



**Competency and learning development for Job Brokers in the
European Union**

Curriculum Programme



Contents

1. WELCOME TO THE JOB BROKER CURRICULUM PROGRAMME!	5
1.1 Introduction	5
1.2 Background.....	5
1.3 What is a Job Broker?.....	6
1.4 What is the Curriculum Programme?.....	8
1.5 The benefits of a Curriculum Programme for Job Brokers.....	9
1.6 Using the learning materials	11
2. DEVELOPMENT OF THE CURRICULUM	15
2.1 The Modules.....	15
2.2 Where do you stand? An Initial Needs Assessment.....	19
3. MODULE 1: CURRENT EU LABOUR MARKET CONTEXT AND EMPLOYMENT OPPORTUNITIES.....	21
3.1 What is this module about?	21
3.2 Learning objectives	22
3.3 Understanding the role of the Job Broker: the Occupational Profile and Standards	24
3.4 Public funding and job brokerage services	29
3.5 Policies and systems relating to the Job Broker in Europe	38
3.6 Unemployment levels, employment sectors and labour market schemes	41
3.7 Conclusion and further reading	55
4.1 What is this module about?	58
4.2. Learning objectives	59
4.3. Analysing and understanding the role of Job Broker against employers: working with them to establish the business needs and coming up with employment solutions.....	61
4.4 More than Job Placements.....	64
4.6 Recruitment.....	69
4.7. Interviewing.....	75
4.8. Collaborating principles for success.....	79
4.9. Conclusion and further reading	81
5. MODULE 3 – WORKING WITH JOB-SEEKERS	85
5.1 What is this module about?	85
5.2 Learning Objectives	86
5.3 Job Broker is „Carer“	86
5.4 Counselling interviews	91
5.5 (Skill) Assessment, goal setting and action plan	101
6. MODULE 4 – EFFECTIVE CASE MANAGEMENT	120
6.1 What is this module about?	120
6.2 Learning Objectives	121

6.3 Understanding Case Management..... 122

6.4 Managing your time effectively when dealing with case management 126

6.5 Working in teams with key stakeholders to produce necessary results..... 129

6.6 Quality assurance in case management..... 130

6.7 Conclusion and further reading 140

7. ACKNOWLEDGEMENT AND DISCLAIMER 144

Annexes 145

Annex 1..... 145

Annex 2..... 151

Annex 3..... 152

CHAPTER 1

Welcome to the Job Broker Curriculum Programme!

1. WELCOME TO THE JOB BROKER CURRICULUM PROGRAMME!

1.1 Introduction

This **Job Broker Curriculum Programme** has been designed to help you to develop your knowledge and skills in relation to the occupational role of Job Broker.

You may be new to job brokering, or you may be an experienced Job Broker. Alternatively it may be that some of your role involves elements of being a Job Broker, whereas other elements are less familiar.

Please make sure that the first thing you do is read through this welcome chapter, as it explains the Curriculum Programme and how everything fits together!

1.2 Background

This Curriculum Programme has been designed as part of a European transnational collaboration project called “Competency and learning development for Job Brokers in the European Union”. The aim of the Job Broker Erasmus+ project is to develop, design and validate a series of VET-related developments to support the newly-emerging occupational profile of the ‘Job Broker’ in Europe.

It is co-funded by the European Union’s Erasmus+ programme, specifically under the theme of ‘Key Action 2 Strategic Partnership (Vocational Education and Training), reference number 2015-1-UK01-KA202-013713.

Erasmus+ Strategic Partnership VET projects are financed to develop and transfer new solutions at the transnational level, through the collaboration of organisations in different countries.

In the case of Job Broker, organisations from the UK, Greece, Cyprus, Italy, Germany, Iceland and Spain are working together to develop the Job Broker project. You can find out more about the partner organisations involved in Job Broker at this website link: <http://www.projectsgallery.eu/job-broker/coordinator-and-partners/> .

1.3 What is a Job Broker?

Typically, a Job Broker works with local businesses and unemployed job-seekers to bring them together. In particular, a Job Broker works with companies to identify their labour market (recruitment) requirements - and match these opportunities to local job-seekers – often those who are on, or completing, a vocational education or training (VET) programme or who are on some form of employment support programme.

On the surface, it may appear that there are some similarities between the work undertaken by Job Brokers and the services offered by private employment agencies – those high-street or specialist agencies that work with companies to fill their vacancies.

However, private employment agencies normally operate a recruitment service that is available to ‘job ready’ people – i.e. those who already have relevant skills, qualifications and experience for the job. Private employment agencies generally operate solely for commercial reasons (i.e. they charge a fee to the employing organisation, or the person being placed with the employer - or both). Private employment agencies are not at all restricted to unemployed people – and many people that are registered with employment agencies are already in work, and may be looking to improve their situation.

Job Brokers work with people who are looking for work but who, in some way, where not necessarily ‘job ready’ to start with and therefore needed specific support. Therefore, a big difference is that the role of the Job Broker takes place *specifically* in public-funded programmes to support job-seekers – such as national public employment services, or ESF programmes or similar. The point about public funding for job broker services is an important distinction - because unlike the commercial services of a private employment agency, public money is normally invested in programmes that support job-seekers by addressing structural issues that exist in labour markets. There can be many reasons for this investment, for instance because:

- the job-seekers targeted for support from Job Brokers are facing certain barriers to getting a job due to their unemployment situation and need information, advice and guidance (IAG) to help them into work;
- some job-seekers are long-term unemployed and need particular assistance –either re-training or updating their skills through vocational education and training (VET), re-

building their confidence, getting help with job-finding skills (such as CV preparation or interviewing skills, or personal presentation and communication skills etc);

- the job-seekers may also have specific characteristics that can benefit from support to find work. For instance, they may be disabled, or from minority or migrant communities, or be carers/women returning to work after family responsibilities have kept them away from the labour market for some time; they may have been made redundant from an industry and do not have transferable skills - or they may be young people who have never worked.

Therefore people who can find themselves working, in some way or other, as a Job Broker may be located in a variety of settings. The Job Broker function can interface with other occupations such as career guidance advisor, social worker, private employment agency officer and human resource specialist.

The kind of occupations which can include some or all of the functions of a Job Broker can include (but are not exclusive to):

- Public Employment Services advisers
- Job Counsellors
- Careers Counsellors
- Apprenticeship organisers
- VET trainers and support staff in VET organisations and colleges responsible for helping (unemployed) trainees find jobs
- VET 'aftercare' staff (i.e. when the course or programme has finished)
- Work placement officers – who organise 'job tasters' or work experience for unemployed job seekers and trainees on VET programmes
- Youth workers
- Rehabilitation workers

The ability to operate successfully as a Job Broker can involve having to know ‘something’ about a lot of things, such as human resources and recruitment, employment law, the local employment market and sectoral knowledge. It can require skills such as marketing and sales, equal opportunities and diversity and 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. Working as a Job Broker may mean operating management information systems and problem-solving, combining an empathy and understanding for the job-seeker with being able to establish credible and sustainable relationships with companies and businesses.

So, being a Job Broker can be a challenge! You will see from the activities in this Curriculum Programme that job brokering covers many issues and aptitudes. Accordingly, it requires knowledge, skills and knowledge across a wide number of areas that are concerned with working effectively with a wide range of people.

1.4 What is the Curriculum Programme?

The emerging occupational role of the Job Broker in Europe occurs in many different organizational contexts - in vocational education and public employment services.

As noted above, while some of the competences of the role can be found in other and related occupations (e.g. occupational psychologists, vocational advice and guidance workers, vocational coaches mentors, VET organization workplace liaison staff) there is no recognized professional training course or licensed learning programme that covers the whole range of competencies and the specific contexts in which many Job Brokers will find themselves working – directly at the ‘interface’ between employers, job seekers and provision (VET courses or employment programmes) in labour markets.

The purpose of the Job Broker Curriculum Programme is to provide a learning and development framework that will support existing and aspiring Job Brokers to meet the functions and standards that are set out in the **Job Broker Occupational Profile and Standards**.

The Job Broker Occupational Profile was designed following **an extensive programme of needs analysis-based research** to identify the range of contexts in which the Job Broker role occurs in a number of European Union countries. It also explored the requirements, including

competences, of staff working in the various settings in which public programmes have been organised to ‘broker’ the needs of job-seekers and employers, and recorded a number of case studies that illustrate the kind of provision being offered by vocational education and training providers and employment support organisations.

You can find the Job Broker Occupational Profile here: <http://www.projectsgallery.eu/job-broker/occupational-profile/>

In order to meet the requirements of the Job Broker Occupational Profile, we have developed this Curriculum Programme which comprises the following elements, across **two parts**:

- A **Development Curriculum** – containing a series of modules that incorporates comprehensive ‘mapping’ of Job Broker activities, against which learning objectives are set out for required knowledge skills and attitudes.

This Curriculum Programme has been designed to be consistent with the European Qualifications Framework (EQF) at Levels 5 and 6, which means that you should be working in job brokerage at a professional level.

- A set of accompanying **learning materials** to support the Development Curriculum. These materials have been designed for Job Brokers to use flexibly, in open and self-directed learning, and in action learning groups, where groups of existing or aspiring Job Brokers – or other professional staff who have responsibilities for one or more aspects of the Job Broker profile in their occupation – can work together. See 1.6 below for how to use the materials.

1.5 The benefits of a Curriculum Programme for Job Brokers

The Curriculum Programme has been designed to help you to identify and develop the knowledge, skills and techniques that are relevant to the Job Broker role, and to give you a better understanding of job brokering in a work situation. It comprises important background knowledge and exercises to enable you to enhance your job brokering skills in a variety of different situations. The activities and guidelines are structured to enable you to focus on the real situations and challenges that you are likely to encounter and to provide solutions and plans for your continuous development. They include discussion topics designed to promote peer-to-peer exchanges through shared learning experiences. It is also intended that the Curriculum

Programme will encourage existing Job Brokers to continue to develop their skills by sharing best practice and networking with other professionals.

The Curriculum Programme has been designed in such a way as to support Job Brokers to identify and define their own development needs and target areas for development. The role of 'Job Broker' is one that is emerging as changes are made to public service provision for unemployed people across Europe, and there is not at present a recognised 'course' or 'qualification'. Therefore the Curriculum Programme is intended to support the process of addressing these issues through a range of active, participative and flexible learning activities to support the learning outcomes set out in the Development Curriculum – which in turn are aligned to the requirements of the Job Broker Occupational Profile.

We also understand that some people will be very highly qualified in certain relevant aspects or have high levels of experience in certain areas that are directly relevant to this role - but may lack experience or know-how in other areas. This way, the Curriculum Programme has been designed to be 'learner centred' and adaptable to meet individual needs – depending on each Job Broker's 'starting point'.

Here are some of the benefits that may apply to you and your organisation by undertaking a Curriculum Programme in relation to the role of Job Broker:

Your organisation gains:	You...
<ul style="list-style-type: none"> • Knowledgeable staff that are an asset to the company 	<ul style="list-style-type: none"> • become more competent
<ul style="list-style-type: none"> • improved productivity 	<ul style="list-style-type: none"> • become more confident in your 'brokerage' role
<ul style="list-style-type: none"> • a competitive edge 	<ul style="list-style-type: none"> • develop know-how specific to the Job Broker role
<ul style="list-style-type: none"> • higher standards of work 	<ul style="list-style-type: none"> • become aware of development needs
	<ul style="list-style-type: none"> • can develop skills to help you in your career progression
	<ul style="list-style-type: none"> • can share knowledge and experience with others
	<ul style="list-style-type: none"> • become part of an emerging network of Job Brokers, both in your own locality and (in the longer term) in Europe



In this context, local employers, job-seekers and vocational education and training organisations *all* benefit from the process of a Curriculum Programme for Job Brokers.







In the longer term, organisations in the Job Broker partnership are committed to learning the lessons of developing the curriculum and learning materials to explore how the curriculum can be validated and recognised, including certification. Ultimately, this would provide benefits which would include the assurance that job-seekers are getting first-class support from professionally qualified, specialist advisers, who will have independently evaluated current knowledge of job brokerage practice and networking opportunities. Such benefits would help to encourage the highest calibre of staff to be attracted to, and retained by, this emerging profession.

1.6 Using the learning materials

As we explained earlier, throughout this Curriculum Programme you will find learning material that we have designed to support you through it. The learning material has been designed to encourage self-reflection and encourage peer-based, action learning activities. It comprises discussion topics, assignments, exercises and reflections. It also suggests certain areas to research or to find references that are relevant to the learning outcomes in the Development Curriculum modules.

The material comes in the following forms:

	<p>CASE STUDY - of individuals, services or situations are provided in the learning material. Case studies are normally followed by specific exercises for you to complete, based on your observations of the case.</p>
	<p>EXAMPLE - When discussing concepts or issues, there is sometimes no better way of illustrating the point than to provide an example!</p>

	<p>ASSIGNMENT - Now its time to work – when you see this symbol, you will be asked to complete an assignment, normally in the form of a written statement or exercise.</p>
	<p>RESEARCH - you will be asked to investigate a topic and conduct your own research into the topic under consideration.</p>
	<p>GROUP DISCUSSION – you will be asked to consider questions or topics and discuss them together with the others in your group.</p>
	<p>ROLE PLAY – in this situation you will be asked to work in pairs or small groups where one or more of you are asked to adopt a specific role</p>
	<p>IDEA – we present a problem – can you come up with any ideas to solve it?</p>
	<p>LISTS – here you will be presented with a list and you will be asked to choose which apply, or describe strengths and weaknesses or other characteristics that apply to those points on the list</p>
	<p>FEEDBACK – after completing some of the activities listed above, the learning materials will summarise points of feedback to consider.</p>

The learning materials also include an **Initial Needs Assessment**, which you will find as part of Chapter 2. The purpose of this Initial Needs Assessment is to help you to identify the extent to which you have specific development areas in relation to the Occupational Profile, and the learning objectives in the Development Curriculum.

Finally, bear in mind that the learning materials are not intended to be a substitute for carrying out the role of Job Broker with real job-seekers, but have been designed to complement and to enhance your practical experience.

OK! - So now you are all ready to go!

CHAPTER 2

Development of the Curriculum

2. DEVELOPMENT OF THE CURRICULUM

2.1 The Modules

The modules of the Curriculum were designed in order for the prospective Job Brokers to be able to acquire and/or identify all the knowledge, skills and competences that are important for the successful Job Broker. The areas that are covered in the four different modules are:

1. Current EU labour market context and employment opportunities. The Job Broker role operates at the interface between the employer, the job-seeker and the requirements of specific public labour market policy, programmes and funding. Therefore this module puts the role of the JB in context and explores some of the current issues and trends in this area.

2. Working Effectively with Employers. In the second module of the Curriculum the prospective JB will learn how to be effective on the job. The areas covered involve marketing job-seekers to employers, using employer feedback to improve service, advising employers on recruitment and 'in work support' for new recruits, how to establish and maintain good relationships with employers & achieve employer satisfaction and public funding incentives for employers

3. Working with Job-seekers. In continuance the prospective JB will learn how to work with Job Seekers. This module covers, among others, how to conduct Initial Assessments and Development Action Plans, how to prepare job-seekers for work, matching job-seekers and vacancies, how to keep job-seekers motivated, using ICT tools to do the initial matching, and how to support successful job seekers to ensure sustainable employment outcomes.

4. Effective Project Management. Finally, an important aspect of the JB's work is Project Management. As the JB has to combine multiple tasks and stakeholders, and on the same time to meet all deadlines this module will provide guidance on how to plan and prioritize work, categorize target groups, reflect on the Job and improve, promote teamwork e.t.c.

All the above modules include examples, case studies and learning activities that will help the trainee to better understand the concepts and relate to the occupation of the JB. Once the prospective JB has gone through all the modules, should have a complete image of the job, its aspects and how to proceed as a successful Job Broker.

Please find below all the learning objectives that will be covered in each module.

1. Current EU labour market context and employment opportunities	
1	Describe current labour market information in terms of trends and needs
2	Identify education or training and employment support schemes, incentives, internships, and other specialist support
3	Identify policies and resources for the identification of relevant labour market information
4	Describe relevant public policies and priorities in relation to the funding and organisation of job-brokering services
5	Understand the interface between the employer, job-seeker and funder in job-brokering
6	Specify and explain the relevance to job brokering of key employers' associations, sector bodies or industry specialists
2. Working Effectively with Employers	
7	Recruiting methods (direct, indirect, third party methods, etc) to reach to the potential candidates and to establish contact with both job- seekers / employers
8	Communication's techniques in terms of communicating instructions, providing feedback and listening for understanding ("interviewing")
9	The value of performance improvement for the employer by setting goals, working in reflection - clarification of those goals, rewarding improvement, dealing with failure through motivation and assessing strengths and weaknesses
10	Existing support programmes & services for EMPLOYERS as well as funding schemes for support of EMPLOYERS
11	Categorize different target groups of employers and their specific needs. Different target groups' categories (employers) and their specific needs
12	Workplace culture and characteristics
13	Principles of effective teamwork (eg team as an entity, value each member, clear roles, team goals, effective communication, initiative and reward, team working as a learning process etc)
14	Design, conduct and participate in networking events and activities aiming to develop strong links for the employers
15	Combine "EMPLOYERS" and "JOB SEEKERS" needs with existing supporting schemes
16	Support clients' expectations, profiling and needs (job seekers and employers) in identifying and exploring the best solutions for recruitment among the different recruiting methods to match them
17	Provide guidance, feedback, and direction to ensure successful performance
18	Identify possible solutions in problems with employers or customers and apply decision making techniques to evaluate options to arrive at the best solution

19	Make use of collaboration principles to achieve best possible results for employers (collaborative and cooperative working - networking)
20	Monitoring the employment processes that connect the job seeker with potential employers.
21	Instructing employers towards understanding and matching of their recruitment needs
22	Demonstrating the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous customer service quality improvement
23	Appreciating the importance and demonstrate awareness of workplace culture
3. Working with Job Seekers	
24	Explain the Empowerment approach – working with strength of the client not with the weaknesses – knowledge of methods
25	Knows coaching techniques and clarification of roles and principles of co-operation (profiling, assessment of jobseekers, self – assessment techniques)
26	Knows interviewing and conversation techniques
27	Knows current support programmes and funding schemes
28	Knows other institutions and persons offering related support counselling and guidance services
29	Knows the specific abilities and needs of different job seeker groups
30	Knows conflict management and de-escalation techniques
31	Knows and is aware of diversity issues (Charter of Fundamental Rights/ Lissabon Treaty)
32	Able to encourage and stabilise the client
33	Able to selfreflect his/her work
34	Able to acquire and recruit job seekers
35	Able to communicate effectively and to resolve conflicts (Active listening, inspiring conversation)
36	Able to match skills of job seekers to corresponding job vacancies
37	Able to develop an action plan together with the job seekers
38	Able to network
39	Able to work in a team
40	Able to motivate and to empower young people in a responsible and professional manner
41	Able to work autonomously and simultaneously as teamplayer and networker

4. Effective Case Management	
42	Demonstrate effective case management by responding to the needs of service users and providing effective followup
43	Explain the main principles of time management in relation to the role of the job broker
44	Describe principles of effective teamwork and how this may impact on your role as job broker
45	Identify suitable referral partners for signposting and progression
46	Categorize different target groups of job seekers/employers and their specific needs.
47	Develop effective procedures, protocols and standards to ensure high quality service provision
48	Plan the day by prioritizing all your tasks to ensure you meet all deadlines
49	Utilize 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.
50	Evaluate yourself based on the self assessment criteria and decide on improvement.
53	Demonstrate the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous customer service quality improvement

2.2 Where do you stand? An Initial Needs Assessment

This section will be completed by MMC

CHAPTER 3

Module 1: Current EU labour market context and employment opportunities

3. MODULE 1: CURRENT EU LABOUR MARKET CONTEXT AND EMPLOYMENT OPPORTUNITIES

3.1 What is this module about?

Job Brokers do not exist in a vacuum! Working with job-seekers and employers to broker job solutions takes place in local labour markets. Knowing where the jobs are – and just as importantly, knowing where to look for sources of help – is an important weapon in the Job Broker’s armoury. As well as being able to locate specific employers and their vacancies, being able to identify what is happening to the jobs market can be very useful: which job sectors are on the up? Which job sectors are in decline? What do industry specialists or research studies say about what employers are looking for these days from new employees and job entrants? Do some employers, or groups of employers, have specific programmes to help give unemployed job-seekers a chance? Are there any particular rules, in terms of employment laws, that will specifically affect new job entrants?

Furthermore, it can be vital to build up your knowledge of schemes and programmes that are available to assist job-seekers with improving their skills and qualifications, in order to improve their chances in the labour market. Publicly-funded schemes come in all shapes and sizes, and will often have specific eligibility rules. For instance, some will only be open to those that have been unemployed for a certain period of time (e.g. long-term unemployed); others may be aimed at certain age groups, or targeted to assist particular communities; some may offer the chance to obtain relevant vocational qualifications, or be aimed at jobs in particular sectors (such as I.T. or the hospitality sector). There may be some schemes that offer the chance to be paid while learning ‘in work’, while other options may be more College-based or part-time.

Your ability to identify and understand as much of this kind of information as possible will mean that the service that you provide as a Job Broker will be more holistic. As a Job Broker, you may also find that your performance is assessed by those that employ you – particularly if they have targets to deliver or are under some pressure to achieve results. This kind of pressure is becoming increasingly widespread in some areas of publicly funded employment and training provision.

3.2 Learning objectives

In order to address the above, therefore, this Module has the following specific learning objectives:

Understand the interface between the employer, job-seeker and public funder in job-brokering

- Describe current labour market information in terms of trends and needs
- Identify policies and resources for the identification of relevant labour market information
- Identify education or training and employment support schemes, incentives, internships, and other specialist support
- Describe relevant public policies and priorities in relation to the funding and organisation of job-brokering services
- Specify and explain the relevance to job brokering of key employers' associations, sector bodies or industry specialists
- Describe basic employment law rules and prerequisites that are relevant to job-brokering

ACTIVITY 3.1.1



In order to complete Module 1, you will need to obtain, read and digest:

- **The Job Broker Occupational Profile:** <http://www.projectsgallery.eu/job-broker/occupational-profile/>
- **The Job Broker Transnational Research Study - Comparative Review and Needs**

Analysis – **Link to be inserted by MMC** specifically the chapter for your own country

3.3 Understanding the role of the Job Broker: the Occupational Profile and Standards

Set against the context of high unemployment across Europe, particularly in the south, – but also in a context where there are signs of recovery and even skills shortages and unfilled vacancies, the role of the effective ‘Job Broker’ is emerging as a key player in VET provision – a professional, working in a variety of contexts (Public Employment Services, Job Counselling, VET organisations) identifying & matching learners on publicly funded VET and employment programmes into sustained job opportunities.

ACTIVITY 3.1.2



The Job Broker Erasmus+ partnership has produced a 'Job Broker Occupational Profile and Standards' document, which at the start of this chapter you were asked to locate.

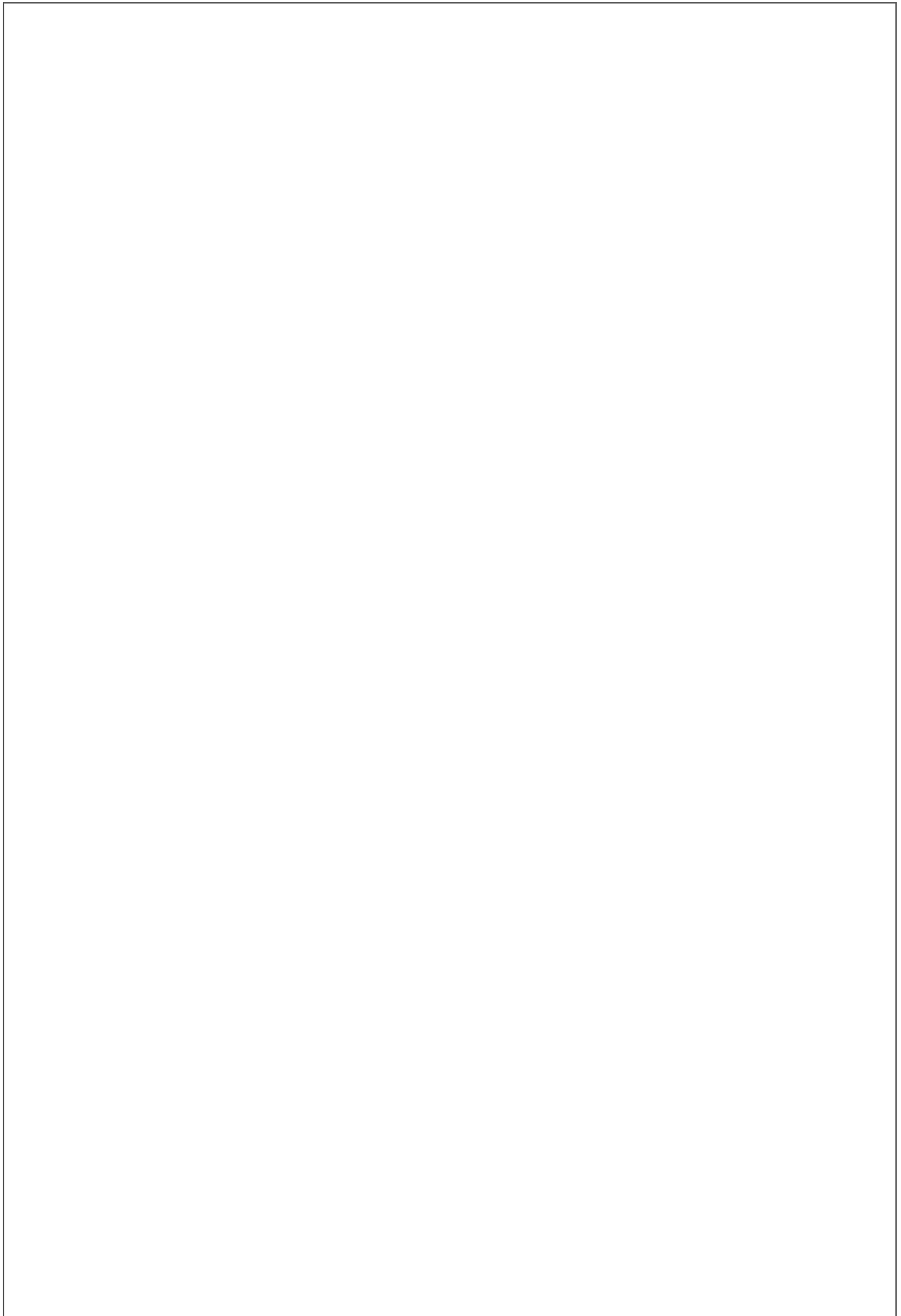
The Occupational Profile has been produced with three functions in mind:

- 1) to define the purpose and function of the Job Broker, ensuring that through its Standards framework of standard, it is current and relevant to the European context;
- 2) to describe a set of Occupational standards that capture the competencies required to effectively carry out the job brokerage function, based upon the practice identified through the project's research programme;
- 3) to outline the skills, knowledge, aptitudes and experience required to be competent as an effective and competent Job Broker.

In particular, the Occupational Profile identifies that the Job Broker is placed at the centre of three key 'constituencies' – namely the job-seeker, the employer, and the funder, seeking to 'broker' between the needs and requirements of all three to achieve a job brokered outcome.

Do you think the Job Broker Occupational Profile covers the main areas that are relevant to your role as a Job Broker? What are the main areas that are relevant to you? Are there any missing?

Write down your observations here:



ACTIVITY 3.1.3



For this activity, break into groups of three people. One takes the role of job-seeker, one takes the role of the employer, and one the role of the funder.

Taking your prompts from the relevant section in the Occupational Profile, each role takes it in turns to present to the other two up to six **'needs'** or **'expectations'** that they have from the Job Broker.

When you have each finished, summarise the (up to) six points here:

Job-seeker	Employer	Funder
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.



Together with all the Job Brokers who attended the session and participated in the above role play, now feedback to one another in terms of the points listed above. For instance:

Do you agree with all the points made?

Are some of the points more important than others?

Are these expectations or needs realistic? If not, how would you manage the expectations of the different parties?

To fulfil the expectations of employers, Job Brokers are increasingly required to better understand specific sectors and roles. Furthermore, learners on public funded programmes will be from target groups requiring greater support (e.g. long-term unemployed, people with disabilities, 'NEETs' (those not in education, employment or training), meaning that the Job Broker has to be adapt at providing personalised, tailored support for the learner and long term 'in work' support.

The Curriculum Programme chapters and modules that follow look at the specific issues of working with job-seekers and with employers. In this module, we will look in more detail at the implications of understanding areas such as public funding and labour market sources of information, so that you are best informed about the wider context in relation to your work with job-seekers and employers.

3.4 Public funding and job brokerage services

What do you know about how your job brokerage service is funded? Do you think you need to know? In some cases, the way that services are funded is a matter of open and public knowledge. In other cases, contracts and grant agreements are confidential, and you may not know how your work is funded even if you wanted to know!

On one level, it is not necessary to know the details of how your job brokerage service is funded in order to do your job. However, all public funding requires accountability on some level, and the way your service is funded may shape the priorities of your organisation, or even the way that you are meant to deliver your service.

Research undertaken by the Job Broker Erasmus+ partners highlighted not only that the Job Broker role exists in different forms in many EU countries but also that the emerging world of ‘payment by results’ (increasingly common in public programmes), is changing the focus of this role dramatically. This is particularly marked in the UK, where ‘output’ funding is common – in some circumstances with 100% of the public funds contingent upon the supported/unemployed learner securing and retaining a job. This trend in the ‘system’ is also beginning to appear in some different ways in other countries forcing VET providers to ‘re-think’ traditional approaches – as funding is no longer granted only for the running of courses, but increasingly requires successful job entry and job retention.

This factor, along with others, means it is no longer enough to just train people up or ‘match’ candidates to jobs: VET providers are having to deploy resources in different ways, to work more closely with employers to ‘broker’ - and even sustain the job outcome after it has been achieved.

ACTIVITY 3.1.4



How does the way that your job brokerage service is funded affect the job you do? For instance, are you working in a situation where funding for supporting job-seekers or other client groups has been dependent upon a positive outcome that can be measured (i.e. getting someone a job)?

Record your thoughts here:

ACTIVITY 3.1.5



The example below is based upon the terms of a contract that was issued by a UK public body that commissions VET provision to a VET provider. The contract was aimed at unemployed job-seekers aged 18 – 30 years of age.

The contract was to support up to 500 job seekers and operated for 24 months. The payment schedule in the contract was as follows:

Milestone / Result	Amount €	Maximum numbers
Participant undertakes initial assessment on programme	100	500
Begins non-accredited learning programme	50	200
Begins accredited learning programme / VET course	75	200
Completion of non-accredited learning programme	150	150
Completion of accredited learning programme / VET course	50	200
Attainment of vocational qualification at Level 2	250	400
Achievement of job start	150	400
Sustained job – 4 weeks	250	300
Sustained job – 6 months	750	250
Sustained job – 12 months	750	250

What do you know about 'payment by results'? Think about some of the issues that may arise from operating the payment by results schedule in the Example above. What problems can you foresee? Any answers? Write your thoughts down here:

ACTIVITY 3.1.6



In terms of the general principle of payment by results, can you think of five positive and five negative aspects that could arise? Record the main points that arise from the discussion here:

Five positive points:

1.

2.

3.

4.

5.

Five negative points:

1.

2.

3.

4.

5.



Looking at the payment by results schedule given, you can see that a 'result' can be when a job seeker starts the programme, or some other form of milestone – such as then being referred on to and starting a training programme.

However, it can be seen that by far the largest funding amounts in this example are based on results that are 'end-loaded' – i.e. they come after activity has taken place – such as getting a qualification at the end of the course, or staying in a job after the initial job placement is secured.

More generally, some studies have suggested that running payment by results in job seeking contracts can have some advantages, including:

- Everything is clear – it can help having to focus on specific results and targets
- Flexibility – how something is done, or what is done, is less important than how effective it is
- Efficiency and reward – providers are paid on what they achieve, or the 'outputs' of their service, rather than what they spend, or the 'inputs'. If they are efficient, they can make surpluses from the funding, which can be used in flexible ways or to reinvest in the service.

However, some studies have suggested a number of disadvantages with payment by results schemes in public employment programmes. These can include:

- Financial risks for providers – it can be difficult to predict with any certainty how 'successful' any programme can be and therefore there may not be any guarantee of covering costs with payments. In other words, providers can lose money!

- Waiting for the result payment to be achieved, and then claimed and verified can cause cash-flow challenges for providers, and it can also require significant financial and human resources investment both pre-contract and during the contract before being paid.
- “Cherry picking” – where providers are reluctant to take on job seekers with more complex problems, for fear of it being harder to ‘get a result’ and therefore appear to get poorer results (i.e. lower job placement rates) – or not get paid. This can lead to ‘parking’ and ‘creaming’ – where such job seekers are set aside or neglected (parking), while others who may be easier to ‘get a result’ are focused upon, as providers target ‘easier’ job seekers for attention (‘creaming’ – i.e. ‘taking the cream’).
- Forcing providers to concentrate on getting specific results to get paid can discourage innovation and trying something different or different to see if it succeeds.

ACTIVITY 3.1.7



Did you think of all these feedback points? Did you think of any others? Write down here the main points of interest to you together with any ways that payment by results in the future may impact on your work as a Job Broker. Discuss your thoughts with your group members:

3.5 Policies and systems relating to the Job Broker in Europe

As a European Erasmus+ project, Job Broker has been developed to address a number of areas of concern to European policy.

For instance, the 'Bruges Communiqué' (2010) calls on EU member states to improve the labour market relevance of VET; to make it more outcome-orientated; and to develop a 'common language' bridging education, training and the world of work. Furthermore, one of the key objectives of the European Union's strategic framework for European cooperation in Education and Training (ET 2020) includes a call for actions that contribute towards improving the quality, efficiency and relevance (attractiveness) of VET to the needs of the labour market. The Europe 2020 strategy calls for jobs for 75% of the population aged 20-64 to be in work. The changing world of work is also highlighted in the European Commission's 'New Skills for New Jobs' initiative.

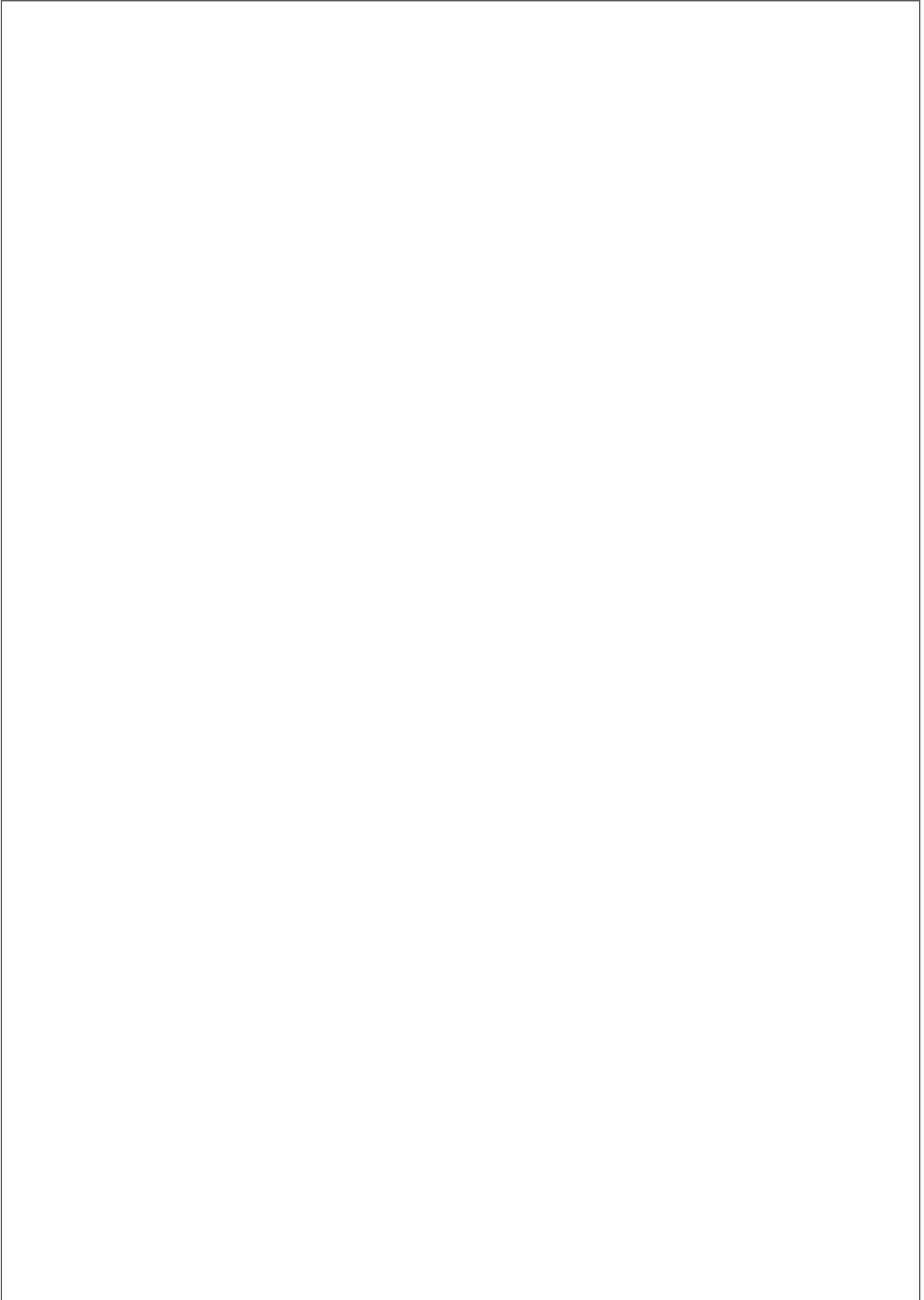
Job brokering, and matching skills to labour market needs, is in itself one of the new types of job that is emerging. In previous times, people left school and undertook VET programmes for a specific type of job or sector – and would often work in that sector - or that job even – for the rest of their lives. For many, this has become a thing of the past, and there has been an increasing recognition that people have, or need to develop, many different skills for the labour market. These are often referred to as 'transferable skills' and much of current EU policy is aimed at calling on public employment services policies in the member states to identify and support the development of transferable skills for the modern world of work.

Given these new policy contexts and changes in VET policies, the Job Broker project is aiming to make its own contribution to these policies. By developing a Job Broker Curriculum Programme, the intention is to raise knowledge and skills that will help VET providers in the EU to increase their success rate in securing sustainable jobs for their learners (the job-seekers). However, there are many challenges for how the Job Broker role is to be developed, trained for, and ultimately validated and accredited – not least that there is such a difference in the labour market situation in each member state and no two governments operate the same policies and programmes.

ACTIVITY 3.1.8

Do you know the main public policies that affect your job brokerage services in your country? Do these policies operate at the national, regional, local or sectoral level? Specify below the main policies that you are aware of and describe the ways that they affect your work.

Compare your notes to those of other Job Brokers you are working with – have you missed any significant



3.6 Unemployment levels, employment sectors and labour market schemes

It is perhaps stating the obvious that your ability to be effective as a Job Broker is partly determined by the overall state of the economy and levels of unemployment. Life would certainly be easier if there were more than enough full-time and part-time jobs to go around for everyone, irrespective of their circumstances, qualifications and skills! However, if those days ever existed, they are long gone now. Unemployment levels in some parts of the EU have been persistently high and the situation deteriorated further with the advent of the global financial crisis in 2008.

However, despite this situation, there are also reports of skills shortages – where employers cannot find the people that they need to do the jobs that they have. The reasons for this are complex – sometimes these ‘skill shortages’ are due to reasons of low pay, or anti-social hours, and they can also be evidence of poor planning in the approach to skills training provision and economic forecasting. Nonetheless, there are often jobs and opportunities to be found if some of these barriers can be overcome, and all parties are flexible, adaptable and creative in their approach.

In order to investigate what the situation is ‘on the ground’ and to inform the next steps of the project, in 2016 each of the Job Brokers undertook a research study in their own country. This was a comprehensive exercise and a lot of detail was gathered and analysed.

ACTIVITY 3.1.9



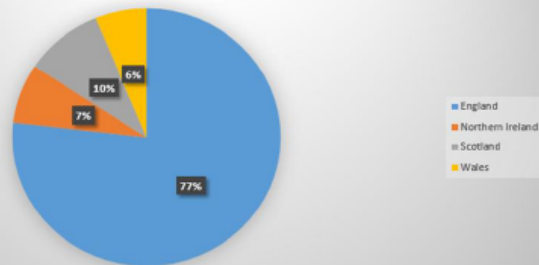
The findings from each country have been summarised as ‘case studies’ and are presented on the posters that you can find below:

Job Broker London, UK

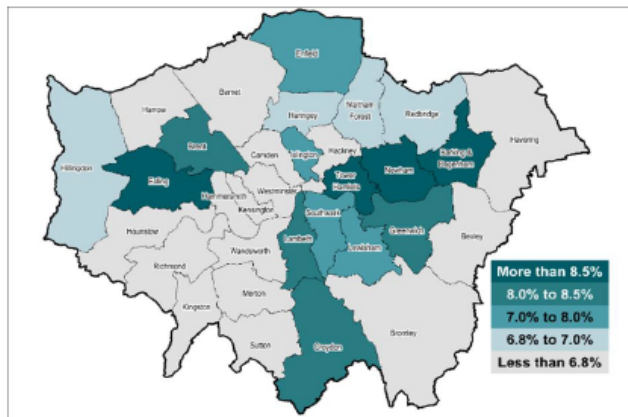
The Situation

Currently, 5.6% of the population is unemployed in the United Kingdom. 77% of out-of-work benefits claimants live in England. 13.3% are based in London. In England, those aged 25-49, are significantly affected by unemployment, with 20% of all unemployed people being Young People. The London Boroughs of Ealing; Tower Hamlets; Newham; Barknig & Dagenham are the most affected by unemployment.

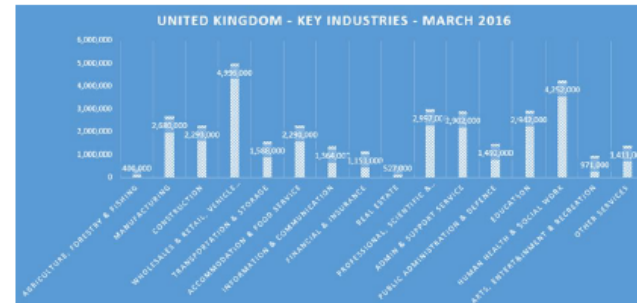
UK unemployment by country - claiming out-of-work benefits - 6 months+



London – Unemployment by borough



UK Main employment industries



Job Broker skills - breakdown

Skills/Attitudes/Knowledge	Detailed Breakdown
Empathy	Ability to understand customers & their needs
Confidence	Confident in their abilities to resolve the problems a customer puts to them
Motivation & being able to motivate clients	Ability to stay motivated and motivate customers to carry out the key actions to move into work
Sector knowledge	Wide sector knowledge and links to employers to ensure successful brokerage
Engagement	Ability to engage with customers & employers
Professionalism	Ability to act in a professional manner & set the standard that employers will expect from customers
Commitment	Strong commitment to customers & employers
Account Management	Ability to manage a range of employers to ensure outcomes & new job opportunities
Communication	Ability to communicate effectively with different cohorts





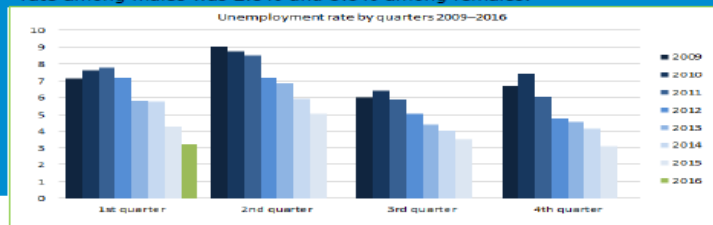
Iceland



Unemployment and socio-economic factors of deprivation in Iceland

Employment and unemployment

The number of persons in the labour force in the 1st quarter of 2016 was 190,400 corresponding to an activity rate of 81.8%. The number of employed persons was 184,300 while unemployed persons were 5,100. The employment rate was 79.2% and the unemployment rate was 3.2%. From the 1st quarter of 2015 the number of employed persons has increased by 5,100 and the employment rate increased by 1.7 percentage points. At the same time the number of unemployed persons fell by 1,900 and the unemployment rate decreased by 1.1 point. The unemployment rate among males was 2.5% and 3.8% among females.



The needs of the Job Brokers

There are many qualifications that a job broker has to have, here are some mentioned:

- Excellent human relations skills
- A good listener
- Good interview techniques
- Emotional Bluetooth
- A broad network
- Very good knowledge of the labour market
- Clear work ethics
- A university degree in social sciences, psychology or business

There is no formal training to become a job broker in Iceland. The job brokers on the labour market have various educational background and various experience.

This is what the job brokers questioned in the research had to say about that:

"What we need is good curriculum so we can study how to be better qualified to do our job". (Job broker, May 2016)

Job Brokers in Iceland

The typical job broker in Iceland today would be:

- A person with BA degree up to master degree in social sciences, educational sciences, business, psychology etc.
- Until lately job brokers didn't have to have a university degree, only good experience on the labour market and of course they are still working in the field, as older job brokers.
- A job broker would need to have at least 5 – 10 year experience on the labour market.
- A job broker has to have excellent knowledge of the labour market.
- A job broker must be interested in helping people finding the right job.

Available training courses for Job brokers in Iceland:

- Project management
- Team work
- Strong self-esteem – how to build up client's self-esteem
- Solution solving approach
- Coaching
- How to become a better employee
- The happiness at work
- How to help new employees in your company
- STRONG – career planning tool



"The best experience of hiring a young marginalized person is when he/she has been motivated and well prepared for the apprenticeship. In that case the young person enters the company with interest and with hope for a new future. But the worst experience is when the young person comes one day and then he/she disappears without any kind of explanation, just like the earth had swallowed him". (Employer, May 2016)

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Job broker as a service provider

- Providing services to unemployed people and companies
- Bringing together employers and jobseekers
- Matching - suitable workers for companies
- Right measures for jobseekers
- Tailor-made proposals for the employer

Services for employers

- Support the search for suitable candidates
- Assistance in recruitment decisions
- Support after the setting

Services for job seekers

- A consulting check determines the problems
- Strengthen personality and individual coaching
- Inverse career planning - explore hidden potentials and experiences
- Application training
- Organization of contacts with potential employers (inc. internships)
- Take on the role of navigator for his clients and offer them tailor-made solutions

Key skills / requirements

- An optimistic attitude, positive thinking, open-minded and unprejudiced towards other
- Empathy - try to understand the others, ability of appreciation, trust building,
- Know my own limits
- Be a team worker and networker
- Ability for communication, consultation and motivation
- Moderator, mediator, manager, psychologist, counselor, advisor, companion, stakeholders, advocate, coordinator, recruitment agency, mentor, social workers, a problem solver, staff developer, coach, case manager, motivational speaker

Contents of a Curriculum Programme

- Knowledge of labour market, different branches, management, administrative law, social legislation, labour market laws and data protection
- Skills of a sales representative
- Profiling and coaching tools
- Social, educational, psychological knowledge
- Professional application management
- Talk and presentation techniques, communication training
- Workshop moderation tools
- Event management tools



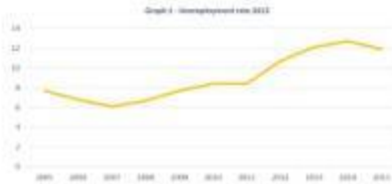
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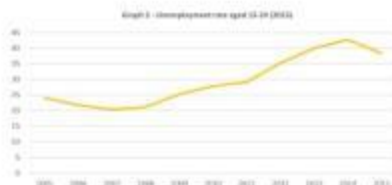
Transnational Research Study ITALY

Background Labour Market Trends

2015 – Unemployment rate – 11,9% (long-term 63%)



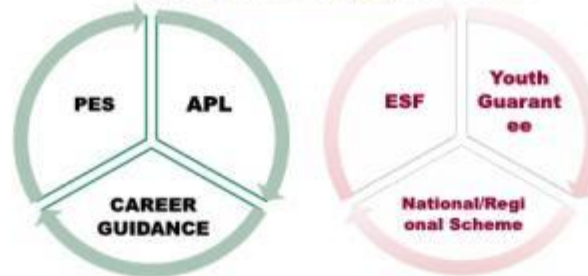
2015 - Unemployment rate (15-24) – 38,4%



2014 – Employment rate per economic sector – 55,7%



Publicly-funded employment service



Active labour market policies are not sufficiently developed to address the foregoing shortcomings, not least because of the fragmentation of employment services across the country. Expenditure on active labour market policies is below the EU average and is biased against job-search assistance. Furthermore, there is no effective coordination between activation policies and the unemployment benefit system. Also, the evaluation of active labour market policies is occasional and not based on systematic monitoring. A crucial element holding back effective active labour market policies is the poor performance of employment services, which show limited capacity to provide transparent information to job-seekers and to address the needs of employers. Furthermore, there are enduring regional disparities in the quality of services provided by public employment services and in the quality of cooperation between public and private employment services.

JOBS ACT REFORM (2015-on going)

- Reform the governance of Active Labour Market Policies and their interplay with passive policies
- Establishment of a national coordination agency planning and implementing a comprehensive national strategy on employment services, including a better integration between public and private services (reducing segmentation).
- Changes in employment protection legislation, the unemployment benefits system and wage supplementation schemes, and the governance and functioning of active and passive labour market policies.
- Reduce the administrative burden on firms
- Improve the effectiveness of the labour inspectorate and promote reconciliation between family and working life.
- Improve entry and exit flexibility, enhance labour reallocation and promote stable open-ended employment, most notably for the young.
- Improve the alternance between education and work (apprenticeship)
- More addressed to measure performance (payments by results)

The Job Broker role in Italy

- The emerging Job Broker role against the current Italian Job brokerage services and organizations

Considering the increasing relevance of the “payment by results” criteria and the growing importance of performance measures in the area of active labour market policy in Italy, the emerging role of job broker can play a critical role as intermediary agent in 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; improving the quality and the effectiveness of the services themselves.

Within the public employment services, job broker is not responsible for the administration of unemployment benefits. However, he would provide more attractive services for job seekers and employers through one-to-one, personalized support provisions; delivering “package” of advice, support and guidance that are tailored to individual specific needs effectively.

Within the career counsellors/advisors centres, job brokers would work not only in the interest of job seekers but also in the interest of employers.

Within APL, job brokers’ services are adopting a more employer-focused action developing strong links with local employers and a good understanding of their needs and expectations. They can build good relations with, and understanding of the local community; based on consultation. They develop links to the wider labour market.

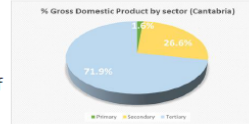
In the context of vocational training institutions, job brokers can work with clients who are close to entering the labour market while training providers typically focus more long term on job seekers further from the labour market. They have an extensive knowledge of the public scheme and ALMPs at EU, National and local level and they can develop effective partnerships with other job brokerage organisations to enable organization to meet the range of needs of all of its clients.

Human Resource Planning	Specialist Knowledge of Sectors	Post Employment Support
Initial Assessment	Information and Contract Management	Working in Partnership
Lobbying	Marketing and Sales	Public Scheme (EU, National, Local)
Quality Assurance	Self-Assessment	ICT

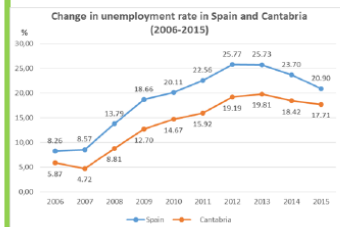
JOB BROKER SPAIN

Background

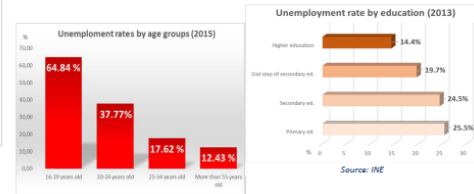
The population of Cantabria is 585.179 inhabitants, one of the least populated regions in Spain because of its small size. Santander, the capital, has 173.957 inhabitants, while its metropolitan area concentrate about 300.000, more than a half of the population of Cantabria. Cantabria's GDP represents 1,13% of Spain's total one.



Unemployment



In Cantabria, youth unemployment rate stands at 39.8%, which is considerably lower than Spain's average of 46%. Unemployment in Cantabria is higher than the average of the EU (9.3%) and the Eurozone (10.3%), and the same about youth unemployment, that stands at 19.4% in the EU.



Job Brokers in Cantabria and Spain

Job broker profile does not exist as that. However, there are different professionals who develop most of the tasks of a job broker.

Professionals developing a job similar to job broker profile :

- In public sector, guidance practitioners who provide a free guidance service and are in contact with enterprises and help them to recruit employees;
- In private sector, there are recruitment agencies and temporary employment agencies. Both look for candidates to the companies they work with.
- In the third sector, provide services to some specific target groups
- Guidance practitioners in VET centers guide students regarding further training and working opportunities related to their educational background

Case Studies

- **PROFEMPRESA PROJECT**
Actions, practices and pilot experiences aimed at promoting and encouraging the temporary incorporation of teachers to companies to get VET students with skills profiles more adapted to the reality of the companies in which they will work.
- **RED CROSS EMPLOYMENT PLAN FOR VULNERABLE PEOPLE**
Set of actions, programs and integrated projects to improve employment opportunities for people with more difficulties.
- **INTEGRATED EMPLOYMENT PROJECTS WITH JOB PLACEMENT**
Aim at improving efficiency and collaboration between stakeholders in labor intermediation processes, measuring success in terms of final indicators regarding insertion in the labor market.

THE VIEW FROM STAKEHOLDERS

'System' issues

Work well for Job Brokers when helping unemployed people to find a job:

- o knowledge of the business environment
- o knowledge of the labor market in general
- o technological tools available to do the matching
- o services to improve qualification of unemployed people according to what enterprises are looking for fostering entrepreneurship as an alternative
- o personal coaching for each of those unemployed
- o labor intermediation with enterprises

and what **work for unemployed people** when trying to find a job is:

- o training, experience, personal and socio laboral skills... but it depends also on the sector, activity, time of the year and existing opportunities in each region
- o specialized search, generic one doesn't work anymore
- o attitude of the unemployed person: proactivity and versatility

Regarding **local 'culture clash'**:

- o "Job Brokers" think that in many cases the enterprises ask for too much
- o Enterprises think that the only problem is a bad description of the profile they are looking for and that neither all people are for all enterprises nor all enterprises are for all people.

Preparing job-seekers for employment

"Job Brokers" said **main problem** directly link to job seekers is that it seems they think Job Brokers must find them a job, as if it was only their duty.

- o Other factors that were mentioned: Age of the job seeker; Lack of training and qualification; Maladjustment between demanded profiles and offered ones

Things that could be **improved**:

- o Management of training courses
- o Taylor made labor orientation, make it less rigid
- o Better adjustment between offer and demand

The companies' perspective

New people hired have both positive and negative things according to enterprises:

- o **Positive**: new way of thinking, facing the job and the future value
- o **Negative**: time they need to adapt themselves to the new enterprises, lack of productivity until they get experience and needed knowledge for the job
- o When employers need to recruit someone, in general, they don't feel the need to recruit anyone from any group.
- o **Social value** of hiring local people is strong since in many cases it allows the worker to know the company and its local environment and this makes the worker to value the job in a different way
- o All enterprises interviewed said that they don't use the Job Broker services

The needs of the Job Brokers

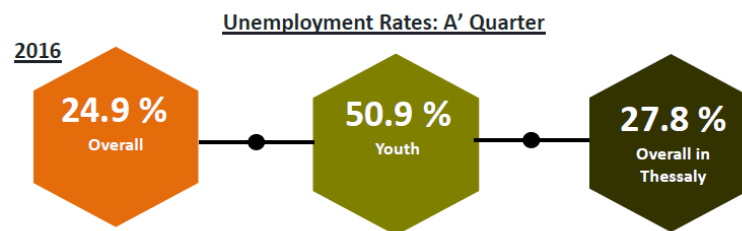
- How to get in touch with enterprises and sell them their work and candidates
- Empathize with both groups and to put oneself in the situation of each to understand the different point of views
- Active listening, empathy, assertiveness.
- Communication skills
- Resilience and initiative
- Emotional Intelligence
- Coaching (this one was pointed out several times)
- Specific ICT skills to use tools such as blog, social media...

Job Broker: The case of Greece

Background...

The last six years the Greek economy is suffering from a serious and extended recession while unemployment has been continuously rising. The economic crisis has hit young people particularly hard. It has widened the gap between those with more and those with fewer opportunities. Some young people are increasingly excluded from social and civic life. Worse still, some are at risk of disengagement and marginalization.

Under these circumstances, **Job Brokering is considered to be of high importance in Greece, whereas there is a need for policies to address structural labor market problems to improve the matching of job seekers to new job openings so as to prevent the large increase in unemployment.**



Public Authorities & Public Employment Services in Greece

- **OAED: Greek Public Employment Organization**
- **EOPPEP: National Organisation for the Certification of Qualifications & Vocational Guidance**
- **KEPEA: Information Centre for Employees and Unemployed (GSEE)**
- **ACCI: Athens Chamber of Commerce and industry** - Offers e-recruitment services for its members
- **K.E.TH.I.: Research Center for the Equality of Sexes:** Provides counselling and advisory services to unemployed women
- **Youth Information Centres:** Provide guidance counselling for young people up to 35 years old.

KEY SKILLS for a successful Job Broker

- ✓ **Awareness of the current, labor market information** (trends and needs);
- ✓ **Assess the personal characteristics and needs** (jobseeker profiling)
- ✓ **Career management skills** (ability to develop, plan, implement, and manage career development programs/actions)
- ✓ **ICT skills** (to know how to use technology to assist individuals with career planning)
- ✓ **Effective communication** (Knowledge of aspects which influence effective communication)
- ✓ **Social / networking skills** (close collaboration with relevant provision networks.)
- ✓ **Mapping of services/companies available in the regional provision network and labour market**
- ✓ **Matching skills** (of job seekers to job openings);
- ✓ **Career counselling, Career information and assessment expert**
- ✓ **Problem analysis and intake**
 - ✓ To stimulate job-seekers to get a better understanding of their own strengths and weaknesses as well as of own perception in terms of ambitions and dreams
 - ✓ To change the individual way of perceiving things, to raise a sense of reality and to develop own strengths.
- ✓ **Critical thinking, adopts professional values and adheres to ethical standards.** Trustworthy and ability to inspire confidence.



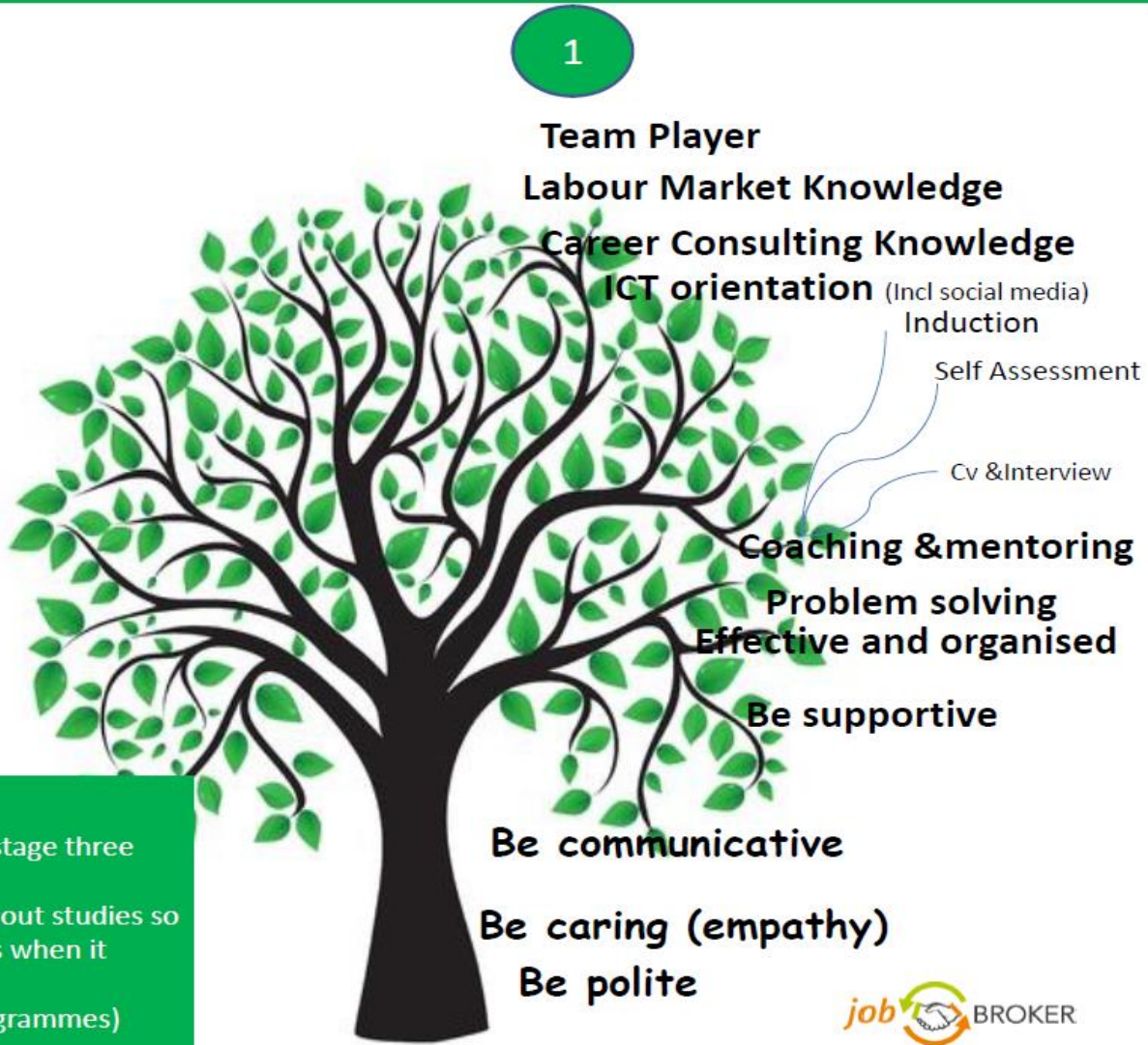
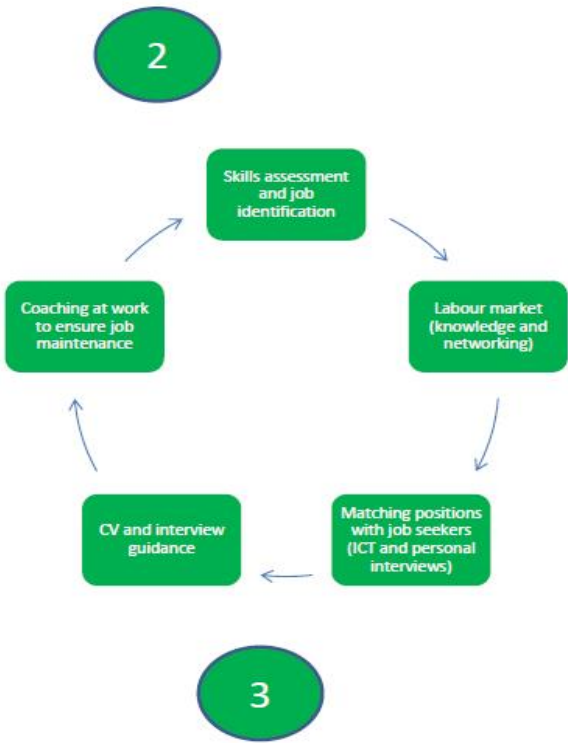
Barriers affecting JOB SEEKERS:

- **Limited availability of job-openings due to the current financial crisis**
- **High expectations versus real labour market conditions** (e.g. salary, etc.)
- **Lack of experienced job-seekers**
- **Low self-confidence due to high competition** (e.g. too many applicants for the same opening)
- **Age discrimination** (especially for job seekers 50+ years old)

The COMPANIES' perspectives:

- **It is an advantage to invest and have young people in the company as they are easier to shape.**
- **Need of extra advice on how to deal with young people:**
 - Advice on how to assess young people with no work experience.
 - Advice on how to bring young people into their organisation.
 - Adoption of the necessary recruitment practices and methods to increase engagement with young people.

Lessons Learned from research



In Cyprus

- Personalised approach (PES) (up to stage three above)
- Networking with employers throughout studies so that employers know the candidates when it comes to employment (HHIC)
- Heavy use of ICT (for co-funded programmes)

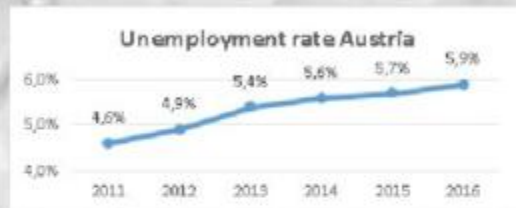
Job Brokering at PES

=> mainly for job seekers who are job ready

job brokering divided in two different entities within the PES:

services for job-seekers - counsellors' job brokering activities limited to inform job seekers about job vacancies reported to the PES and clients themselves establish contact to employer and go through the application process on their own.

services for employers - associates are in contact with employers and encourage them to report potential vacancies. Vacancies are listed in the e-Job Room (the electronic job platform of the PES) which is constantly available for people seeking employment.



Fact Box Unemployment

Austria - vulnerable groups:

- young adults (15-24 years) - 10,6%; growth of 19% in the past 5 years
- NEET-rate 2015: 7,5%
- 50+ - 12% growth of unemployment in the last year
- migrants - unemployment rate of 17,2%
- 18,3% of all unemployed have health issues
- long term unemployment - growth of 159% from the last year

Vienna - specific aspects:

- higher unemployment than overall Austria
- severe situation for people with low qualification - unemployment rate of people with no qualification beyond compulsory school 21,1%

Fact Box Employment

Trends: dynamic growth of employment due to growth of population & increase of jobs in high qualification segments

growth sectors: health & care, education & training, tourism & hospitality, ICT, knowledge based corporate services (R&D), construction, culture & creative industries

stagnating sectors: transportation & logistics, public services

declining sectors: production of goods & finance sector

Austria



Job Brokering outside the PES

job brokering by external contractors carrying out support measures for job seekers on behalf of the PES.

=> for job seekers who are disadvantaged because of one or multiple employment limitations

measures mainly not geared towards job brokering per se, but are designed to strengthen the clients' employability (e.g. VET). job brokering usually represents the last module in these measures. job brokers are in contact with both sides - employers & job seekers

=> growing importance of placement rates lead to more attention for job brokering services

Skills



Knowledge Management

knowledge about labour market in specific industries, skill needs etc.
=> requirements change rapidly and job broker need to be up to date

Sales

to establish business relationships with companies & to "sell" job seekers into a job => assertiveness and persistence when dealing with companies is needed

Job application training

support application process of job seekers including creation of application documents, training of job interviews, correct outfit in specific industries and companies

Matching

companies - detailed look at the requirements of the company or the requirement of a specific job
job seekers - identify (hidden) strengths to show companies what he/she can contribute to company's success

Networking

companies - establish new contacts & productive use of contacts e.g. to receive job offers from companies
job seekers - imparting network skills in order to activate and expand personal networks to find job opportunities via the hidden labour market

Working with different target groups

being able to communicate appropriately with both sides - companies & job seekers => job brokers need to understand and speak the language of both sides

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Considering the different situations in the different countries:

- What trends can you identify in the situation in each of the partners with regards to unemployment levels? How might this affect the work of the Job Broker?

- In terms of the Job Broker role, what similarities have been identified between partners? Are there any differences?

- Can you summarise the different countries situation regarding qualifications and training for Job Brokers? How does it compare to yours?

ACTIVITY 3.1.10



Now, turning to the situation in your specific country, earlier you were asked to locate and review the chapter of the research study that applies to you. When you have done so, read it and summarise the main points in response to the following questions:

- What are the main unemployment trends in your country?
- What are the unemployment patterns amongst different groups (e.g. young people, minority groups, women and men)?
- What services are funded by the public sector to support job seekers in your country?

- What are the main perspectives of employers, according to the research?

- What are the main industry agencies that operate in your local economy? Chamber of commerce? Sectoral bodies?

- How familiar are you with the job brokering case study in the research? Do you know of other examples?

ACTIVITY 3.1.11



Now discuss your findings with other Job Brokers. Did they see something different? Do they have more or different labour market intelligence compared to that in the report that could be of use?

3.7 Conclusion and further reading

The purpose of this module has been to place your work as a Job Broker in the context of the European labour market and employment opportunities in Europe. In doing so, we have explored the interface between the key stakeholders that impact on your work – the employer, job-seeker and public funder. We have also reviewed how policies, funding, schemes and programmes, labour market information and employment regulations all surround and impact on job brokerage services.

The table below recapitulates the learning objectives/outcomes of this module – and how the activities relate to them:

LEARNING OBJECTIVES	ACTIVITY										
	1: Research	2: Example	3: Role Play	4: Ideas	5: Examples	6: Lists	7: Group Discussion	8: Assignment	9: Case Study	10: Research	11: Group Discussion
Understand the interface between the employer, job-seeker and public funder in job-brokering	x	x	x	x	x	x					
Describe current labour market information in terms of trends and needs	x								x	x	x
Identify policies and resources for the identification of relevant labour market information	x							x	x	x	x
Identify education or training and employment support schemes, incentives, internships, and other specialist support	x								x	x	x
Describe relevant public policies and priorities in relation to the funding and organisation of job-brokering services	x			x	x	x	x	x			
Specify and explain the relevance to job brokering of key employers' associations, sector bodies or industry specialists	x								x	x	x

Finally ... although job brokerage is an emerging and relatively new concept in European VET legislation, there are various publications and resources relevant to the issues discussed in this module. Many of these will be in your own language and are relevant to your own country – ***so do look them up!***

In the meantime, and to help you look further, we have listed some relevant information sources at the European level below:

- CEDEFOP: ‘Skills Panorama’ at <http://skillspanorama.cedefop.europa.eu/en>
- European Commission: ‘EURES – The European Job Mobility Portal’ at <https://ec.europa.eu/eures/public/homepage>
- European Council: Resolution on A New Skills Agenda for an Inclusive and Competitive Europe (2016/C 467/01).
- European Training Foundation / CEDEFOP / International Labour Office: ‘The role of employment service providers: Guide to anticipating and matching skills and jobs’ (2015).

CHAPTER 4

Module 2 - Working Effectively with Employers

4.1 What is this module about?

As the Transnational Research Study - Policies, Systems and Needs Analysis highlighted because a job broker is an emerging occupation, and the context in which it operates varies so much across Europe, specific information on the nature, characteristics and scope to define a common occupational profile of a Job broker – were hard to obtain. One of the reasons is that the job broker function can interface with other occupations such as career guidance advisor, social worker, private employment agency officer and human resource specialist. However, the role of a job broker has become more and more important in recent years in the current context of the economic downturn and mass unemployment across Europe. As a result, there has been increased pressure on the labour market/ALMPs, which has made it much harder for VET, public employment and public ‘back to work’ programmes to place Jobseekers into sustainable employment. These increased pressures have led 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 and 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. Another crucial aspect that has begun to emerge along with higher unemployment rates and cuts in public spending is the increased focus on performance measures for services in the framework of active labour market policy measures, in which the output of services in terms of sustainable employment became much more important. 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 brokerage agencies must understand the business sector of their target employers as well as the business environment they operate in. It might be the case that the Job Brokerage organisation needs to employ staff with skills and experience in specific areas, for example, those with specific knowledge on the business sector, cooperation, communication and understanding the specific-key employer’s needs.

The last but not the least: beyond competencies and skills, a Job Broker must have a positive attitude, otherwise employers would not trust him neither would candidates believe that the

Job broker would get him a job. This point has been highlighted as a key to success in the Project Research Analysis

4.2. Learning objectives

In order to address the above, therefore, this Module has the following specific learning objectives:

- Combine “EMPLOYERS” and “JOB SEEKERS” needs with existing supporting schemes
- Identify possible solutions in problems with employers or customers and apply decision making techniques to evaluate options to arrive at the best solution
- Instructing employers towards understanding and matching of their recruitment needs
- Demonstrating the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous customer service quality improvement
- Recruiting methods (direct, Indirect, third party methods, etc) to reach to the potential candidates and to establish contact with both job- seekers / employers
- Support clients’ expectations, profiling and needs (job seekers and employers) in identifying and exploring the best solutions for recruitment among the different recruiting methods to match them
- Make use of collaboration principles to achieve best possible results for employers (collaborative and cooperative working - networking)
- Communication's techniques in terms of communicating instructions, providing feedback and listening for understanding ("interviewing")

ACTIVITY 4.2.1



In order to complete Module 2, you will need to obtain, read and digest:

- The Job Broker Occupational Profile: <http://www.projectsgallery.eu/job-broker/occupational-profile/>
- The Job Broker Transnational Research Study - Comparative Review and Needs Analysis – **Link to be inserted by MMC specifically the chapter for your own country**

4.3. Analysing and understanding the role of Job Broker against employers: working with them to establish the business needs and coming up with employment solutions.

The Transnational Research Study - Policies, Systems and Needs Analysis highlights that to be effective, job brokers need in-depth knowledge of individual employers needs and more detailed knowledge of relevant commercial and industrial sectors. Another crucial aspect that has begun to emerge along with higher unemployment rates is the increased focus on public schemes to reduce duality, promote open-ended recruitment and favour labour reallocation. Additionally, the report explores whether there is an appetite for needs analysis 'models' and 'tools' which the successful Job Broker can incorporate into their work with employers and employees to ensure successful sustained employment outcomes. It goes without saying that an effective Job Brokerage service relies on having excellent staff. The skills and knowledge base of the team will be linked to the needs of the labour market and employers, and could change from time to time based on the contracts secured and the employers engaged.

ACTIVITY 4.2.2

From a management perspective, an effective Job Brokerage service will adopt an account management model, which is quick, effective and efficient, and solution-driven. Therefore, effective Job Brokerage providers must be highly proactive in learning the employer's needs. Understanding and meeting these needs is the key to developing lasting employer relationships, which is enhanced by Job Brokers knowing about and understanding how their business works and having an insight into the sector. 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

Do you think the Job Broker Occupational Profile covers the main areas that are relevant to your role as a Job Broker against employers' needs? What are the main areas that are relevant to you? Are there any missing?

Write down your observations here:

ACTIVITY 4.2.3

Good job brokers have to be highly proactive in learning the employer's needs. Understanding and meeting these needs is the key to developing lasting employer relationships. Once you have established a good relationship you should raise the issue of human resource planning. For example, if the employer knows they will have a particular vacancy in the near future, you can start preparing clients with customised training. However, the bottom line is usually about getting the job filled – so if your organisation cannot help, put them in touch with another one that can. This will raise your profile and they are more likely to come back to you in the future.

For this activity, draft a plan where you prepare your clients (employers) to make their needs and expectations come to light in order to be understood and accomplished

ACTIVITY 4.2.4



To meet an employer's needs you have to know the business they are in. Developing specialist knowledge of sectors such as retail, construction, or financial services is a key factor in successful employer relationships. Having job brokers (staff) who know the relevant industry, the skills it needs and the industry "jargon" will instill a sense of confidence and give them the key. This means having professional staff who can learn quickly, or employing people with direct industry experience.

What are the key business sectors that could be managed by your capabilities? Why? What are their main needs and expectations that could be addressed by your services? Write down here the main points of interest to you together with any ways that "specialist knowledge" of sectors may impact on your work as a Job Broker. Discuss your thoughts with your group members.

4.4 More than Job Placements

Employers want a quick and efficient service. This means dealing with one person within your organisation who can broker the full range of services on offer to meet their needs. Good job

brokerage services tend to work with an account management model. It helps to find solutions and it 'bridges the gap' between the employer's world and the jobseeker. In this way, the Job Broker will remain in contact with the employer even after placement of the jobseeker to ensure that the post-employment support is effective and employer satisfied.

ACTIVITY 4.2.5

In terms of the general principle of employer satisfaction, can you think of three positive (strengths) and three negative (constraints) aspects that could arise in delivering, monitoring and evaluating it? Record the main points that arise from the discussion here.

Three positive points (strengths):

- 1.
- 2.
- 3.

Four negative points (constraints):

- 1.
- 2.
- 3.

ACTIVITY 4.2.6

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. You should consider offering more than simply putting jobseekers forward for interviews. Having a range of services that the employer may not have considered before can be highly effective in meeting employers' needs and these might include:

- developing job descriptions / person specifications
- carrying out bespoke assessment
- work experience
- customised training
- post-employment support.

The best job brokers are those that can achieve a good balance of services for all their clients by:

- being absolutely clear which jobseekers will be targeted and ensuring themselves with the skills and resources to meet their needs
- understanding the employer target group and having knowledge of the business sector and its particular skills requirements
- choosing their funding routes carefully to ensure that contractual obligations do not take them into areas they know little or nothing about.
- ensuring that post-employment support is provided that meets the needs of the

jobseeker and employer to ensure effective retention and ongoing 'business' from the employer

Implications for service design

It is important that your organisational structures and plans reflect the fact that you have three groups of clients. As an organisation, you must carefully plan how the needs of each group are met, how targets are set and how you monitor progress. Even though your organisational mission might be focused on the needs of the individual employer, you must ensure that sufficient focus within your service offer, marketing and business planning, is given to the needs of your other clients to achieve success.

4.6 Recruitment

Recruitment is described as “the set of activities and processes used to legally obtain a sufficient number of qualified people at the right place and time so that the people and the organisation can select each other in their own best short and long term interests” (Schuler, Randall S.: Personnel and Human Resource Management). In other words, the Best Job Broker should be able to, through a good recruitment process, to provide the organisation with one or a pool of potentially qualified job candidates from which judicious selection can be made to fill vacancies. Theoretically, recruitment process is said to end with receipt of applications, in practice the activity extends to the screening applicants as to eliminate those who are not qualified for job.

The recruitment process comprises the following five steps:

- Recruitment planning: to draft a comprehensive job specification for the vacant position
- Strategy Development: to define a suitable strategy for recruitment the candidates
- Searching candidates internally or externally
- Screening applications received and selecting
- Evaluation of the process: level of success

Successful recruitment begins with proper employment planning and forecasting. An enterprise can use different recruitment methods to find the right person for the post:

INTERNAL: that made through the promotion and transfer of existing personnel or through referrals, by current staff members, of friends and family members.

Advantages of this method are:

- Familiarity with own employees
- Better use of internal talent
- Economical recruitment
- Improves morale of employees
- A motivator for employees

But has also some disadvantages:

- Limited choice
- Discourage competition to outsiders
- Stagnation of skills in the long run may happen

- Creates conflicts internally whether candidates deserve or not a promotion

EXTERNAL: External sources of recruitment lie outside the organization. These could be:

- Employment exchanges:
- Employment Agencies and thus Job Brokers
- Advertisement and on-line recruitment
- Professional Associations and Headhunters
- Campus and fairs recruitment
- Raiding or Poaching from a rival firm

Advantages in this case are:

- Open process
- Availability of talented candidates
- Opportunity to select the best candidate: selection process becomes competitive
- Provides healthy competition

Disadvantages:

- Expensive and time consuming (except if they use the Job Broker, in which case cost is covered)
- Unfamiliarity with the organization of the chosen person
- Discourage existing employees

ACTIVITY 4.2.7

The best job brokers are those that know the different methods good enough to explain them to potential enterprises recruiting and are able to use both also when contacted by an organization to hire a person. Internal as through their own database and unemployed attending their services, external as collaborating with other agencies or employment fairs. In both cases, always with the aim of finding the right person for the organization and fulfill expectations of both with a good service.

How and when do you think you could:

- A. Attract organizations to use your Job Broker service?
- B. Use external methods to hire the right person for the organization?

Write your opinion here and debate with the rest afterwards:

Position descriptions should be developed or revised each time a position becomes vacant or a new one is created. This is due to the evolution of positions through organisational change. The job analysis process should be used to inform the development/revision of the position description. Undertaking the job analysis determines the current tasks, capabilities, and key result areas that go to forming the position description.

Key considerations for the development of a position description are to:

- clearly outline the tasks required of the role as determined through the job analysis process
- clearly outline the requisite capabilities as determined by the job analysis process
- include key selection criteria (KSC) that measure the capabilities required for the role in clear and unambiguous language with no jargon
- clearly state organisational values so candidates can self-assess their degree of fit with the organisation
- state whether working with children checks or police checks are required for the role
- state the job outcomes/key result areas in the position description. By doing this applicants are made aware of the success measures for the role and therefore understand what measures they will be assessed against.

A good Job Broker should be able to get all needed information from the employer and write down a profile needed that includes all requirements.

Person-organisation fit is the extent to which an individual's values match those of the organisation. There is no robust measure available to effectively assess an individual's degree of fit with an organisation, although there are methods that may offer some insight as to the degree of alignment. These methods could include:

- clearly stating organisational values or mission statements (where applicable) in the position description, so candidates can self-assess their degree of fit with the organisation
- using behaviourally-oriented interview questions to determine person-organisation fit
 - key attributes determined through job analysis can assist in determining the level of fit e.g. the attribute is 'demonstrates a commitment to quality customer service'
 - the following behaviourally-oriented interview question assesses the applicant – Please give me an example of a complex client service issue you needed to deal with recently – what was the issue and how did you resolve it?
- asking pertinent reference check questions around an individual's values: Please describe a time when ... demonstrated a commitment to customer service. Was this typical of the way ... dealt with clients?

ACTIVITY 4.2.8



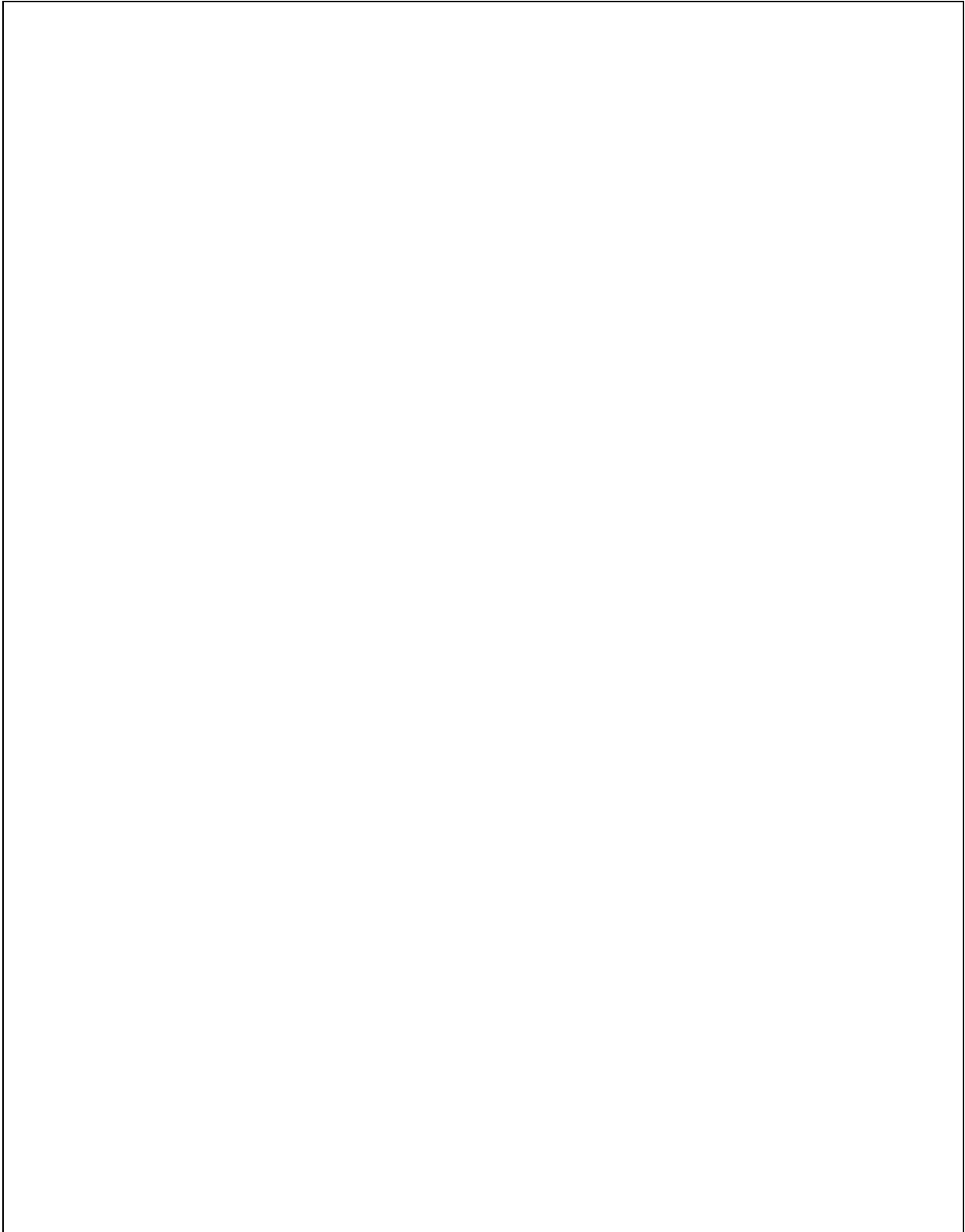
For this activity, break into groups of two people. Before starting each of you write here a profile of a person you would like to hire and what kind of enterprise you have (as if you were an employer) and a profile of a person who is searching for a job and the kind of job you are looking for (as if you were a job-seeker) without sharing your thoughts. Both of them should be in the Tourism Sector and management level.

ENTERPRISE	POST DESCRIPTION	JOB-SEEKER PROFILE	DREAMT JOB

For the activity, one takes the role of the Job Broker (the one that writes as job-seeker) and the other one the role of the employer (the one that writes as employer).

The employer will explain to the Job Broker the profile of the person he/she is looking for and the Job Broker should explain the employer the different recruitment methodologies and why using his / her services is the best option and ask questions in detail about the profile searched.

Write your thoughts after the play role:



4.7. Interviewing

Interviewing is the most commonly used selection technique. It can be expensive, time consuming and most organisations do not maximise its value. However, if used appropriately, interviewing can be a good predictor of work performance. Ideally, interviews are conducted by a panel of people.

People involved in the interviews once the Job Broker has a reduce number of candidates who could fit the job offered: the Job Brokers and the job-seeker

The employer could also form part of the interview panel as they:

- will have an in-depth knowledge of the job
- are well placed to identify high calibre applicants due to their level of involvement in the job analysis process.

If the employer is not going to participate in the interview, you should make sure you know the answer to all next questions / information.

All interviewers should be appropriately skilled/experienced in interviewing techniques and understand their roles and responsibilities in the process. The Job Broker should know:

- how to conduct a structured, behaviourally-oriented interview,
- how to provide effective feedback,
- instructions on note taking,
- how to avoid interviewer bias
- how to select applicants based on merit

Preparing questions and conducting interviews

- Interview questions should be behaviourally-oriented and based on each of the critical key selection criteria (KSC), as determined through the job analysis process.
- Behaviourally-oriented interview questions are recommended (e.g. asking an applicant what they would do if presented with a particular situation) as past behaviour is the best predictor of future performance.

Interviewers should note applicant responses in the following areas:

- Situation
- Task
- Action
- Result

Examples of behaviourally-oriented questions that encourage STAR based responses include:

STAR	Example questions
Situation or Task	<ul style="list-style-type: none"> – Describe a situation when... – Why did you ...? – What were the circumstances surrounding ...?
Action	<ul style="list-style-type: none"> – Exactly what did you do? – Describe specifically how you did that? – Describe your specific role in the project? – Walk me through the steps you took?
Result	<ul style="list-style-type: none"> – What was the result?

	<ul style="list-style-type: none">- How did that work out?- What problems/success resulted from ...?- What feedback did you receive?
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ACTIVITY 4.2.9



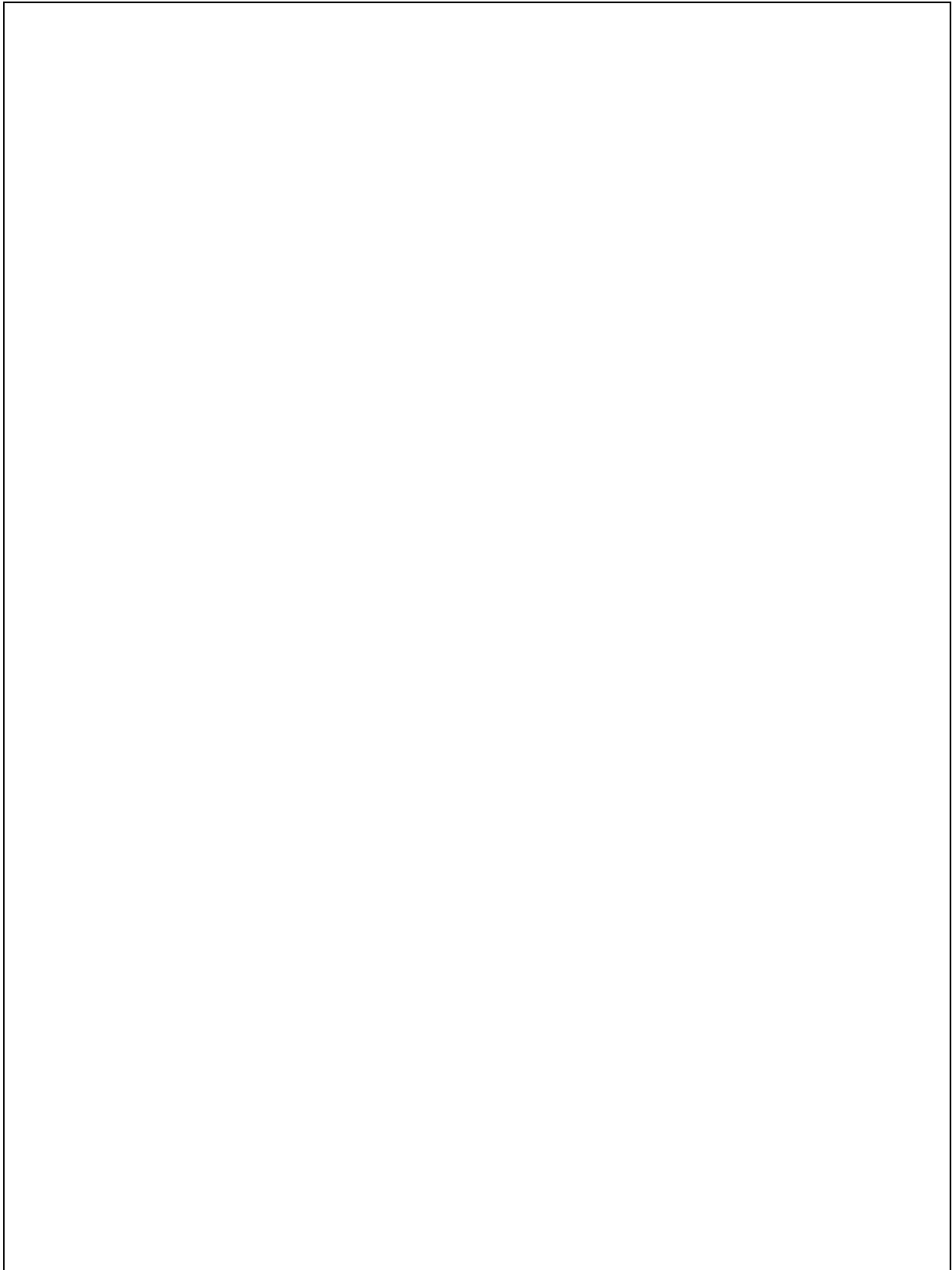
For this activity, we continue with same groups formed than previous one. In this case, the one with the Job Broker role moves to job-seeker and the employer to Job Broker. The Job Broker should interview the job-seeker (after reading job-seeker profile written in previous activity) and decide whether that person fits the offer or not. In case of negative answer he / she should let the person know and define which other methods he / she could use to find the right person according to defined profile.

Remember you had:

ENTERPRISE	POST DESCRIPTION	JOB-SEEKER PROFILE	DREAMT JOB

Did you have needed information from previous play role activity? If not, what else should have asked the employer? Did you get needed information from job-seeker? If not, what other questions could you have made?

Write your thoughts after the play role:



4.8. Collaborating principles for success

Assessing and understanding whether possible job-seekers are culturally, intellectually and emotionally aligned with the organisation provides a stronger connection between the employer and future employee and should be taken in account by a good Job Broker.

A psychological contract is the degree of alignment between the communicated role requirements and expectations with the reality of what is actually experienced. Where misalignment of expectation and reality is high, an increased future likelihood of resignation exists.

The potential benefits of managing expectations and reality in case of hiring that job-seeker are:

- reduced risk of resignations
- improved workplace productivity and morale.

As it has already been said, it is recommendable for the employer to participate in the final stage of the recruitment process.

Despite the wide choice of recruitment attraction methods available to employers today, there still remains a big demand for recruitment agencies (including Job Brokers) to help employers attract and recruit key staff to their organisation. But for good Job Brokers to successfully meet his / her organisation's recruitment requirements, the quality of the relationship between the Job Broker and the organizations needs to be high.

The key success factor in building such relationships is trust, which evolves through involvement and regular communications on both sides to keep up to date with objectives, developments and changing needs. It also depends on a sense of priority and a willingness to subscribe to a model that recognises quality over quantity.

There are key characteristics that can be identified as reflecting the type of relationship between enterprises and Job Brokers that can benefit both parties in the creation of the 'partnership' relationship:

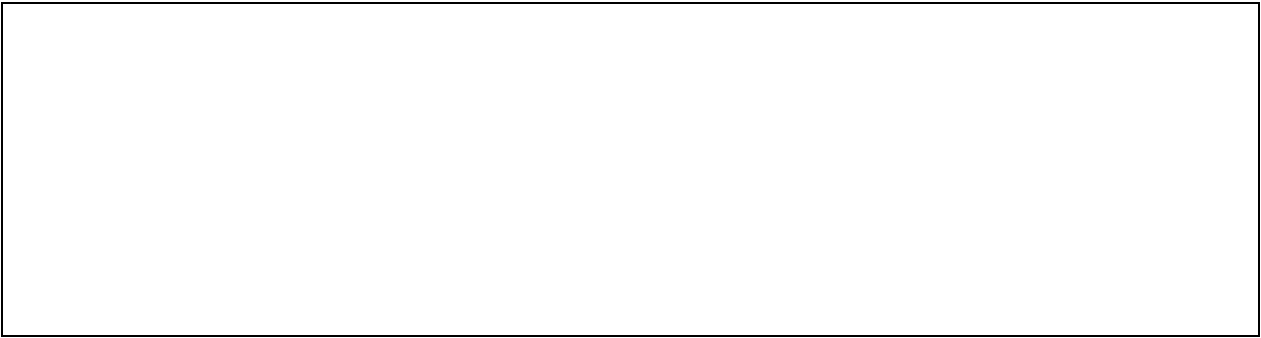
- Awareness: This is the means by which the enterprise becomes aware of a Job Broker and its position in the marketplace. Equally it is the means whereby a Job Broker becomes aware of an organisation, its brand, employer value proposition (EVP), objectives and recruitment needs.
- Trust: Trust takes time to develop. It is built as a result of involvement with and connection between the two parties – through promoting openness and honesty in their relationship.
- Transaction: This relates to the process of employers appointing a Job Broker as their recruitment supplier, within or outside of a preferred supplier list.
- Satisfaction: Satisfaction can be reached as a consequence of agreeable business interactions, which meet the relevant objectives and also through the way in which both parties behave towards each other.
- Commitment: a desire to develop a deeper relationship
- Advocacy: the point at which employers are prepared to speak highly of a Job Broker's services and achievements, and a Job Broker of an employer's business as a place to work.
-

ACTIVITY 4.2.10

In your opinion:

- What are the reasons for employers choosing Job Brokers in general? How does this relate to the organisation's resourcing strategy?
- What are the characteristics of a strong partnership relationship and how can a Job Broker really add value to the organisation's resourcing strategy?
- What are enterprise's key selection criteria for choosing a Job Broker? What is the rationale behind organisations' different choices of recruitment agencies?
- What are the differences between building ongoing relationships and satisfying ad hoc recruitment needs? How can an ongoing relationship best add value to the employer branding process?
- What are the implications of quality over quantity when choosing a Job Broker and building a relationship?
- How do enterprises and Job Brokers become and remain involved and engaged with one another?
- How do organisations measure Job Brokers' performance?
- How do organisations and Job Brokers' maintain effective communications?
- If problems arise between them, how should they be resolved?
- What changing environmental trends and developments are affecting the relationship between employers and Job Brokers? And how might these changes shape the way in which both parties might work together in the future?

Discuss your thoughts with your group members:



4.9. Conclusion and further reading

The purpose of this module has been to place your work as a Job Broker in the context of how to work with employers and job seekers in a proper quality way to achieve success by understanding each one's needs, matching those needs and creating a collaborative environment which will allow you to create a stable network to develop your work.

The table below recapitulates the learning objectives/outcomes of this module – and how the activities relate to them:

Learning Objectives	1: Research	2: Example	3: Assignment	4: Group Discussion	5: Lists	6: ideas	7. Case Study	8. Feedback	9. Role Play
Combine “EMPLOYERS” and “JOB SEEKERS” needs with existing supporting schemes	X	X	X						
Identify possible solutions in problems with employers or customers and apply decision making techniques to evaluate options to arrive at the best solution	X	X	X	X					
Instructing employers towards understanding and matching of their recruitment needs	X	X	X	X					
Demonstrating the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous customer service quality improvement	X			X	X				
Recruiting methods (direct, Indirect, third party methods, etc) to reach to potential candidates and to establish contact with both job- seekers / employers						X			
Support clients’ expectations, profiling and needs (job seekers and employers) in identifying and exploring the best solutions for recruitment among the different recruiting methods to match them				X		X			X
Communication's techniques in terms of communicating instructions, providing feedback and listening for understanding ("interviewing")				X	X	X			X
Make use of collaboration principles to achieve best possible results for employers (collaborative and cooperative working - networking)				X				X	

There are various publications and resources relevant to the issues discussed in this module that you may want to read to fully understand the different themes. Most of them are in English and here is the list of the ones we would describe as relevant:

- European Commission, Directorate-General for Employment, Social Affairs and Inclusion - **PES to PES Dialogue, Skills-based profiling and matching in PES**, November 2014
- European Training Foundation / European Centre for the Development of Vocational Training / International Labour Office, **The Role Of Employment Service Providers**, 2015
- European Commission, Employment, Social Affairs & Inclusion, <http://ec.europa.eu/social/home.jsp>
- Cedefop, **Skill Set and Match Magazine**, 2016 (www.cedefop.europa.eu)
- **Recruitment and Selection Guidelines**, Patricia Conroy, Results through People Ltd. <https://www.enterprise-ireland.com/en/Events/OurEvents/Finance-for-Growth/Recruitment-and-Selection-Guidelines.pdf>
- **Guidelines on best practice in recruitment and selection**, <https://www.pobal.ie/Publications/Documents/Guidelines%20on%20Best%20Practice%20in%20Recruitment%20and%20Selection.pdf>
- **The relationship between HR and recruitment agencies**, Chartered Institute of Personnel and Development (CIPD) and the Recruitment and Employment Confederation (REC), <http://www2.cipd.co.uk/NR/rdonlyres/4A0A0C16-6257-407E-B9EF-5126DA4AF9DD/0/guideproductive...>

CHAPTER 5

Module 3 – Working with Job-Seekers

5. MODULE 3 – WORKING WITH JOB-SEEKERS

5.1 What is this module about?

People who have particularly difficult life- and working conditions are suffering from the injustice of their situation (low power and authority, low prosperity) and internalize this as their own inability or their own failure. Probably they don't have a feeling to be on the winning side of the life. So, for the jobseekers the job search is a highly individual and emotional issue. Most long-term unemployed people see the job market as an abstract system. They are afraid that they will not get a job which in many cases also defines status and recognition in the society. It is also about their own self-worth. In such a complex situation it is important that the Job Broker has the right skills set and competency level to deliver the Job Brokerage service to his clients and to help them to fulfil their hopes and expectations. It is important to have an approach that focuses on the jobseekers needs and helps them overcome their barriers to employment.

Such an approach is the empowerment concept. The term **empowerment** refers to measures designed to increase the degree of autonomy and self-determination in people and in communities in order to enable them to represent their interests in a responsible and self-determined way, acting on their own authority. Empowerment as action refers both to the process of self-empowerment and to professional support of people, which enables them to overcome their sense of powerlessness and lack of influence, and to recognize and use their resources.

Guiding principles of empowerment are:

- To respect an individual as it is, to show him new ways and alternative actions and to develop possibilities together with him,
- Promoting of awareness about one's own personal and environmental resources. Various instruments are used to promote this awareness.

Empowerment can be described as a process that aims to empower individuals or groups to shape their living conditions and to achieve greater self-determination. Through the empowerment approach, individuals or groups should be encouraged to use their own (often spilled) personal and social resources as well as their abilities to participate in order to regain (again) control over the design of their own social lifeworld. The respective framework conditions of the target group (the social and political environment) must always be considered as they influence the existence and development of resources. Promoting participation and community building are essential strategies of the empowerment process.

Empowerment can be divided into a basic attitude, a process, a structure and a result.

- Basic attitude: It is resource-oriented, encountering the clients with appreciation and at eye level, clients are regarded as experts in their own situation.
- Process: Reflection and knowledge transfer, without prejudice encounter, Support management
- Structure and result: Opening up opportunities that allow for a self-determined shaping of the world of life, Empowerment, gaining power and influence on own life.

Empowerment must be thought systemic. It begins with the "subject" and returns to the "subject" through all the activities in circular and networked processes. It is therefore always important to keep the "subject" in mind and to leave the hierarchical or paternalistic level.

5.2 Learning Objectives

In order to address the above, therefore, this Module has the following specific learning objectives:

- Explain the Empowerment approach – working with strength of the client not with the weaknesses – knowledge of methods
- Knows the specific abilities and needs of different job seeker groups
- Able to encourage and stabilise the client
- Able to self-reflect his/her work
- Explain the Empowerment approach – working with strength of the client not with the weaknesses – knowledge of methods
- Knows coaching techniques and clarification of roles and principles of co-operation (profiling, assessment of jobseekers, self – assessment techniques)
- Knows interviewing and conversation techniques
- Knows conflict management and de-escalation techniques
- Able to communicate effectively and to resolve conflicts (Active listening, inspiring conversation)
- Able to develop an action plan together with the job seekers
- Able to acquire and recruit job seekers

5.3 Job Broker is „Carer“

If we set the job broker role into the context of the empowerment concept we can see him as someone who should have a care for his clients. He offers to his clients his support regarding questions on every day issues and make sure that a solution is found for every question and problem.

We see him as a contact person for all matters for his clients, as someone that do everything to help people to become active and to shape and control their own living conditions. He supports them as a genuine carer in reaching their goals. He creates conditions under which people succeed in discovering their own strengths and he does contribute to various forms of self-organization of his clients. The job broker creates as "carer" the social climate that supports such processes as empowerment.

The job broker is preparing his clients for a self-determined shaping of their way of life. He's working with them together at their needs-analysis and at their individual action planning. He's preparing them step by step for the job search and for the working after successful finding.

ACTIVITY 5.3.1



On the subject of empowerment, there is a large amount of literature, but also freely available information in the Internet. **Inform yourself about the fundamentals of empowerment and learn the basics of the topic.**

ACTIVITY 5.3.2**Case description:**

Kevin has been searching for a job for a long time. So far he had no chance. He wrote two dozen applications. It was all in vain. No employer wants to get to know him. He don't became offered an internship or a trial day. Kevin is 21 years old and wants to make an education, work and make money - like many others. He wants his own apartment. So far, he hardly don't be acquainted with normal life.

At an age when other children were getting help from their parents, so they could go to high school, he and the family had to clear the apartment. His father, an alcoholic who beat Kevin, his mother and his sister, had not paid the rent. At an age when other children were questioned by their mothers' on vocabulary, he helped his mother throw his father out of the house. There he was 15. And at the age when others go to college, Kevin left the main school without any qualification. He hung around, was involved in brawls and robbery. In the meantime, he has been completing his secondary school diploma, but his files now also have a criminal record.

Kevin got once a one-euro job arranged by the jobcentre, and he spent a few months in a so-called job-preparing measure.

Task: Imagine this person comes to you in counselling? How would you proceed? Write down your approach in key words.



Below you find a list of possible steps in working with clients:

- Needs analysis:
 - Status quo of job seekers shall be explored, profiling (competence analysis)
 - Exploring of interests and motivation of jobseekers in terms of occupational orientation, employment or possible VET and further training measures,
 - Identification of possible placement obstacles and highlighting the first solution steps
 - Advisory Check - identifying of social, family or health problems, exploring barriers to taking up work,
 - Individual qualification check - finding out what needs to be re-learned.

- Action Plans:
 - Explore hidden talents, potentials and experiences that might enhance an application,
 - Plan together with the job seekers the career, Interview agreement between job broker and job seeker, which defines the next steps (in a written form), evaluated and up-dated after three months

- Prepare job-seekers for work:
 - Information of job seekers about the labour market, the requirements of employers in various professional fields,
 - Production of current and professional application documents,
 - Application Training - Facts gather for the CV,
 - Training interview,
 - Teach talk- and presentation techniques
 - IT training,
 - Workshops and individual coaching, strengthening personal skills,
 - Style Advice,
 - Time- and stress management, health courses

5.4 Counselling interviews

Counselling job-seekers is a process that often consists of individual counselling interviews (alternative counselling formats include group sessions, counselling by phone, web counselling, etc.). Therefore, job brokers working with job-seekers have to guide and lead the counselling session: Guiding means to show compassion, to understand and to allow; leading, on the other hand, means to interrupt, to intervene, to express ideas, to pose questions, to make propositions and to extend or reduce complexity. Obviously, in such a position, job brokers have lots of possibilities, but also face many challenges.

It is essential to understand job-seekers as individuals with distinct biographies and features and to empathize with their perspectives. Clients may not have voluntarily sought for counselling and may have troubles being in the position of a person in search of advice. It is crucial to use well-chosen ways of communication and behavior to create a real basis for cooperation and conversation despite of the hierarchical nature of the situation.

Job brokers must seek to understand the client's motives and background, but also the scope of his or her actions. They have to keep in mind that each and every person constructs his or her own reality and bases his or her decisions and actions on the resulting worldview.

Likewise, job brokers need to reflect on his or her reactions, impulses and modes of interaction with the client. Communication is most fruitful when the people involved settle on a shared worldview and reality.

ACTIVITY 5.3.3

Conversational skills are key to a consistently successful counselling. There is lots of literature on that specific topic, including but not limited to freely available information on the internet. Cure your curiosity and get information on what to keep in mind regarding modes of communication in counselling interviews.

On the basis of your research, summarize the aspects you think are most important and try to list the do's and don'ts of communication on counselling sessions.



Consulting attitude and dialogue control:

Consulting attitude:

„Only in an appreciative environment, one can develop positively“, is one of the key assumptions of the client oriented communication in accordance with the teachings of Carl Rogers.

It is important not to talk and explain too much and instead listen and observe carefully. That gives counsellors the chance to get the most accurate view possible of the client. Especially “Active Listening” shows the dialogue partner that you take his or her arguments and perspectives serious and accept his or her fears, needs and positions. However, that doesn’t necessarily mean to agree with the client’s opinions! For example, you could phrase your concerns like that: “I understand deeply that you [...]. However, the current situation on the labour market requires that [...].“

Empathy, interest and appreciation are crucial when it comes to motivate people to cooperate. These are reflected in body language, eye contact and intonation as well as in wordings, phrasings and modes of communication. When clients get the feeling they aren’t taken serious or their fears and wishes are seen as “wrong” or “problematic”, they aren’t prone to open up and cooperate. Whenever possible, counsellors should choose positive formulations that empower and motivate people seeking advice. The client’s strengths and accomplishments – such as social competencies, job experience, profound research regarding possible employers, well-designed application documents, good communicational skills or a thoughtful reflection on one’s possibilities on the labour market – should be focused on and stressed. Also, expressing empathy and understanding facilitates the establishment of a fruitful relationship. They should be voiced explicitly in the course of the counselling interview (“I can easily understand that [...]”, “I can imagine that [...]”). In addition to that, posing questions is a simple way of showing that you are sincerely interested in the client’s situation and that you seek to understand his or her emotional reactions.

Speed of counselling:

How fast the counselling process proceeds must be individually adjusted to the particular client and/or is determined by him or her.

Gender sensitivity and gender-sensitive language:

One's sex, gender and perceptions of what it means to be „male“ or „female“ can have crucial influence on the counselling process. Our ability to reflect on gender stereotypes, on their effects on work, life and counselling and on our partiality therefore is crucial. If we are aware of those aspects and communicate them professionally, new avenues and possibilities can open up for the client. To do so, it is key to keep your language simple and easily understandable while always gender-sensitive.

Posing questions:

The dialogue should primarily be structured by the counsellor's questions. But note that just such questions are acceptable that are connected to the counselling process and objectives. The questions should be clear and easily understandable and have to match with the verbal skills of the dialogue partner. To avoid misunderstandings, counsellors should make the background of their questions transparent (e.g. "This question may seem odd to you, but considering your further training goals it is important for me to have the respective information."). Technical terms and abbreviations may be obvious for you, but can frustrate and confuse the client. Added to this, many clients – especially those with another mother tongue – may not even dare to inquire. Further to avoid are questions that are or seem nosy or intrusive or purely serve the counsellor's "therapeutic interest".

Ideally, only one question at once should be asked to help the client's concentration. Short periods of silence trigger the client to talk and recount a little more. However, in case you aren't sure how to understand or interpret what your dialogue partner just said, it is better to ask once too much than once too less.

Keeping in mind nonverbal communication:

As illustrated in the iceberg model of communication, only 20 % of communication is done on a factual and objective level, while 80 % of it happens on the level of emotions and social relationships. Therefore, the success of a counselling process highly depends on a good and trusting relationship between client and counsellor. Each respective investment is worthwhile! Observing nonverbal signals, modes of expression and behavioral modes of the person

seeking advice provides essential information to establish such a relationship. If you get certain impressions – for example that the client is extraordinarily quiet or talkative, that he or she doesn't open up or that he or she is reluctant -, that issue can be addressed in a polite, appreciative and objective way (e.g. "I get the impression you don't really want to talk about that. Am I right? Is there something specific you are concerned about?", „You seem like you have to say a lot about that. I propose we first focus on [...].“).

Active listening:

Listening and first and foremost active listening is the basis of good counselling, especially when the person seeking advice talks about problems, doubts and fears. Small nonverbal signs – such as signs of consent and approval – as well as an open posture, facing the client, show that you are concentrated and interested and „actively“ look for solutions or try to understand the situation. That may encourage the dialogue partners to open up. Likewise, short summaries in your own words („paraphrases“) are another way to get a deeper understanding of the client's situation and to invite him or her to explain in greater detail.

While listening doesn't necessarily mean to agree with everything, you should try to understand the client's way of thinking. That enables you to react adequately to their worries and needs and to take corrective actions where necessary. Questions that point out discrepancies or wrong assumptions or trigger the client to think about possible solutions, can be helpful.

Staying objective:

Especially when counsellor and client experience disagreements or tensions, it is essential to stay matter-of-factly and to discuss those issues in an open and calm way. When people seeking advice react in an aggressive, belittling or arrogant way, the counsellor should keep calm and actively address the respective, dysfunctional mode of communication. It is important that the counsellor doesn't take the client's behavior personally: Usually, it mainly reflects the emotional state of the client and could be – for example – the result of fear or self-doubt. If necessary, the counsellor should remind the client about roles, hierarchies and the general (legal) conditions in the counselling situation (e.g. „As an expert on the labour market, I need to tell you that the professional prospects in that area are very limited.“).

Defining boundaries:

Professional counselling also means to be aware of one's limits and boundaries and to clearly express what counselling can and can not do! It is a key competence for any counsellor to communicate boundaries in a clear but polite way without risking that the person seeking advice feels belittled, not accepted or at the mercy of someone. When necessary, it may be a good idea to inform about alternative options – such as psychological counselling for people with learning disabilities or test anxieties, debt counselling, legal aid offices or psychotherapy – and to explain the general institutional conditions.

Last but not least:

Counselling never goes without giving the person seeking advice the freedom to make his or her own choices and mistakes and to take responsibility for himself or herself.

ACTIVITY 5.3.4

In this activity one person takes the role of job broker and one person takes the role of the job seeker from the case study.

Form groups of two to recreate a counselling situation in a roleplay: One person impersonates the client, the other person the counsellor. As an inspiration, you could use the case study described in one of the previous exercises, a real example from your professional experience – such as a case that challenged you or remained in your memory for other reasons - or a fictitious example. Depending on how much time the group has, it may not be sensible to recreate the whole counselling session or even process. Therefore, you should choose a specific stage(s) of the counselling to focus on.

The following idealized six-phase model on communication can serve as an orientation when deciding on such a stage:

- 1) Opening – Invitation & first contact, clarification of context and conditions
- 2) Consultation – Analysis of situation, resources and motivation
- 3) Setting goals
- 4) Solution steps – Solution steps and needs from the client's point of view, Solution steps and offer range from the counsellor's point of view
- 5) Agreement on what to do and documentation
- 6) Conclusion

After the roleplay, the person who played the client should give feedback on how he/she perceived the interviewing situation from a client's perspective (e.g. formulation of questions, body language, facial expressions).

Finally, repeat a roleplay with opposite roles!

Write down the results of the conversations. You may need it for further reflection with colleagues.

ACTIVITY 5.3.5

Now we would invite you to discuss for findings and experiences of your role play. The following questions may help your discussion:

Questions for discussion:

Have you managed to create a trusting atmosphere and how did you establish that?

Have you experienced problems? What can you do different?

What did you learn for your work with clients?



In order to promote empowerment processes, it is in principle more important to ask questions than give answers. Together with the client a joint search process is initiated.

The following basic principles are necessary:

- Resources and competence orientation,
- Processor orientation,
- Goal orientation,
- Optimism,
- Willingness to working relationship with equal rights,
- Responsibility and control,
- Trust in the powers and competences of the other persons,
- Willingness to share the power.

Here are some key questions for professional support:

- Under which conditions do people succeed in discovering their own strengths together with others?
- What does help to make people active for shaping and control their own living conditions?
- How can you help to support different forms of self-organization?
- How can you create a social climate that supports processes of the empowerment?
- What are the consequences of such experiences on the people involved in the process?

5.5 (Skill) Assessment, goal setting and action plan

Tools and tests used to help people understand how their interests, aptitudes, skills, personality and preferences influence their potential for success and satisfaction in a particular career, or line of work, are collectively known as career assessments. Over the last one hundred years, career assessments have greatly influenced career development in the United States and impacted the economy. Career and occupational assessments are typically employed by career counsellors in high schools and universities, vocational rehabilitation counsellors, executive coaches, work force service centers, and individuals just wanting to make the best career decision possible for themselves.

Types of career assessments

While career assessments generally focus on identifying career options based on personal attributes, assessments come in various forms and vary along differing dimensions. Career assessments may also exhibit personal bias – as they are often based on criteria that one person, or group of people, believes to be the most important for selecting a career. The following are a few points of variability among popular career assessments:

Methodology - Assessments are typically either quantitative or qualitative in nature. Quantitative assessments attempt to measure attributes, skills and qualities that influence an individual's ability to succeed and find satisfaction with a particular career. Qualitative assessments are designed to help individuals explore their personal and occupational goals and preferences in order to bring clarity and to make a more informed career decision.

Measured attributes - One of the biggest points of variability among assessments is the specific attributes they measure. While some assessments focus on personal interests and values, others are heavily weighted toward aptitudes and skill sets.

Validity - How valid different assessments are is a big question. Especially for those offered over the Internet. In many cases, assessments lack "validity", which basically means how useful the results of an assessment are for the individual. When it's difficult to evaluate the validity of an assessment, results should be interpreted with caution and not much weight should be placed on the results.

Target customer profile - Assessments may be general or specific. For example, popular career assessments such as Myers-Briggs Type Indicator (MBTI), Strong Interest Inventory, and CareerScope are general assessments designed to be applied in virtually any market. Other assessments are designed for specific industries and markets.

ACTIVITY 5.3.6

As explained above there are different types of career assessments. Here we want to show you some examples of assessment tools for the skills of job seekers. Some of them are self-assessment techniques, others are designed to be used under guidance of a job broker. Below find a list of different examples of skill assessment tools:

- Profilpass: www.profilpass-international.eu/files/pp_english.pdf [18.03.17]
- Skills Profiler: www.careerinfonet.org/skills/default.aspx?nodeid=20 [18.03.17]
- Motivated Skills Inventory: www.seriousjobseeker.net/exercise/skills.php [18.03.17]
- The method „My learning experiences“:
<http://www.naviguide.net/methods/mhbshow.asp?id=513&sid=&look=0&oberthema=9&unterthema=0&zielgruppe=0&art=0&dauer=0&akt=0&zz=25&lang=353&SPage=8&sort=titelau f&Page=1&index=93> [18.03.17]
- The method “What do I have to offer?” (Annex 1)
- The method “The training path” (Annex 2)

Your assignment:

- 1) Choose at least 2 different approaches/tools/methods for (skill) assessment (You can use examples from above or use examples from your work experience or other sources).
- 2) Describe each of them in your own words in one paragraph and try to highlight the main features of each instrument/method you have decided to describe.

3) In addition, elaborate a short SWOT-analysis for each method you have chosen. In a SWOT-analysis, two internal factors, namely strengths and weaknesses, and two external factors, namely opportunities and threats, are described to assess a method and its usefulness. While we can control internal factors – which means to strengthen positive ones and to reduce negative ones -, external factors are out of our reach of control.



Career assessments can be instrumental in discovering an individual's interests, talents, values, aptitudes and skills. They're also useful to identify areas of strength and weakness in a candidate. Ultimately, the results generated by career assessments can be used by candidates to make better, more informed career choices that are in line with their interests, talents, and goals. While career assessments vary in scope and validity, they, generally speaking, help individuals to consider new career paths, increase career satisfaction and learn more about themselves.

One of the biggest benefits of career assessments is that they enable individuals to make career decisions that help them grow personally and professionally. This is especially true for career changers who find themselves in a career no longer viable or whose interests have evolved in a direction not compatible with their current career path. Career assessments used to support career change can be very beneficial as career changers typically have ample experience to draw upon in assessing their interests, skills, aptitudes and goals.

Psychoanalytically-informed career assessment is another form of assessment that can be helpful for individuals struggling in their career or unhappy in their work. Psychological assessment aims at helping individuals to dig deep to discover the underlying nature of their difficulties. Psychoanalytically-informed career assessment often brings clarity and understanding where career coaching or psychotherapy have failed. Unfortunately, most career coaches and counsellors are not trained in this form of assessment.

Career assessments can be particularly useful for individuals who are unfamiliar with, or uncertain about, their career possibilities. However, in certain situations, career assessments can have some big drawbacks. Career assessments are only assessments: They're useful when it comes to self-discovery and finding careers that fall within the scope of an individual's interests, aptitudes and values. But, when relied upon too heavily, career assessments can be limiting. Just because a career tests says you'd really enjoy being a police officer doesn't mean that being a police officer is the career for you. Career assessments provide results that must be interpreted. They aren't useful if you can't make sense of the results, or the results are

interpreted incorrectly. In addition, many career assessments are quite subjective in that they're based on a person's view of herself or himself. Consequently, if an individual isn't self-aware, the results of their career assessment may not be accurate.

Skills and competencies of your clients are a crucial aspect of a successful matching process. However, for the definition of specific job related goals and in order to reach sustainable employment, you should consider investigating other areas of the client's life and personality in order to gain other important information that could influence the match between your client's situation and a concrete job. Therefore you should also take into account areas and aspects like:

- Life situation (living arrangements, relationship status, financial situation, care responsibilities for relatives, health situation, learning motivation and experience)
- Client's interests (what is he or she interested in? what hobbies does he/she have? Where does he/she feels to be good at?)
- Motivation (life goals, meaning of success, wishes for the future)
- Client's needs (needed conditions for good work/learn results, teamplayer or lone fighter, perforation for cognitive or manual work, desired working hours)

Resources (sources for support, how much money, time, energy for training needs)

ACTIVITY 5.3.7

Below you find a list of statements in relation to goal setting in the counselling process. Please read each statement and state if you agree or disagree. In case you disagree, please argue why!

The overall assessment based on the results of the consultation phase; serve as basis for the definition of goals of the client and for the elaboration of a corresponding action plan. Below you find a list of different statements in relation to the definition of client's goals and the elaboration of an action plan. Please state, which of the statements you would agree or disagree. Please argue in some keywords why you disagree with a statement:

We are now in the phase of goal setting and action planning. The results of the consultation phase should be left behind because they could negatively influence the client's motivation and self-esteem. You and your client should focus on the client's wishes for the future without considering any obstacles.

During the process of defining goals the actual situation on the labour market on the labour market as well as the specific requirements of a job should not be taken too much into account. The most important thing is what job the client likes the most.

You are the labour market expert and therefore goals for the client should be defined by you and not the client. Also the elaboration of an action plan is entirely your duty.

It is important that you as the expert are convinced that defined goals are the right ones for the client. If you act confident as a counsellor the client will follow your lead and work hard to reach the goals defined by you.

It is hard enough to find a job the client likes and also fits to his life situation and personality. Aspects of a specific job offer or work place should not be overrated.

When it comes to client's goals there is one simple rule: Goals have to be challenging!

If your client sets goals that are unrealistic considering the results of the assessment phase, you should better say nothing in order not to risk to influence the client's motivation negatively.

If you are not satisfied with the client's decisions you should simply explain in clear words why he/she is wrong and what decisions you would made.

It is better to agree on goals and steps only verbally. If you write the results of this phase down, the client may feel too much pressure and may fail to reach his/her goals because of that.



Yes, there was a lot to disagree 😊. Below, you find some comments you hopefully can agree more to:

Before you start to elaborate concrete goals and steps to reach them together with the client you may at first discuss the assessment of the consultation phase, and summarize in cooperation with the client identified strengths, resources, possible starting points development requirements and analyse the clients labour market situation.

Basically the goal setting should be accomplished by the client. Leaving the decision about and the definition of specific goals in the hand of the client may foster identification with set goals, high cooperation of the client in the further course of the counselling process and will lead to high motivation of the client

The definition of goals should have a focus on the job that the client wants to get. However other criteria of the aspired work place should be taken into account (e.g. preferring to work in a team or alone, salary, distance to commute to the work place, working hours).

Agreed goals should be formulated as **SMART** goals, which means that the goals should be **S**pecific (is the goals formulated in a concrete way or is it to general?), **M**easurable (can the target achievement be controlled?), **A**ccepted (is the client motivated and cooperative in relation to defined goals?), **R**ealistic (Is it possible to reach defined goals?) and **T**imely (can it be estimated when the goal can be reached?).

Support and correct the process of goal setting by posing questions that help the client to come to an assessment on how realistic are his/her goals for future career by themselves. Possible Questions are: Which of these goals are really essential? Is the expected income sufficient (for instance if client is only interested in a part time job)? How realistic is it to find a job near to his/her home? Is the job compatible with family duties?

If there is a discrepancy between the goals of the client and your assessment of the situation you should make that transparent und explain the reasons for your assessment clearly.

If you have agreed on goals with your client you should record them in written form.

ACTIVITY 5.3.8

The overall goal of the counselling process is a job placement or respectively sustainable labour market integration. Therefore it is important to come to a mutual agreement on a realistic job decision. If there is a discrepancy between your assessment of the situation and the ideas of the client (e.g. non realistic goals, no agreement on further proceeding) how would you react to the situation? Come up with ideas on possibilities to resolve such a situation and describe them in some words.



If there is a discrepancy between the goals of the client and your assessment of the situation you should make that transparent und explain the reasons for your assessment clearly. If there is still no agreement about goals despite discussion and explanations you should consider to be more persuasive. For instance, you could say: “I can understand your wish for ... really well, but my responsibility is to bring you in employment and that you stay in employment. Therefore I would propose that we look together on the options that seem most likely to be realised. Can you agree with me on that?”

If there is still no agreement you can ask your client to devote some of his/her time until the next meeting towards more realistic goals besides any actions towards the client’s preferred goals. Thereby the clarification if the client’s needs are realistic can be achieved without influencing the clients motivation negatively and at the same time can be saved by working also on realistic goals. Depending on the situation it could also be advisable to give the client

the possibility to proof that his/her goals are realistic. For example you could ask the client to find job offers that would fit to the client's profile.

ACTIVITY 5.3.9

When you agreed on job related goals with your clients the focus comes to the question on how to reach the defined goals. For this purpose, strategies and necessary steps to reach the goals have to be elaborated and the clients should be aware of possible support options. Depending on how difficult and complex the way to reach the desired goals seems, it may be necessary to: elaborate a detailed plan, to define (interim) goals, to assess how realistic individual steps are, to anticipate the dealing with possible challenges etc.

The approach you choose to elaborate goals with your client and a corresponding action plan is likely to depend on the concrete context you operate in as a job broker (e.g. target group, time resources, organisational goals). In order to reflect about your personal or organisational approach, please describe on approximately one page, how you would proceed during that phase. What are important aspects to take into account from your point of view? What concrete steps do you follow? What are helpful questions you could ask the client in order to guide him/her through the decision process of defining goals and necessary steps to reach them? Do you use concrete methods/tools that support your work in this phase? What support can you offer to help the client to reach his/her goals?

After you described your approach you could also engage in a group discussion to compare your approach with the one's of other job brokers. Maybe you get new insights that could make your work easier and/or efficient.



If you don't have the possibility to engage in a group discussion, maybe the following example questions and examples of methods for goals setting and action planning may be helpful in order to reflect about your approach:

Example Questions to elaborate action plan with client:

We have clarified which job/training you would like to take. Which concrete steps will bring you closer to your goals?

Against the background of competencies and resources you have, which first step seems necessary to you in order to reach your goal?

When you visualize your goal and work out a plan on how to reach this goal step by step. What would be your first step?

If you will face challenges on your way, which ones could that be and how could you overcome them?

Who or what could help or support you?

Example Methods for goals setting and action planning:

Method „Goal setting – Goal check“ (Annex 3)

Method “Job search as project”:

<http://www.naviguide.net/methods/mhbshow.asp?id=510&sid=&look=0&oberthema=0&unterthema=0&zielgruppe=0&art=0&dauer=0&stw=job+search&stwcomp=job+search&akt=0&z=25&lang=353&SPage=8&sort=titelauf&Page=1&index=90> [18.03.2017]

5.6 Job Broker as recruiter and acquirer

ACTIVITY 5.3.10



Job Broker must have good working knowledge of the market. In order to recruit job seekers, you will need to read and digest:

- The **Job Broker Transnational Research Study - Comparative Review and Needs**

Analysis – **Link to be inserted by MMC** specifically the chapter for your own country

ACTIVITY 5.3.11

Networks (also called "networks" or "networking") describe the structure and maintenance of their own contact network. The aims of the network are the exchange of knowledge, mutual assistance and last but not least the professional advantage. The network is based on the principle of friendships: every new member brings new contacts. Thus, the resulting interrelationship is continually widened.

Four basic rules of networking:

Determine the goals.

What do I expect from the contacts? What do I want to achieve with it? Only those who define their goals, keep on an eye on the essentials and can convey that to others.

Class instead of mass.

A network is only as valuable as its members. Whoever enters into your circle should depend on the goals, not the statistics.

First give, then take.

The best way to get started is to have occupational commonalities and exchange knowledge. And without expecting a quid pro quo. You should give advices only when somebody ask.

Stay on the ball.

If the connection is established, this should be deepened - through thought exchange and personal (!) meetings. Contacts must be maintained.

ACTIVITY 5.3.12

Exercise: Check your basics.

Determine the goals:

Write down what you expect from contacts in your network?

What do you want to achieve with these contacts?

Define your goals for your networking and write them down.

Class instead of mass:

Check your network?

Write on who belongs to it.

Who is still missing?

First give, then take:

Make sure you know what you have to offer. Write it down.

Stay on the ball:

Check which contacts you should renew and maintain. Write it down.

ACTIVITY 5.3.13

Now we would invite you to discuss for findings and experiences with other Job Brokers. The following questions may help your discussion:

Put together what you know:

How to recruit the job-seekers?

How good are your networks?

How can you help each other?

Place together everything what you worked out and arrange the future cooperation when possible.

5.7 Conclusion

The purpose of this module for Job Broker has been to learn how to work with Job-seekers. This module covers, among others, the approach for the job of the job broker and his self-understanding. In order for this to work, we have introduced many methods and appropriate exercises. Now you should have the basic knowledge about how you can work effectively with job seekers and how you can build and maintain networks.

LEARNING OBJECTIVES	ACTIVITY												
	1: Research	2: Case Study	3: Research	4: Role Play	5: Group Discussion	6: Example	7: Lists	8: Idea	9: Assign. /Gr. Disc.	10: Research	11: Example	12: Assignment	13: Group Discussion
Explain the Empowerment approach – working with strength of the client not with the weaknesses – knowledge of methods	x	x											
Knows coaching techniques and clarification of roles and principles of co-operation (profiling, assessment of jobseekers, self – assessment techniques)		x						x	x				
Knows interviewing and conversation techniques	x		x		x		x		x				
Knows the specific abilities and needs of different job seeker groups		x	x		x		x	x	x				
Knows conflict management and de-escalation techniques				x					x				
Able to encourage and stabilise the client	x		x				x		x				

Able to self reflect his/her work			x		x		x					x	
Able to acquire and recruit job seekers							x	x		x			x
Able to communicate effectively and to resolve conflicts (Active listening, inspiring conversation)	x		x				x						
Able to develop an action plan together with the job seekers						x		x	x				
Able to network	x	x					x	x		x	x	x	x
Able to work in a team					x		x						x

CHAPTER 6

Module 4 – Effective Case Management

6. MODULE 4 – EFFECTIVE CASE MANAGEMENT

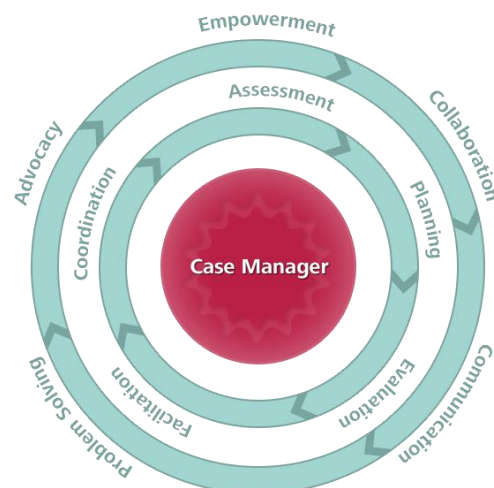
6.1 What is this module about?

This module is about case management, i.e. the “collaborative process of assessment, planning, facilitation, care coordination, evaluation, and advocacy for options and services to meet an individual's and family's comprehensive health needs through communication and available resources to promote quality, cost-effective outcomes” (Case Management Society of America). Even though this definition focuses on healthcare as most definitions of case management do, it is still valid and transferable to other sectors and domains.

The most important feature of a job-broker's role is that s/he works with people. And even though people share common characteristics and even common identities in some cases, each person remains unique. Moreover, each person's mix of needs, attitudes, stances, beliefs, abilities, competences and skills are unique to that particular person. Thus, case management skills are crucial for job brokers, because they facilitate personalised, tailor-made consulting and solutions for each client, in an integrated and accountable manner.

According to Hahn et al. (Case Management with At-Risk Youth. Hahn, A., Aaron, P., & Kinglsey, C. The Center for Human Resources, Brandeis University) common Definitions of Case Management include:

- “activities aimed at linking the service system with a consumer, and coordinating the various system components to achieve a successful outcome.”
- “a problem-solving function designed to ensure continuity of services and to overcome systems rigidity, fragmented services, misutilization of certain facilities, and inaccessibility.”
- “At the systems level, case management may be defined as a strategy for coordinating the provision of services to clients within that system.”
- “At the client level, case-management may be defined as a client-centered, goal-oriented process for assessing the need of an individual for particular services and obtaining those services.”



6.2 Learning Objectives

- Demonstrate effective case management by responding to the needs of service users and providing effective follow-up
- Explain the main principles of time management in relation to the role of the job broker
- Describe principles of effective teamwork and how this may impact on your role as job broker
- Identify suitable referral partners for signposting and progression
- Categorize different target groups of job seekers/employers and their specific needs.
- Develop effective procedures, protocols and standards to ensure high quality service provision
- Plan the day by prioritizing all your tasks to ensure you meet all deadlines
- Utilize 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.
- Evaluate yourself based on the self-assessment criteria and decide on improvement.
- Demonstrate the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous customer service quality improvement

6.3 Understanding Case Management

ACTIVITY 6.4.1



To demonstrate effective case management you need to respond to the needs of the jobseekers. To perform this well it is important for you to investigate the needs of the service users. This can be done by “on the job investigation”. While interviewing jobseekers you can collect information about their priority needs in their job search activities. You should not perform this investigation very formally, but include it in your interview on a day to day basis. Set up a list of questions that can fit into your typical interview, but at the same time think of the questions as a part of this investigation that can help you formulate your case management. Keep in mind that it is important to give the jobseeker a hint in which direction to look, both internal and external, considering the main needs for a successful job search. Ask about personal strengths, about educational needs, about networking ect.

ACTIVITY 6.4.2

Identify and list up referral partners that can be of a help for signposting and progression in the case management with jobseekers. Please add all the possible partners you can think of in these different sectors:

Public Employment Service:

Private Employment Service:

VET provider:

Career Advising Company:

Employment Policy Maker:

VET Policy Maker:

Rehabilitation Service Centre:

On the Job Training Centre:

Other:

ACTIVITY 6.4.3



It is important for Job Brokers to categorize different target groups of Job Seekers and it is also important to categorize different target groups of Employers. In this group discussion you will work together on this particular categorization and please keep in mind to come up with any possible category you think of in both sections, Job Seekers and Employers. In addition it is important that you identify the needs of each target group as you can see an example of here below.

Job Seekers	Needs	Employers	Needs
Young Job Seekers		Constructing sector	
Age 18 - 24		Carpenters	
Age 25 - 29		Electricians	
Low Education		Plumbers	
High Education		Painters	

ACTIVITY 6.4.4

In your profession as a Job Broker it is important to utilize 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.

In this activity we will ask you to have a look, holistically, on the professional environment that you are working in and present an idea of how to cooperate with your colleagues in the field, i.e. stakeholders, job brokering providers and all other resources you can think of that could be of any assistance or backup in your project. Think out of the box, think out of your comfort zone and give any kind of a professional a chance, as long as you can foresee his/her part in the puzzle of an effective Job brokering project. Think about your categorization before and the needs of the job seekers and match all the possible resources to that.

Please prepare a 15 minutes presentation about your idea.

6.4 Managing your time effectively when dealing with case management

ACTIVITY 6.4.5



Task 1: Identify important and urgent activities

The tool shown below is a time management tool that categorises activities according to importance and urgency

	Urgent	Not Urgent
Important	Crisis Projects with deadlines Pressuring problems Meeting Suggestions	Preparation activities Prevention activities Planning activities Building relationships Entertainment Empowerment
Not Important	Visitors Telephone calls Some mail Some meetings Social Activities e.g. weddings etc.	Details Junk mail General loosing of time 'Escape activities' e.g. going to the toilet or making coffee

Think about the activities that you implement daily as a job broker. Go back to yesterday for example and think what have you done (it is even better if you write down all your activities one day ie keep a log. Then try to classify these activities into important and urgent. Use the following diagramme to record them

	Urgent	Not Urgent
Important	1. 2. 3. 4.	1. 2. 3. 4.
Not Important	1. 2. 3. 4.	1. 2. 3. 4.



Of course it will all depend on the activities you have implemented but here are some examples.

- If you have a job seeker calling you that he or she has been verbally invited to an interview the day after tomorrow and he or she needs help in preparation for the interview, then it is an urgent and important activity.
- If you start preparing your job seekers for interviews even before they have any then this is a not urgent and important activity.
- Similarly developing good relationships with employers in a not urgent and important activity
- Having short breaks is a not urgent and not important activity. Similarly gossiping with your colleagues at the office
- Some visitors that may pop in your office without appointment for something that is urgent but not important. it may be important for them but not for you (eg requiring favours)

ACTIVITY 6.4.6



Prioritise the above mentioned activities mentioning when you should do each and how much time you should allocate in each

Activities (Right them down in the order you should perform them	Here characterize the time you should allocate to each by mentioning “allocate significant amount of time” or “try to do it very quickly”
1.	<input type="checkbox"/> Allocate significant amount of time <input type="checkbox"/> Try to do it very quickly
2.	<input type="checkbox"/> Allocate significant amount of time <input type="checkbox"/> Try to do it very quickly
3.	<input type="checkbox"/> Allocate significant amount of time <input type="checkbox"/> Try to do it very quickly
4.	<input type="checkbox"/> Allocate significant amount of time <input type="checkbox"/> Try to do it very quickly
5.	<input type="checkbox"/> Allocate significant amount of time <input type="checkbox"/> Try to do it very quickly
6.	<input type="checkbox"/> Allocate significant amount of time <input type="checkbox"/> Try to do it very quickly
7.	<input type="checkbox"/> Allocate significant amount of time <input type="checkbox"/> Try to do it very quickly
8.	<input type="checkbox"/> Allocate significant amount of time <input type="checkbox"/> Try to do it very quickly
9.	<input type="checkbox"/> Allocate significant amount of time <input type="checkbox"/> Try to do it very quickly
10.	<input type="checkbox"/> Allocate significant amount of time <input type="checkbox"/> Try to do it very quickly



Make sure that you schedule urgent activities first. Then allocate time according to their importance i.e. important activities receive more time.

6.5 Working in teams with key stakeholders to produce necessary results

ACTIVITY 6.4.7



Effective team work is an important part of a Job Broker’s profession. In this learning activity we ask you to take part in a role play with another Job Broker and the task is to be in different positions as listed here:

Job Broker		Job Seeker				
Job Broker		Job broker				
Job Broker		Employer				
Job Broker		VET professional				

Take at least 15 minutes for each session and take your role seriously. You have to negotiate with your partner about who takes each role at a time. During the role play please have in mind the principles of an effective teamwork. When the role play is over please discuss the main principles of an effective teamwork that you have thought of and list it up. Please come up with at least 10 main principles of an effective team work.

6.6 Quality assurance in case management

ACTIVITY 6.4.8



In this activity you are required to develop a procedure or a protocol for case-management for job brokers in your organisation. In particular, imagine you have been assigned with the task of creating a tool for taking case history interviews from your clients. This is an important task, because in your organisation 4 job brokers are employed, thus it is crucial to ensure that all 4 follow the same procedure in filing and recording cases. An example of a case history is provided below:

The case you will have to handle has the following characteristics:

John is a married man from Cyprus. He has two kids, 11 and 8 years old, a boy and a girl respectively. John has recently been fired from his previous job where he worked for the last three years. This job was in a walking distance from his home, so he used to walk there every morning. 12 months have passed since and he is still unemployed.

In his previous job he used to be a sales person for furniture. No training was provided to him whatsoever by his previous employer, on sales techniques, customer support or anything else. Nevertheless he likes this job because he likes human interaction and he likes the product (furniture), because his hobby is woodworking and he has set up a small woodworking workshop in his back yard. During the last six months he did not put any effort in finding a job, nor is he motivated or active in this direction. He believes that he's too old, too incompetent etc.

TASK 1

In the table below write **all** the information provided in the paragraph about John. In the 1st column (type of information) you should write general descriptions, such as "Gender", "Previous experience", etc. In the 2nd you should provide information about John, relevant to

each type of information. Take care to provide short, coded but recognizable descriptions (e.g. 2 kids, married, etc.)

Type of information	John's situation

TASK 2

- Identify the relevant and irrelevant information for a job broker (mark with ✓). In other words, which of the information recorded on the previous matrix is useful for a job broker

Information	Relevant	Irrelevant

- Justify your answer.*

TASK 3

Identify missing information. What else would you want to know about John?

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

TASK 4

Categorise in the matrix below, the relevant information you identified in TASK 2 into different categories (e.g. skills, interests, stances, attitudes, needs, etc.)

CATEGORY	INFORMATION
	1.
	2.
	1.
	2.
	1.
	2.
	1.
	2.
	1.
	2.
	1.
	2.

TASK 5

Can you prepare a questionnaire for acquiring a case history, based on the important information you identified and those that are missing? Write the questions in the first column and the type of possible answers in the second (e.g. open question, multiple choice, scale from 1 to 5, etc.)

CASE HISTORY QUESTIONNAIRE

QUESTION	QUESTION TYPE



TASK 1

Information (Type of information in parenthesis):

- *male (Gender)*
- *married (family status)*
- *Cypriot (nationality-cultural background)*
- *two kids (family status)*
- *11 and 8 years old (family status)*
- *a boy and a girl (family status)*
- *fired (occupational status)*
- *employed for the last 3 years (experience)*
- *walking distance from his home (it could be needs, in case he can't drive)*
- *unemployed for 12 months (occupational status)*
- *sales person for furniture (experience)*
- *No on-the-job training (qualifications)*
- *he likes human interaction (stances and attitudes)*
- *he likes furniture (hobbies, interests)*
- *his hobby is woodworking (hobbies, interests)*
- *he has set up a small woodworking workshop in his back yard (pastime activities)*
- *During the last six months he did not put any effort in finding a job (stances and attitudes)*
- *He is not motivated or active in finding a job (stances and attitudes)*
- *Etc.*

Compare your answers with those provided. How many are similar? Bare in mind that there is no wrong answer. This feedback is provided in order to facilitate reflection on your own answers.

TASK 3

Examples of missing information:

- Qualifications (formal, non-formal, informal)
- Previous experience (before the last job)
- Age
- Ability to drive
- Special needs
- Other interests
- Needs (financial, personal, etc.)
- Etc.

TASK 4

Example:

CATEGORY	INFORMATION
FAMILY	1. Married
	2. 2 kids

ACTIVITY 6.4.9



Can you develop a procedure (including a tool, such as a questionnaire) for a job broker's self-evaluation? Include the aspects of a job broker's role you consider important. Please describe also the process you are going to follow in order to develop this procedure/protocol.

You are encouraged to do your own research both on a job broker's role and occupational profile (job broker website) and self-evaluation procedures and tools. Resources that might help are included below:

<http://www.businessdictionary.com/definition/self-evaluation.html>

http://www.hr.virginia.edu/uploads/documents/media/Conducting_a_Self_Evaluation.pdf

<http://www.cio.com/article/2386859/careers-staffing/careers-staffing-10-tips-for-making-self-evaluations-meaningful.html>

While developing your procedure, pay special attention to:

- **PURPOSE (WHY?)**
- **POLICY (WHAT?)**
- **USER INVOLVEMENT (WHO/FOR WHOM?)**
- **CLARITY**
- **ACCURACY AND COMPLETENESS**
- **FEEDBACK AND CONTROL**
- **MEASURABILITY**

ACTIVITY 6.4.10



Based on your research on procedures in the previous activity, in this activity you are asked to develop procedures and tools concerning customer satisfaction.

TASK 1

Identify the clients (Stakeholder types, e.g. job seeker, funder, etc.) in your organisation and decide on criteria and indicators for measuring:

- Effectiveness of your work (e.g. time effectiveness etc.)
- Satisfaction (of each target group)
- Other dimensions

Then, complete the matrix provided below. In the first column you should write your criterion or indicator type, i.e. the aspect you want to measure. Next to that in the column with the a, b, c numbering, you should indicate the specific **measurable** elements that you will measure in order to evaluate your customer service. Next to that, you are required to indicate the stakeholders types for which it is relevant. Also, in the stakeholder type columns, you can write indicators, for example if an indicator is score in evaluation, you can also provide the score you would consider acceptable, etc. You can insert as many columns as you need.

EXAMPLE:

Criteria - indicators		Stakeholder type 1	Stakeholder type 2	Stakeholder type 3
CRITERION – INDICATOR 1: Time effectiveness	a. Average waiting time in the lobby should be less than 20 min.	CLIENTS		
	Reporting should never be delayed beyond deadlines		FUNDER	

Criteria - indicators		Stakeholder type 1	Stakeholder type 2	Stakeholder type 3
CRITERION – INDICATOR 1:				
CRITERION – INDICATOR 2:				

ACTIVITY 6.4.11



Based on what aspects you identified as important in the previous activity, can you create tools (e.g. questionnaires) that measure customer satisfaction? Bare in mind that depending on the number of your target groups identified in the previous task, you might be required to develop more than one tool.

Create on questionnaire for each of the stakeholder groups your organisation works with. Each questionnaire should contain at least 10 questions. They can be Likert scales, open ended, multiple choice etc.



In case you are not familiar with questionnaire development, the guide provided below will prove valuable.

<http://blog.clientheartbeat.com/customer-feedback-questionnaire/>

6.7 Conclusion and further reading

In this section various action learning based activities have been provided, along with an introduction to case management for job-brokers. The most important conclusions of this chapter are summarised below:

Case management seeks to make service delivery:

- ... *Integrated*
- ... *Client-Centered*
- ... *Coordinated*
- ... *Goal Oriented*
- ... *Accountable*
- ... *Flexible*
- ... *Sequenced*
- ... *Cost-Effective*
- ... *Sustained*
- ... *Comprehensive*

On the following table, the types of activities included in chapter 6 are listed, along with the learning objectives of the chapter:

LEARNING OBJECTIVES	ACTIVITY										
	1: Research	2: Example	3: Role Play	4: Ideas	5: Examples	6: Lists	7: Group Discussion	8: Assignment	9: Case Study	10: Research	11: Group Discussion
Demonstrate effective case management by responding to the needs of service users and providing effective follow-up	X										
Explain the main principles of time management in relation to the role of the job broker						X					
Describe principles of effective teamwork and how this may impact on your role as job broker							X				
Identify suitable referral partners for signposting and progression				X							
Categorize different target groups of job seekers/employers and their specific needs.				X							
Develop effective procedures, protocols and standards to ensure high quality service provision				X							
Plan the day by prioritizing all your tasks to ensure you meet all deadlines			X								
Utilize 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.								X			

Evaluate yourself based on the self-assessment criteria and decide on improvement.	X			X							
Demonstrate the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous customer service quality improvement								X			

CHAPTER 7

Acknowledgement and disclaimer

7. ACKNOWLEDGEMENT AND DISCLAIMER

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the
Erasmus+ Programme
of the European Union



Annexes

Annex 1

Method: Methods in general vocational orientation

Main topic: Skills and potential analysis

Subtopic: Balancing of skills / Comparison of self-image and external image

Title: Skills Analysis – What do I have to offer?

Theoretical Background: Often, we focus on eliminating our weaknesses instead of strengthening our skills or competencies. However, when we aren't completely capable of something or don't enjoy doing it, we communicate that nonverbally. Therefore, it is advisable to concentrate more on the development of our strengths. The following exercise's objective is to determine one's current state of skills, e.g. to find one's strengths to focus on in the future.

Kind of exercise: Individual work

Goal: Identification of strengths as well as weaknesses

Source: Hesse, Jürgen/ Schrader, Hans Christian: Was steckt wirklich in mir?, 2006, S. 70ff.

Description:

The following exercise focuses on the self-assessment of one's skills and competencies. For each feature in the attached list of skills, one of the following numbers should be marked with a cross (if necessary, missing features can be added):

- +3 = very well developed
- +2 = well developed
- +1 = a little more than averagely developed
- 0 = averagely developed, unobtrusive
- 1 = just slightly developed
- 2 = poorly developed
- 3 = very poorly developed or not developed at all

Afterwards, the participants evaluate the exercise by listing the +3 and +2 as well as the -3 and -2 features in the respective feature cluster's field (see "evaluation" in the attachment).

Which conclusions can be drawn based on the evaluation? Which strengths can be identified? Which weaknesses? Based on that, which segment of the labour market comes to mind?

Duration: 2 hours

Materials: Handout (in the attachment), paper and pens

Remarks: People become more aware of their skills and competencies when they are asked to examine them by writing about them. The exercise helps the participants to identify at least three to five features as examples for what they can and can not do.

Hint: To get information on the external image of a person as well, the participants can hand out copies of the feature lists to their inner circle (ideally family or friends) and ask them to assess them honestly. That way, the self-image and the external image can be compared.

Target group: All target groups

Attachment for „Skills Analysis – What do I have to offer?“ Balancing of Skills

Feature cluster 1:

Sensitivity	-3	-2	-1	0	1	2	3
Listening skills	-3	-2	-1	0	1	2	3
Contact ability	-3	-2	-1	0	1	2	3
Open-mindedness	-3	-2	-1	0	1	2	3
Team orientation	-3	-2	-1	0	1	2	3
Willingness to cooperate	-3	-2	-1	0	1	2	3
Adaptability	-3	-2	-1	0	1	2	3
Willingness to compromise	-3	-2	-1	0	1	2	3
Diplomacy	-3	-2	-1	0	1	2	3
Negotiation skills	-3	-2	-1	0	1	2	3
Integration skills	-3	-2	-1	0	1	2	3
Persuasive potential	-3	-2	-1	0	1	2	3
Enthusiasm	-3	-2	-1	0	1	2	3
Assertiveness	-3	-2	-1	0	1	2	3
Motivational capability	-3	-2	-1	0	1	2	3
Verbal expressive ability (oral)	-3	-2	-1	0	1	2	3
Verbal expressive ability (written)	-3	-2	-1	0	1	2	3
Rhetorical skills	-3	-2	-1	0	1	2	3
Team spirit	-3	-2	-1	0	1	2	3
Willingness to adapt	-3	-2	-1	0	1	2	3
Social skills	-3	-2	-1	0	1	2	3
Communicational skills	-3	-2	-1	0	1	2	3

Source: Hesse, Jürgen & Schrader, Hans Christian, 2006.

Feature cluster 2:

Determination	-3	-2	-1	0	1	2	3
Self-awareness	-3	-2	-1	0	1	2	3
Responsibility	-3	-2	-1	0	1	2	3
Critical faculties	-3	-2	-1	0	1	2	3
Self-control	-3	-2	-1	0	1	2	3
Reliability	-3	-2	-1	0	1	2	3
Tolerance	-3	-2	-1	0	1	2	3
Intrepidity	-3	-2	-1	0	1	2	3
Willingness to assume responsibility	-3	-2	-1	0	1	2	3

Source: Hesse, Jürgen & Schrader, Hans Christian, 2006.

Feature cluster 3:

Risk tolerance	-3	-2	-1	0	1	2	3
Decision-making ability	-3	-2	-1	0	1	2	3
Safety-mindedness	-3	-2	-1	0	1	2	3
Delegation readiness	-3	-2	-1	0	1	2	3
Delegation capacity	-3	-2	-1	0	1	2	3
Resilience	-3	-2	-1	0	1	2	3
Stress tolerance	-3	-2	-1	0	1	2	3
Zest for life	-3	-2	-1	0	1	2	3
Flexibility	-3	-2	-1	0	1	2	3
Representation assets	-3	-2	-1	0	1	2	3

Source: Hesse, Jürgen & Schrader, Hans Christian, 2006.

Feature cluster 4:

Support with job motivation	-3	-2	-1	0	1	2	3
Drive	-3	-2	-1	0	1	2	3
Leadership motivation/ability	-3	-2	-1	0	1	2	3
Initiative	-3	-2	-1	0	1	2	3
Autonomy	-3	-2	-1	0	1	2	3
Perseverance	-3	-2	-1	0	1	2	3
Self-confidence	-3	-2	-1	0	1	2	3
Ambition	-3	-2	-1	0	1	2	3

Sense of purpose	-3	-2	-1	0	1	2	3
Persistence	-3	-2	-1	0	1	2	3
Frustration tolerance	-3	-2	-1	0	1	2	3
Success orientation	-3	-2	-1	0	1	2	3
Energy	-3	-2	-1	0	1	2	3
Vitality	-3	-2	-1	0	1	2	3
Commitment	-3	-2	-1	0	1	2	3
Idealism	-3	-2	-1	0	1	2	3
Willingness to identify with the company	-3	-2	-1	0	1	2	3

Source: Hesse, Jürgen & Schrader, Hans Christian, 2006.

Feature cluster 5:

Autonomy	-3	-2	-1	0	1	2	3
Self-reliance	-3	-2	-1	0	1	2	3
Sense of responsibility	-3	-2	-1	0	1	2	3
Independence	-3	-2	-1	0	1	2	3
Reliability	-3	-2	-1	0	1	2	3
Self-discipline	-3	-2	-1	0	1	2	3
Stress tolerance	-3	-2	-1	0	1	2	3
Stamina	-3	-2	-1	0	1	2	3
Resilience	-3	-2	-1	0	1	2	3
Patience	-3	-2	-1	0	1	2	3
Sense of duty	-3	-2	-1	0	1	2	3
Loyalty	-3	-2	-1	0	1	2	3

Source: Hesse, Jürgen & Schrader, Hans Christian, 2006.

Feature cluster 6:

Analytical thinking	-3	-2	-1	0	1	2	3
Conceptual planning	-3	-2	-1	0	1	2	3
Systematic approach	-3	-2	-1	0	1	2	3
Combinatorial thinking	-3	-2	-1	0	1	2	3
Efficient work organization	-3	-2	-1	0	1	2	3
Decision-making ability	-3	-2	-1	0	1	2	3

Source: Hesse, Jürgen & Schrader, Hans Christian, 2006.

Feature cluster 7:

Awareness of costs/benefits	-3	-2	-1	0	1	2	3
Entrepreneurial spirit	-3	-2	-1	0	1	2	3
Systematic work organization	-3	-2	-1	0	1	2	3
Ability to define targets	-3	-2	-1	0	1	2	3
Work efficiency	-3	-2	-1	0	1	2	3
Healthy Materialism	-3	-2	-1	0	1	2	3
Physical fitness	-3	-2	-1	0	1	2	3
Physical well-being	-3	-2	-1	0	1	2	3
Mental constitution	-3	-2	-1	0	1	2	3
Self-regulation	-3	-2	-1	0	1	2	3

Source: Hesse, Jürgen & Schrader, Hans Christian, 2006.

Evaluation

Feature cluster 1 (personality, communicational and social skills):

Feature cluster 2 (autonomy):

Feature cluster 3 (decision-making behavior):

Feature cluster 4 (performance motivation):

Feature cluster 5 (self-control and energy):

Feature cluster 6 (systematic goal-oriented thinking and acting):

Feature cluster 7 (general essential features):

Annex 2

Title: The Educational Path

Theoretical Background: Leading one's life means to make decisions. The decision for one out of several options may have, depending on contextual circumstances as well as social norms, diverse results. However, we aren't always aware of the consequences of a decision at the time the decision is made; that goes even more for such a decision which consequences won't be felt in the immediate future (for example the choice of a school). To reflect on one's own educational and vocational path and the decisions that were made means to become aware of the consequences one's actions had. Based on that, we can plan our lives in a proactive and independent way.

Kind of exercise: Individual and small group work, plenary discussion

Goal: Understanding recurring themes in one's life; reflection on former educational and vocational path

Source: Donders, P.: Kreative Lebensplanung. Entdecke deine Berufung. Entwickle dein Potential - beruflich und privat, Asslar: Gerth Medien GmbH 1997, S. 47 ff.

Description:

Individual phase: The trainer asks the participants to part a sheet in 4 columns. The first column bears the title "Educational/vocational path", the second the title "Motivating skills (used/acquired)", the third the title „Motivating circumstances“ and the last the title „Acquired expertise“. Now, the participants list the different stages of their educational path and career and note the skills and circumstances that have motivated them in the respective stage as well as the specialized skills and knowledge they have acquired.

Small group phase (2-3 participants): Now, the participants form small groups and reflect on which expertise results from which educational/vocational stages and circumstances.

Plenary discussion: Finally, the small groups illustrate their results on a flipchart or pin board and present them to the rest of the group. After each small group has presented their ideas, the participants discuss which general strategies can be concluded.

Duration: 2-3 hours

Materials: Pens and paper

Remarks: At the time we make an educational or vocational decision, we often aren't aware of the advantages and disadvantages of that very decision. Reflecting on one's educational and vocational path helps to understand the common themes in one's life. Knowing our past is an essential prerequisite to accept the present and to plan our future autonomously.

Target group: All target groups

Annex 3

Method: Method in vocational orientation of the elder generation

Main topic: Orientation, determining one's current state, reframing, activation and motivation

Title: Setting Goals – Goal-Check

Theoretical background: In periods of unemployment or vocational reorientation, it is crucial to set precise goals: What do I want to reach? Which possibilities do I have? What should I do exactly?, etc. Goals should be realistic, doable, precise, timed and attractive.

Kind of exercise: Individual work, pair work and plenary discussion

Goal: Defining and setting individual goals, examining their feasibility, determining precise implementation steps and creating commitment towards oneself

Source: Common method, based on systemic questioning techniques and ideas on goal definition

Description: The whole group decides on a collective frame of reference, for example all participants focus on their vocational goals in the timeframe XY. First, each participant completes the first page of the worksheet ("Guidelines for individual work", in the attachment) on his or her own and defines his or her goals. Then, the participants form groups of two and substantiate their respective goals in the course of reciprocal interviews ("Guidelines for the interview", in the attachment). After 20 minutes the participants flip roles: The former interviewer becomes the interviewee and vice versa.

Duration: 1,25 hours

Materials: Copies of the attached handouts with key questions

Target group: Elder people, people in vocational reorientation, unemployed people

File(s): Below

Attachment for „Setting Goals – Goal-Check“

Guidelines for individual work

My goal to _____ till _____

Explain in detail: What exactly do you want? Hint: Imagine you have reached your goal. What is the difference to your current situation?

Break your strategic objective into subgoals and set deadlines for them. When will you do which step?

Plan your resources: How confident are you to reach your goal? What would make you (even) more optimistic? What or who could be of help?

Guidelines for the interview

Ask each other the following questions:

Describe your success: Imagine you have reached your goal / answered the question / solved the problem. What is different to your former (current) situation? How do you know you have

reached your goal? What else shows you, you have solved the problem? Who would notice that the goal is reached?

In case of a negative description: What are the challenges that keep you from reaching your goal? Which steps can you take to meet them? Who or what can support you in doing so?

Describe your resources: Which resources (strengths, skills, things, people) do you have that can help you to reach your goal? What else? Who else could help you?

Describe the path to achieve your goal: What are the most important steps and subgoals? Is there a precise, small and doable step you could take till next monday to get a little bit closer to attaining your goal? Who will notice a difference and how?

