowledge of marketing policies and networking techniques • Recognize the current labor market information in terms of trends and needs • Knowledge of the education or training and employment support schemes incentives internships and other supports. • Have knowledge of several recruiting methods (direct, Indirect, third party methods, etc) to reach to the potential candidates and to establish contact with both job- seekers / employers • Have knowledge of the recruitment & selection hiring process • Describe basic employment law rules and prerequisites
Skills	<ul style="list-style-type: none"> • Design, conduct and participate in networking events and activities aiming to develop strong links for the clients (jobseekers – employers) • Design and actions to engage employers in different activities to enhance effectiveness of labour market entry to job openings • Combine clients’ needs with existing supporting schemes for both job seekers and the employers • Apply several recruiting methods to match employers’ recruitment needs with jobseekers’ profiling • Identify new business opportunities and convert into vacancies effectively, based on recruitment needs and expectations of employers



Competences

- Monitor the employment processes that connect the job seeker with potential employers.
- Instruct employers towards understanding and matching of their recruitment needs

AREA of ACTIVITY 3

Area of Activity Title	ACCOUNT MANAGEMENT
Area of Activity General Description	<ul style="list-style-type: none"> • <i>It is the function of ensuring the clients’ needs are met and that services are provided to the highest standards</i>
The main actions/achievements for the “Job Broker” through the Area of Activity	<ul style="list-style-type: none"> • Identify and plan job seekers and employers’ needs <ul style="list-style-type: none"> - <i>Explore interests and motivation of jobseekers in terms of occupational orientation, employment or possible VET and further training measures,</i> - <i>Be able to identify possible placement obstacles and highlight the first solution steps, explore hidden talents, potentials and experiences that might enhance an application,</i> - <i>Information of job seekers about the labour market, the requirements of employers in various professional fields,</i> - <i>Recording the wishes and expectations of the employers,</i> - <i>Finding accurately and systematically out who they need,</i> - <i>Finding quickly and efficiently the right employee for the employer.</i> • Assess the personal characteristics and needs (jobseeker profiling) <ul style="list-style-type: none"> - <i>Status quo of job seekers shall be explored,</i> - <i>Profiling (competence analysis),</i> - <i>Advisory Check - identifying of social, family or health problems, exploring barriers to taking up work,</i> - <i>Identification of possible placement obstacles and highlighting the first solution steps,</i> - <i>Exploring of interests and motivation of jobseekers in terms of occupational orientation, employment or possible VET and further training measures.</i> • Balancing clients’ (Jobseekers and employers) needs: being absolutely clear which jobseekers will be targeted and ensuring the providers have the skills and resources to meet their needs. <ul style="list-style-type: none"> - <i>JB is to act in a position with foresight and tact,</i> - <i>He treated everyone with respect and has a high degree of ethical integrity,</i>

- *He is in a position to recognize the uniqueness and the potential of each individual,*
- *He should have social, educational, psychological knowledge,*
- *Prepare the jobseekers so that they can assess their chances realistically and are well prepared for the job interview,*
- *Prepare the jobseekers so that they know what kind of work they want to do and why they are applying for the position.*

- *Understanding the employer target group and having staff with knowledge of the business sector and its particular skills requirements.*
 - *Be able to understand the culture of the enterprises, to talk in a language they understand and they accept,*
 - *Be able to access enterprises on the spot,*
 - *The job broker regularly visits the company,*
 - *On site he finds exactly out who fits to the company,*
 - *JB can be reached quickly by employers and sits down immediately for them,*
 - *JB recorded the wishes and expectations of the employers,*
 - *JB finds accurately and systematically out who they need.*

- *Choosing their funding routes carefully to ensure that contractual obligations do not take them into areas they know little or nothing about.*
 - *Job Broker should have knowledge of the management, administrative law, social legislation and labour market laws and data protection.*

- *Solution solving approach*
 - *Find quickly and efficiently the right employee for the employer,*
 - *Knows the potential candidates very well,*
 - *Spent much time with candidates and knows a lot about them,*
 - *Know their capabilities and motivations exactly,*
 - *Save the employer a lot of time in recruiting staff with tailor-made proposals,*
 - *Ensure that the employer obtain application forms of the candidates, who meets to the latest standards.*

- *Dealing with customers at various levels*
 - *Be open and communicative and have a positive attitude,*
 - *Build confidence among companies and jobseekers,*
 - *JB have life experience and professional experience,*
 - *Be open and communicative and have a positive attitude,*
 - *Important are honesty, empathy and a high sense of responsibility,*
 - *Also important are technical as social skills,*
 - *Be always ready to learn something new.*

- Digital marketing
 - Website, social media knowledge.
- ICT orientation and using
 - Data bank use, creating professional application documents.
- Negotiation
 - JB should have knowledge and ability to work as sales man.
- Commercial understanding
 - Labour Market Knowledge,
 - Knowledge of the different branches (services, manufacturing, crafts),
 - Knowledge of the world of business, in particular the world of SME`s,
 - Knowledge of the management,
 - Skills of a sales representative.
- Organization
 - The job broker has the ability to work structured and has creative intelligence,
 - Organizing events or meetings with jobseekers and potential employers (Job speed dating's),
 - Organizing internships.
- Project management
 - Good management of his own caseload and good management of all activities,
 - He should build a network of companies, public services, social services, medical or health care services or health care promotion services.
- Contract management
 - JB is a kind of recruiter, in particular for small and very small enterprises, who do not have an own HR-Department,
 - He/ she supports them in their search for suitable candidates.
- Information management
 - Situation on the labor market,
 - Overview of job openings in the region, use flyer, newsletter,
 - Regular communication with employers and job seekers.

	<ul style="list-style-type: none"> • Initial assessments and developing action plans <ul style="list-style-type: none"> - He must find out what needs to be re-learned – Individual qualification check, - Developing new perspectives, objectives and means of action, plan together with the job seekers the Career – Action Planning, - Interview agreement between job broker and job seeker, which defines the next steps (in a written form), evaluated and up-dated after three months.
<p>Knowledge</p>	<ul style="list-style-type: none"> • Select – Knowledge on how to select the important information about the job seekers and the labour market. • Summarize – Have knowledge on how to summarize all the knowledge and information. • Interview – Conduct an interview with job seekers and employers. • Support – Have knowledge for optimally support the job seekers and employers. • Assess – Knowledge for assessing the needs of job seekers and employers. • Estimate – Knowledge which on how to assess the situation on the labour market and the position of the job seeker.
<p>Skills</p>	<ul style="list-style-type: none"> • Assess – Assess the personal characteristics and needs (jobseeker profiling). • Balance – Balance the clients’ needs (job seekers and employers) choosing their funding routes carefully to ensure that contractual obligations do not take them into areas they know little or nothing about. • Compare – Compare the potential of each individual job seeker with the wishes and expectations of the employers. • Recommend – Recommend the job seeker tailor made proposals for the right placement in the job. • Support – Support clients’ expectations and needs (job seekers and employers) in identifying and exploring the best solutions for recruitment. • Propose – Propose the job seekers the right steps for action planning (information management), best measures on the way to the job and the right job.
<p>Competences</p>	<ul style="list-style-type: none"> • Organize – The ability to organize himself, his work, everything what the job seekers and the employers need for the successful job placement. • Solution – Finding the best solutions for clients (job seekers and employers).



AREA of ACTIVITY 4

Area of Activity Title	COACHING and MENTORING
Area of Activity General Description	<ul style="list-style-type: none"> • Coaching is a useful way of developing people's skills and abilities, and of boosting performance. It can also help deal with issues and challenges before they become major problems. • Mentoring can help the mentee feel more confident and self-supporting. Mentees can also develop a clearer sense of what they want in their careers and their personal lives. They will develop greater self-awareness and see the world, and themselves, as others do.
The main actions/achievements for the “Job Broker” through the Area of Activity	<p>By the end of the training learners will be able to:</p> <ul style="list-style-type: none"> • Understand and be able to explain the differences between and uses of coaching and mentoring • Understand and be able to explain the function of coaching and mentoring • Have and be able to use a model for diagnosing performance problems and analysing where coaching effort could be applied to best effect • Be able to identify a wide range of coaching opportunities and structure coaching sessions • Be able to create a positive coaching environment and use a variety of coaching styles appropriate to different people, tasks and situations • Be skilled in helping people generate solutions, motivating implementation and reviewing performance
Knowledge	<ul style="list-style-type: none"> • Knowledge and understanding of personal career consulting • Knowledge and understanding of communication in terms of communicating Instructions, providing Feedback and listening for Understanding • Knowledge and awareness of performance improvement for the user by setting Performance Goals, working in reflection – clarification of those goals, rewarding Improvement, dealing with failure through motivation and assessing Strengths and Weaknesses • Knowledge and understanding relationships in terms of empathy by building trust, motivating the users, working with each one personal issues and confronting difficult situations in the right way • Understanding how to execute management by responding to concrete requests of the users and do the following through

<p>Skills</p>	<p>Job Brokers are able to:</p> <ul style="list-style-type: none"> • Provide guidance, feedback, and direction to ensure successful performance • Establish and clarify goals with the user • Develop a plan to accomplish the tasks and responsibilities • Ensure members / people have a clear definition and understanding of their roles and responsibilities • Align expectations with members / people • Encourage and provide feedback for improvement
<p>Competences</p>	<ul style="list-style-type: none"> • Motivator for job seekers to get defined objectives • Empathy - Emotional Bluetooth/Intelligence with both job seekers and employers to achieved and align their aims

AREA of ACTIVITY 5

Area of Activity Title	PARTNERSHIP WORKING
Area of Activity General Description	<ul style="list-style-type: none"> • Working in partnership with other employability programme providers to seek out the right person for the job. • It is the strategy to work with other job brokerage organisations in order to enable you to meet the range of needs of all of your clients. • Working together to identify areas of strength for individual agencies can greatly enhance the service to employers and jobseekers. It can concentrate organisational resources on providing the best possible
The main actions/achievements for the “Job Broker” through the Area of Activity	<ul style="list-style-type: none"> • Buildup of long-term relationships to companies offering employment opportunities for job seekers, other providers of job brokering services, VET institutions, providers of support measures for job seekers as well as representatives of (public) funding bodies. • Possession of an overview over the current market concerning job brokering and other relevant support services for job seekers. • Working together with other job brokering services and other stakeholders in order to identify provision gaps of job brokering services and/or to define target group(s) with different needs and plan job-brokering services accordingly. • Coordination with other job brokering services to identify strengths of the different organisations and to decide in mutually supportive processes which organisation or services serve the needs of different target groups the best in order to concentrate resources of different job brokering services by specialising on specific groups of clients.
Knowledge	<p>He/She knows (to)</p> <ul style="list-style-type: none"> • The existing support programmes & services for Job Seekers as well as funding schemes for support of job seekers. • The business sectors or specific employers that offer job opportunities for (disadvantaged) job seekers. • Other providers of job brokering services in the region and compare their provision of services. • Categorize different target groups of job seekers/employers and their specific needs. • Distinguish different stakeholders (job seekers, companies, providers of job brokering services & support measures for job seekers, VET-institutions, public-funding bodies etc.) and their different rationales.

<p>Skills</p>	<ul style="list-style-type: none"> • Identify specific target groups, possible cooperation partners and/or competitors and niches on the labour market. • Build up long-term relationships to possible cooperation partners and/or funding bodies for support measures for job seekers. • Utilize relations to other job brokering providers, funding bodies etc. in order to identify gaps in job brokering service provision for (disadvantaged) job seekers and specific group of job seekers. • Discuss with other job brokering providers about on which specific target groups of job seekers and/or employers the different services should concentrate on and to adapt the services of the own organisation in order to optimize it for specific needs or target groups. • Jointly develop of communication processes, work procedures and standards as basis for high quality job brokering services
<p>Competences</p>	<ul style="list-style-type: none"> • Being responsible for building up long-term relationships and cooperation with other job brokering providers, companies, and providers of support measures for job seekers, VET-institutions, public-funding bodies etc. • Being responsible for utilizing relationships to other stakeholders and especially other job brokering providers in order to concentrate organisational resources and to develop job-brokering services that best serve the needs of specific target groups.

AREA of ACTIVITY 6

Area of Activity Title	PROFESSIONALISM
Area of Activity General Description	<ul style="list-style-type: none"> • <i>It is the ability to apply discipline/professional skills and knowledge in the workplace setting the standard that employers will expect from customers</i>
The main actions/achievements for the “Job Broker” through the Area of Activity	<ul style="list-style-type: none"> ➤ <i>Through this area of activity the job broker will implement the following actions:</i> • <i>Serve customers and employers in a professional way</i> • <i>Deal with problems that may arise with customers and employers</i> • <i>Resolve possible conflicts</i> • <i>Manage time effectively</i> • <i>Collaborate with customers effectively</i> • <i>Implement transactions in an ethical way</i> • <i>Perform self-evaluation</i>
Knowledge	<ul style="list-style-type: none"> • Explain what is meant by professional manners • List possible professional values (e.g. accountability, responsibility, integrity, confidentiality etc.) • Recall and explain advanced customer care principles and techniques (e.g. active listening and empathy) • List techniques for building up self-confidence for greater success at work as a job broker. • Describe the tone of voice and body language that should be used in the case of conflict. • Define workplace culture and list some of its characteristics. Explain why it is important to be aware of the workplace culture when you have the role of the job broker. • List main principles of time management. • Describe principles of effective teamwork (e.g. team as an entity, value each member, clear roles, team goals, effective communication,

	<p>initiative and reward, team working as a learning process etc.)</p>
<p>Skills</p>	<ul style="list-style-type: none"> • Set criteria for self-assessment. • Apply advanced customer care principles and techniques such as active listening and empathy in order to ensure customer satisfaction • Assess customers 'expectations using tools and techniques • Carry out business communication and transactions in line with ethical frameworks. • Apply successfully conflict resolution principles to resolve issues with employers and customers • Identify possible solutions in problems with employers or customers and apply decision making techniques to evaluate options to arrive at the best solution • Make use of collaboration principles to achieve best possible results for employers and customers • Plan the day ensuring that one meets all deadlines
<p>Competences</p>	<ul style="list-style-type: none"> • Evaluate yourself based on the self-assessment criteria and decide on improvement. • Demonstrate organisational commitment both to employers and customers • Demonstrate the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous customer service quality improvement • Appreciate the importance and demonstrate awareness of workplace culture

6. Continuing Professional Development (CPD) – List of useful resources and links in the partner countries

Italy

- Ministry of Labour (Ministro del Lavoro e delle Politiche Sociali)
<http://www.lavoro.gov.it/Pagine/default.aspx>
- ALMP Web Portal - Clic Lavoro
<https://www.cliclavoro.gov.it/Pagine/default.aspx>
- MIUR - Ministry of Education, Universities and Research (Ministero dell'Istruzione, dell'Università e della Ricerca)
<http://www.istruzione.it/>
- New Apprenticeship – (Nuovo Apprendistato)
<http://www.nuovoapprendistato.gov.it/>
- National Civil Service (Servizio Civile Nazionale)
<http://www.serviziocivile.gov.it/>
- ISFOL - National Public Researching Institute for Training, Labour and Social Policy
<http://www.isfol.it/>

United Kingdom

- Office of Qualifications and Examinations Regulation (Ofqual)
<https://www.gov.uk/government/organisations/ofqual>
- Office for Standards in Education, Children's Services and Skills (Ofsted)
<https://www.gov.uk/government/organisations/ofsted>
- Association for Management Education and Development
<http://www.amed.org.uk/>

- Institute of Training and Occupational Learning (ITOL)
<http://www.itol.org/>
- The British Institute for Learning & Development
<http://www.thebild.org/>
- The Career Development Institute
<http://www.thecdi.net/>

Greece

- National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP)
<http://www.eoppep.gr>
- Information Centre for Employed & Unemployed (KEPEA)
<http://kepea.gr/index.php>
- Greek Manpower Employment Organisation (OAED)
<http://www.oaed.gr/>
- Hellenic Society of Counselling and Guidance
www.elesyp.gr

Cyprus

- Cyprus Human Resource Development Authority, from: www.hrdauth.org.cy
- Department of Labour. (n.d.). *Training programme for the employees of the Private Employment Agencies*. Retrieved May 12, 2016, from: <http://www.mlsi.gov.cy/mlsi/dl/dl.nsf/All/B4F3F5C4316594A6C2257EC8004AD7Fo?OpenDocument>
- Human Resource Development Authority of Cyprus. (n.d.). *Training programme for unemployed in the hotel and restaurant sector*. Retrieved May 20, 2016, from: http://www.hrda.org.cy/easyconsole.cfm/page/project/p_id/29
- ΕΚΕ ΚΥΠΡΟΥ. (n.d.). *Operation of private employment Agency*. Retrieved May 12, 2016, from: <http://www.businessincyprus.gov.cy/mcit/psc/psc.nsf/All/a94644492b1fec6c2257b6c002573ea?OpenDocument>

- Frederic University. Masters in Counselling and Professional Guidance, from: <http://www.frederick.ac.cy/school-of-education-postgraduate-programs/masters-in-counselling-and-guidance>
- University of Nicosia, Masters in counseling, from: <http://msc-counseling.unic-greece.gr/>
- MMC Ltd, project STEP (website not available)

Spain

- <http://elblogdelaorientacionlaboral.blogspot.com.es/>
- <http://conektioblog.com/2012/09/09/coaching-y-orientacion-laboral/>

Germany

- Statistical offices of the Federation and the Länder - The Classification Server: <https://www.klassifikationsserver.de/klassService/jsp/item/item.jsf?form>

Austria

- Universitätslehrgang Bildungs- und Berufsberatung: <http://www.wifi.at/Karriere/Akademische%20Ausbildungen/Pers%C3%B6nlichkeit%20bilden/Akademischer%20Experte%20und%20Master%20of%20Arts>
- Diplomlehrgang Bildungs- und Berufsberatung:
- http://www.bifeb.at/programm/termin/calendar/2016/01/20/event/tx_cal_phpicalendar/bildungs_und_berufsberatung-1/

Iceland

- www.ehi.is
- www.simenntunha.is
- <http://www.ru.is/opnihaskolinn/um/>

- www.hi.is
- www.unak.is
- www.ru.is
- www.bifrost.is
- www.nmi.is
- www.rannis.is
- www.virk.is

7. Glossary

- RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning

QUALIFICATION	LEARNING OUTCOMES	KNOWLEDGE	SKILLS	COMPETENCE
A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards	<p>The statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence</p> <p>There are different approaches to identifying and describing learning outcomes depending on the qualifications system</p>	The outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual	The ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments)	The proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy

- RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET)

Unit of Learning Outcomes	Credit for Learning Outcomes	Competent Institution	Assessment of Learning Outcomes	Validation of Learning Outcomes	Recognition of Learning Outcomes	ECVET Points
A component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated	A set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications	An institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries	Methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence	The process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification	The process of attesting officially achieved learning outcomes through the awarding of units or qualifications	A numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification

- As for the professional level of Training Units, we can be flexible (from 4 to 8). It can depend on the contents to deliver.
An example of EQF Level with National Qualification References

LEVEL	KNOWLEDGE	SKILLS	COMPETENCIES	NATIONAL QUALIFICATION REFERENCES
4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities	Abitur; Vocational School
5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others	Higher National Diploma
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups	Vocational University; National Operative professional; Honours Bachelor Degree
7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams	Masters, Postgraduate Certificate, Postgraduate Diploma, Vocational university.
8	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research	Doctorate, PhD, Professional Doctorate, Fellowship

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