



Self-directed Learning Guide

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Guía autónoma de aprendizaje

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Introducción a la Guía Autónoma de Aprendizaje de Job Broker

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1. ¡BIENVENIDO A LA GUÍA AUTÓNOMA DE APRENDIZAJE DE JOB BROKER!

1.1 Introducción

La **Guía Autónoma de Aprendizaje de Job Broker** ha sido diseñada para ayudarle a desarrollar sus conocimientos y sus habilidades en relación con el puesto de «*job broker*». Asegúrese de leer primero las dos partes del capítulo de introducción, puesto que explican la guía y cómo todo encaja.

1.2 ¿Para quién es esta guía?

La Guía autónoma de Aprendizaje tiene como objetivo respaldar a los profesionales con, al menos, dos años de experiencia ayudando a los solicitantes de empleo y a los empleadores. Si tiene menos experiencia, puede que no esté familiarizado con parte del contenido y puede que no tenga la experiencia suficiente para poder cubrir todos los ejercicios.

En esta guía, hablamos del perfil laboral del «*job broker*» e identificamos las «áreas principales» de una profesión que está emergiendo y cambiando de maneras diversas en los diferentes países, en función de la manera en que los servicios públicos de empleo y de FP se organizan, y de la financiación que reciben.

Si esta guía es para usted, está trabajando, de alguna forma, con solicitantes de empleo y con empleadores, explorando maneras mediante las que reunirlos. Puede que sea un *job broker* experimentado, o puede que su puesto implique funciones del *job broker*, mientras que otras partes pueden resultarle menos familiares. Puede que descubra que desempeña tareas propias de un *job broker* en su trabajo; puede que tenga mucha experiencia y que, he hecho, esté cualificado en algunas áreas, pero que no tenga experiencia en otras, o sí. También puede ser que tenga algo de experiencia en ciertas áreas del trabajo, pero que todavía tenga algo que aprender en muchas otras o en todas ellas.

Hablaremos más sobre el papel del *job broker* más adelante en este capítulo. Mientras tanto, una de las cuestiones que sabemos que surgen cuando emerge una nueva profesión, son las diferentes respuestas de los mercados laborales. Algunos países europeos tienen menos regulación en lo que a profesiones se refiere y dejan que el mercado permita la aparición de las mismas. En otros países, los trabajos se regulan mucho más: las nuevas profesiones han de definirse y regularse, y se deben tener licencias. Sin embargo, a medida que emergen nuevas profesiones, se pueden requerir ciertos tipos de habilidades y competencias, y combinaciones de habilidades y competencias que no habían estado presentes en el mismo trabajo. No obstante, a menudo, puede darse el caso de que las personas con dichas profesiones se encuentren con que no hay una formación a medida para el tipo de papel que ahora deben desempeñar.

La guía se ha diseñado de tal manera que respalde su autodesarrollo a través del enfoque de «aprendizaje abierto», mediante el que puede trabajar con la guía y los ejercicios a su ritmo, concentrándose en aquellas partes de las que más puede aprender y, también, «saltándose» aquellas que cree que conoce bien.

Por lo tanto, cada capítulo comienza con un Análisis de Necesidades de Aprendizaje (un tipo de Análisis de las Necesidades de Formación) para ayudarle a identificar aquellas áreas de su labor que puede mejorar especialmente si usa esta guía.

El propósito de la Guía Autónoma de Aprendizaje Job Broker es darle la oportunidad de autoevaluar su nivel actual, y las habilidades y conocimientos en relación con la labor de *job broker*, o perfil ocupacional, como lo hemos identificado.

1.3 El perfil ocupacional del *job broker*

Esta guía ha sido diseñada para respaldar el **Perfil Ocupacional y los Estándares de Job Broker**. Esta labor es acorde con los niveles 5 y 6 del Marco Europeo de Cualificaciones (EQF), lo que significa que usted debería estar trabajando a nivel profesional. Puede encontrar el Perfil

Ocupacional y los Estándares de Job Broker aquí: <http://www.projectsgallery.eu/job-broker/occupational-profile/>

El Perfil Ocupacional y los Estándares del Job Broker fueron diseñados siguiendo un extenso programa de investigación basado en el análisis de las necesidades para identificar los diversos contextos en los que se da el papel del *job broker* en una serie de países de la UE. Durante el análisis de las necesidades también se entrevistó a *job brokers* para realizar un perfil más preciso. También se estudiaron los requisitos, incluidas las competencias, del personal que trabaja en los distintos entornos en los que los programas públicos se han organizado para «mediar» entre las necesidades de los solicitantes de empleo y las de los empleadores, y se registraron una serie de casos prácticos que ilustraban el tipo de formación que ofertan los proveedores de formación profesional y las organizaciones de apoyo al empleo.

Esta guía no se centra en los «principiantes» que nunca han trabajado con solicitantes de empleo, así que damos por hecho que tiene experiencia en esta área. Sin embargo, puede que algunos elementos de la guía le resulten valiosos como parte de una introducción más amplia a su trabajo, si ha comenzado recientemente, o como parte inicial del programa de desarrollo profesional que puede que esté emprendiendo.

1. ¿Qué es exactamente un «*job broker*»?

Normalmente, un *job broker* trabaja con las empresas locales y los solicitantes de empleo que estén en el paro para reunirlos. En concreto, trabaja con las empresas para identificar sus requisitos (de contratación), y enlazan estas oportunidades con los solicitantes de empleo locales, que están, a menudo, cursando o acabando un programa de formación profesional (FP) o que participan en algún tipo de programa de apoyo al empleo.

El papel profesional del *job broker* y el servicio de «*job brokerage*» son relativamente recientes. El *job brokerage* puede darse de muchas formas y es ampliamente descrito como un servicio de enlace de los desempleados o solicitantes de empleo con las vacantes actuales. No obstante, va más allá de ese «enlace», pues trabaja activamente para que esos enlaces sean los adecuados.

Normalmente, los *job brokers* trabajan con las empresas locales para identificar sus requisitos (de contratación) y enlazan estas oportunidades con personas de la zona, que estarán registrados en el Servicio de Job Brokerage, y trabajan con las dos partes (y con cualquier otra parte interesada pertinente, como los servicios de apoyo de los proveedores de FP) para establecer y mantener colocaciones laborales.

A simple vista puede parecer que hay algunas similitudes entre el trabajo realizado por los *job brokers* y los servicios ofrecidos por las agencias privadas de empleo, que son agencias especialistas que trabajan con las empresas para cubrir sus vacantes. Sin embargo, las agencias privadas de empleo operan con un servicio de contratación disponible para las personas «preparadas para el trabajo», es decir, aquellas que ya tienen las habilidades, las cualificaciones y la experiencia laboral pertinentes. Estas agencias operan generalmente solo por razones comerciales, es decir, cobran una tasa a la empresa empleadora o a los solicitantes de empleo, o a ambos. Además, no solo trabajan con desempleados, sino que muchas de las personas registradas ya están trabajando y buscan mejorar su situación laboral.

Los *job brokers* trabajan con personas que están buscando trabajo pero que, de alguna manera, no están necesariamente «preparadas para el trabajo» y, en consecuencia, necesitan apoyo específico. Por lo tanto, una de las diferencias es que el papel del *job broker* se da específicamente en programas de financiación pública para apoyar a los solicitantes de empleo, como los servicios públicos de empleo nacionales, los programas del Fondo Social Europeo (ESF) o similares. La financiación con fondos públicos de los servicios del *job broker* es una distinción importante porque, a diferencia de los servicios comerciales de las agencias privadas de empleo, el dinero público se invierte normalmente en programas que apoyan a los solicitantes de empleo abordando los problemas estructurales de los mercados laborales. Esta inversión puede obedecer a muchas razones, como, por ejemplo:

- Los solicitantes en los que se centran los *job brokers* se enfrentan a determinados obstáculos a la hora de conseguir un trabajo debido a su situación de desempleo y necesitan información, asesoramiento y orientación (IAG) para conseguir un trabajo.

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- Algunos de los solicitantes de empleo llevan mucho tiempo en el paro y necesitan asistencia particular: o nueva formación o la actualización de sus habilidades mediante la FP, restablecer su confianza, ayuda con las habilidades para encontrar trabajo (como la elaboración del CV o la mejora de las habilidades de comunicación, de presentación y preparación para las entrevistas, etc).
 - También puede que los solicitantes de empleo tengan características específicas y que necesiten apoyo para encontrar trabajo. Por ejemplo, pueden tener discapacidades, ser de comunidades minoritarias o inmigrantes, ser cuidadores o mujeres que vuelven al mercado laboral tras encargarse de responsabilidades familiares que les impedían trabajar; despedidos de un sector que no tienen habilidades transferibles, o ser jóvenes que no han trabajado nunca.

Por lo tanto, las personas que se encuentren a sí mismas, de una manera u otra, trabajando como *job brokers* pueden hacerlo en diversos entornos. La del *job broker* es una labor cada vez más reconocida, y el contexto en el que opera varía mucho en toda Europa. En consecuencia, es difícil definir un perfil ocupacional común. El *job broker* puede tener puntos en común con otras profesiones como la de orientador laboral, trabajador social, trabajador de agencia privada de empleo y especialista en recursos humanos.

A veces, el personal de FP tiene que desempeñar el papel de *job broker* para encontrar trabajo a sus estudiantes, pero no se ha formado para hacerlo. Los profesionales que desempeñan algunas o todas las funciones del *job broker* pueden ser, entre otros:

- Consejeros de los servicios públicos de empleo
- Asesores laborales
- Orientadores profesionales
- Trabajadores de servicios de información, asesoramiento y orientación

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- Psicólogos laborales
 - Organizadores de formaciones
 - Formadores de FP, personal de apoyo en las organizaciones de FP y compañeros responsables de ayudar a los estudiantes (desempleados) a encontrar trabajo.
 - Personal de «cuidado posterior» (es decir, que continúa apoyando a los estudiantes desempleados cuando acaba el programa)
 - Responsables de las colocaciones laborales – que organizan «pruebas» o experiencias laborales para solicitantes de empleo que estén desempleados o estudiantes de los programas de FP.
 - Trabajadores jóvenes
 - Trabajadores de rehabilitación

¿Encaja su trabajo con alguno de los anteriores?

La capacidad para trabajar con éxito como *job broker* puede implicar saber «un poco de todo», como recursos humanos y contratación, legislación laboral, el mercado laboral local y tener conocimientos sobre el sector. Puede requerir habilidades de publicidad y ventas; igualdad de oportunidades, diversidad y gestión de proyectos; garantía de calidad y salud y seguridad; y adquirir nuevas habilidades que incluyen la negociación eficaz, las habilidades de entrevista, comunicación, gestión del tiempo y desarrollo de las descripciones laborales y las especificaciones personales.

El papel del *job broker* es cada vez más importante en el contexto actual de desempleo masivo en toda Europa y debido a la creciente presión sobre el mercado laboral, que hace que a la FP, a los programas de empleo público y a los programas públicos de «vuelta al trabajo» les sea mucho más difícil colocar a los solicitantes de empleo en puestos de trabajo sostenibles.

Trabajar como *job broker* puede implicar trabajar con sistemas de gestión de información y de resolución de problemas, combinar la empatía y el entendimiento del solicitante de empleo con la capacidad de establecer relaciones creíbles y sostenibles con las empresas y los negocios. Esto significa que los recursos y los servicios que tienen como objetivo ayudar a los solicitantes de empleo tienen que evolucionar y cambiar, para estar mucho más personalizados y cubrir así las necesidades del empleador si son efectivas. Para ser eficaz, el *job broker* necesita conocer en profundidad las necesidades de cada empleador y tener información detallada sobre los sectores comerciales e industriales pertinentes. De todas formas, si cualquier cosa de lo anteriormente descrito es relevante para el trabajo que realiza o que espera realizar, entonces esta guía es para usted.

1.5 ¿Por qué «broker»?

Puesto que hemos estado trabajando conjuntamente en el proyecto Job Broker, hemos sabido que algunas personas le atribuyen connotaciones negativas a la palabra «*broker*». Para algunos, la palabra «*broker*» recuerda al «*stockbroker*» (corredor de bolsa) que engloba ideas como Wall Street, especulación y comportamiento irresponsable por parte del mercado bursátil, lo que llevó al sufrimiento de millones de personas como resultado de la crisis financiera.

Sin embargo, nuestra idea no podría estar más alejada de eso. En inglés, por el ejemplo, el verbo «*broker*» simplemente significa «mediar o negociar» (un acuerdo) ¹. Un «*insurance broker*» (corredor de seguros), en teoría, trabaja con el cliente para encontrar el mejor seguro posible, que encaje con las necesidades del cliente y se les paga una comisión si el cliente está satisfecho y contrata el seguro. El término «*honest broker*» (intermediario honesto) es incluso más evocador: se refiere a una persona o función que pretende ayudar a las personas a resolver una disputa o a llegar a un acuerdo hablando con todas las partes implicadas y averiguando qué quieren sin favorecer a ninguna de las partes. Para ser un *honest broker* tiene que haber confianza, de hecho, es imposible que se considere a una persona *honest broker* a no ser que todas las partes con las que trata confíen en ella.

¹ Oxford English Dictionary

Así que muchas de estas ideas se transfieren al concepto de *job broker*, que trabaja en nombre del solicitante de empleo para obtener un buen resultado (ya sea entrar en el mercado laboral o volver a él) en el contexto de un programa del mercado laboral financiado con fondos públicos. Para poder tener éxito, el *job broker* necesitará ganarse el respeto y la confianza del solicitante de empleo. Tendrá que entender sus necesidades y ser capaz de realizar una evaluación profesional de la mejor manera de apoyar y aconsejar para obtener un buen resultado.

Al mismo tiempo, el *job broker* tendrá que ganarse el respeto y la confianza de las otras partes, en concreto, de la que contrata, es decir, los empleadores. El empleador tendrá que sentir que el *job broker* se ha molestado en comprender sus necesidades y que no malgastará su tiempo con candidatos que no son adecuados para las vacantes. Es más probable que el empleador desarrolle una relación duradera y con éxito con el *job broker* (lo que dará lugar a más oportunidades para más solicitantes de empleo), si los *job brokers* muestran interés por el progreso del solicitante tras la colocación laboral inicial y siguen actuando como punto de unión si surgen dudas o dificultades.

Por último, hay otras partes con las que puede que el *job broker* deba establecer una relación activa para obtener resultados positivos. Por ejemplo, si el *job broker* es asignado a un instituto o a una organización de FP que forma a personas desempleadas, puede que deba hablar directamente con los profesores para entender bien las habilidades que se desarrollan y las necesidades de los estudiantes. También puede que el *job broker* deba recurrir a agencias especialistas, como organizaciones que proporcionan apoyo lingüístico, o al apoyo de un especialista (por ejemplo, gestión de deudas, asesores financieros, ayuda psicológica) para complementar sus propias habilidades y su experiencia.

Por lo tanto, ser *job broker* puede suponer un reto. Comprender, organizar, negociar, comunicar, a veces escuchar y empatizar, a veces animar y persuadir. Verá, a partir de las actividades de esta guía, que el trabajo de *job broker* cubre muchas cuestiones y aptitudes. En consecuencia, requiere conocimientos y habilidades en una amplia variedad de ámbitos que implican trabajar eficazmente con personas muy diferentes.

1.6 ¿Quién ha diseñado esta guía?

Esta guía ha sido diseñada como parte de un proyecto europeo de colaboración transnacional llamado «Desarrollo de Competencias y Aprendizaje para los Job Brokers en la UE». El objetivo de este programa de Erasmus+ es desarrollar, diseñar y validar una serie de desarrollos relacionados con la FP para apoyar al recientemente surgido perfil ocupacional del *job broker* en Europa. Es co-financiado por el programa Erasmus+ de la Unión Europea, concretamente bajo el proyecto «Acción Clave 2 Asociación Estratégica (Formación Profesional), nº de referencia 2015-1-UK01-KA202-013713.

Los proyectos de Asociación Estratégica en la FP de Erasmus+ son financiados para desarrollar y transferir nuevas soluciones a nivel transnacional, a través de la colaboración de organizaciones de diferentes países. En el caso de Job Broker, organizaciones de Reino Unido, Grecia, Chipre, Italia, Alemania, Islandia y España están trabajando conjuntamente. Todos los socios tienen experiencia en la FP, servicios para solicitantes de empleo y formación de personal docente.

Puede encontrar más información acerca de las organizaciones socias en el siguiente enlace: <http://www.projectsgallery.eu/job-broker/coordinator-and-partners/>.

1.7 ¿Por qué es necesaria una guía autónoma de aprendizaje para los *job brokers*?

Tal y como hemos destacado antes, el papel ocupacional emergente del *job broker* en Europa se da en muchos y diferentes contextos organizativos (formación profesional y servicios públicos de empleo). Aunque algunas de las competencias de la profesión se pueden encontrar en otras profesiones relacionadas, no hay una formación reconocida ni un programa de aprendizaje acreditado que cubra la amplia gama de competencias y los contextos específicos en los que van a trabajar muchos de los *job brokers*, es decir, mediando directamente entre los empleadores, los solicitantes de empleo y los proveedores (FP y programas de empleo) en los mercados laborales.

Esta guía ha sido diseñada de manera que sirva de apoyo a los *job brokers* para que identifiquen y definan sus propias necesidades de desarrollo y aquellas áreas que pretenden desarrollar. El papel del *job broker* emerge a medida que se producen cambios en la provisión pública de

servicios a los desempleados en toda Europa, pero, dado que la amplia combinación de habilidades, conocimientos y competencias que se requieren para realizar el trabajo está creando una nueva «profesión», actualmente no hay una «formación» reconocida o «cualificación» a nivel europeo que cubra este ámbito.

Nos gustaría cambiar esto. Mientras tanto, como parte del mismo proyecto que ha diseñado esta guía, los socios ya han desarrollado, probado y publicado un Programa Curricular, que contiene una serie de módulos y material de aprendizaje, diseñados para respaldar la consecución de los objetivos de aprendizaje que, a su vez, se han alineado con los requisitos del perfil ocupacional del *job broker*.

El programa curricular está diseñado para que los *job brokers* lo usen de manera flexible, con un aprendizaje abierto y en «sesiones de acción-aprendizaje», en los que los grupos de *job brokers* existentes, los aspirantes y otros profesionales que cumplen uno o más aspectos del perfil puedan trabajar conjuntamente en los ejercicios de aprendizaje para desarrollar sus conocimientos y habilidades.

A largo plazo, las organizaciones en la asociación Job Broker se comprometen a poner en práctica lo aprendido a partir del desarrollo del Currículo, y elaborar y probar los materiales de aprendizaje para estudiar cómo se puede validar y certificar el mismo. En última instancia, esto dará beneficios, como la garantía de que los solicitantes de empleo reciban apoyo de primera clase de profesionales cualificados, consejeros especialistas que tendrán conocimientos independientes, evaluados y actuales de la práctica y de las oportunidades de trabajo en red. Dichos beneficios ayudarían a atraer a personal altamente cualificado y que dicho personal se quede en esta profesión emergente.

Puede obtener más información acerca del desarrollo del currículo Job Broker, y mantenerse al día con nuestros planes de crear nuevas calificaciones y certificaciones para los *job brokers* a nivel europeo uniéndose a nuestra red y accediendo a nuestra página web: <http://www.projectsgallery.eu/job-broker>.

Sin embargo, sabemos que hay muchos profesionales en Europa que trabajan como *job brokers* de manera aislada, y que no pueden beneficiarse de la organización de cursos de formación que se basen en nuestro Programa Curricular o participar en una «sesión de acción-aprendizaje» con compañeros. En otras palabras, está desempeñando un trabajo exigente, pero en lo que se refiere al desarrollo profesional específico, está solo. Por lo tanto, hemos diseñado esta Guía Autónoma de Aprendizaje como recurso «autónomo» para que lo use sin necesidad de un grupo de trabajo o de participar en un programa o curso estructurado de aprendizaje.

Comprendemos que algunas personas estarán muy cualificadas en algunos aspectos o tendrán mucha experiencia en ciertas áreas directamente relacionadas con este papel, pero puede que les falten conocimientos o experiencia en otras. De esta manera, la guía está diseñada para «centrarse en el aprendiz» y se adapta para cubrir las necesidades individuales, en función del punto de partida de cada *job broker*.

A continuación, exponemos algunos de los beneficios que puede tener el aplicar la Guía Autónoma de Aprendizaje en relación con el papel del *job broker*:

Su organización obtiene	Usted
<ul style="list-style-type: none"> Personal cualificado, lo que supone un activo para la organización 	<ul style="list-style-type: none"> Tener más competencias
<ul style="list-style-type: none"> Una mayor productividad 	<ul style="list-style-type: none"> Tener más confianza en su papel de <i>brokerage</i>
<ul style="list-style-type: none"> Una ventaja competitiva 	<ul style="list-style-type: none"> Desarrollar conocimientos específicos
<ul style="list-style-type: none"> Estándares de trabajo más altos 	<ul style="list-style-type: none"> Conciencia sobre las necesidades de desarrollo
	<ul style="list-style-type: none"> Desarrollar habilidades que le ayuden en su progreso laboral
	<ul style="list-style-type: none"> Intercambiar conocimientos y experiencias con otros
	<ul style="list-style-type: none"> Ser parte de una red emergente de <i>job brokers</i> en tu propia localidad y (a largo plazo) en Europa

En este contexto, los empleadores locales, los solicitantes de empleo y las organizaciones de FP se benefician todos de la disponibilidad de una Guía Autónoma de Aprendizaje para *job brokers*.

2. USO DE LA GUÍA

2.1 Los cinco elementos de la guía

Hemos diseñado esta guía para que sea fácil usarla de manera autónoma. Simplemente léala, haga los ejercicios y reflexione sobre el *feedback*. En las siguientes páginas, descubrirá que la guía está compuesta por cinco elementos:

- **Capítulos** – cada capítulo define un área de conocimiento, habilidades y competencias relevantes para ser un *job broker*.
- **Objetivos de aprendizaje** – cada capítulo incluye un conjunto de objetivos de aprendizaje para esa área.
- **Análisis de las Necesidades de Aprendizaje (LNA)**– mediante el que puede realizar una autoevaluación en relación con los objetivos de aprendizaje, para ver en qué punto está, y le aconsejamos que al final del capítulo vuelva al análisis para repetir la autoevaluación, una vez trabajado el capítulo.
- **Información y ejercicios** – la guía proporciona información pertinente para que la lea y después le pide que realice un ejercicio para comprobar qué ha entendido.
- **Feedback** – a cada ejercicio le seguirá una sección de *feedback* para que se tenga en cuenta.

La cantidad de tiempo que necesite para la guía dependerá de usted. Por ejemplo, cuando realice los LNA, puede que decida centrarse en ciertas áreas y saltarse otras. Sin embargo, por norma general, estimamos que, si lee toda la información, completa todos los ejercicios y revisa completamente el *feedback* de cada ejercicio, completar cada módulo le llevará entre 25 y 40 horas.

2.2 Los capítulos y los objetivos de aprendizaje

Los capítulos de la guía están diseñados para que los *job brokers* sean capaces de adquirir e identificar todos los conocimientos, habilidades y competencias que son importantes para realizar un buen trabajo como *job broker*. Los capítulos cubren cuatro áreas:

Capítulo 1 – Contexto actual del mercado laboral europeo y oportunidades laborales

El *job broker* trabaja en el punto de contacto entre el empleador, el solicitante de trabajo y los requisitos de las políticas, los programas y la financiación específicas del mercado laboral. Por lo tanto, este capítulo pone en contexto el papel del *job broker* en Europa y explora algunas de las cuestiones y tendencias actuales en esta área.

Los organismos públicos de financiación pueden ser locales (autoridades locales/ayuntamientos), regionales o agencias del gobierno central, incluido el Servicio Público de Empleo (PES). Cada uno de ellos tiene sus propios requisitos sobre cuál (los solicitantes de empleo) debe ser el público objetivo, cómo se deben proporcionar los servicios y qué actividad es considerada «elegible». Muchos tienen incluso diferentes definiciones de lo que es un trabajo. Una tendencia emergente es el creciente interés por las medidas relacionadas con el rendimiento en lo referente al progreso laboral y la sostenibilidad, conforme a la cual los servicios son contratados a través de un proceso de «pago mediante resultados». Cumplir con las obligaciones y los requisitos contractuales para dar lugar a los pagos es, por lo tanto, fundamental para las agencias y los proveedores de *job brokerage*.

Objetivos de aprendizaje
1.1 Describir las tendencias y las necesidades actuales del mercado laboral y mantener conversaciones con los solicitantes de empleo en consonancia.
1.2 Identificar fuentes relevantes de información (tendencias del mercado laboral, planes de apoyo a la formación y al empleo, oportunidades laborales, legislación laboral) y seleccionar la

información pertinente para trabajar con los solicitantes de empleo.
1.3 Describir técnicas de trabajo en red y usarlas para construir relaciones duraderas con los empleadores, con posibles socios para la cooperación y organismos de financiación para desarrollar medidas de apoyo a los solicitantes de empleo.
1.4 Describir las políticas y prioridades públicas pertinentes en relación con la financiación y la organización de servicios de <i>job brokering</i> .
1.5 Entender el punto de encuentro entre el empleador, el solicitante de empleo y los organismos de financiación de los servicios de <i>job brokering</i> .
1.6 Especificar y explicar la utilidad de los servicios de <i>job brokering</i> para los empleadores, las asociaciones de empleadores, organismos del sector y especialistas del sector.

Capítulo 2 – Trabajar de manera eficaz con los empleadores

En el segundo capítulo de la guía, analizamos el trabajo con aquellos que dan trabajo a los solicitantes de empleo, los empleadores. Las áreas que se abordan incluyen: publicitar los solicitantes de empleo ante los empleadores, emplear el *feedback* de los empleadores para mejorar el servicio, aconsejar a los empleadores en la contratación y el «apoyo en el trabajo» para los recién contratados.

Los proveedores eficaces de *job brokerage* deben ser muy proactivos a la hora de entender las necesidades de los empleadores. El trabajo directo con los empleadores incluye, en general, la búsqueda de vacantes, la planificación de los recursos humanos, el análisis detallado de las funciones y de las especificaciones personales, asignar las vacantes a los solicitantes de empleo, hacer una criba de los participantes, ayudar en las entrevistas y poner a prueba. Por lo tanto, buscamos saber cómo establecer y mantener buenas relaciones con los empleadores y que estos estén satisfechos, así como tener en cuenta los incentivos de financiación pública para los empleadores.

Objetivos de aprendizaje

2.1 Seleccionar y aplicar métodos de contratación (directos, indirectos, terceras personas) para poder llegar a los posibles candidatos.

2.2 Describir los perfiles ocupacionales y hacer una lista de los correspondientes requisitos ocupacionales.
2.3 Diseñar, llevar a cabo y participar en eventos de trabajo en red y en actividades para crear vínculos fuertes con los empleadores.
2.4 Utilizar los esquemas de apoyo existentes para lograr el máximo beneficio posible para los empleadores.
2.5 Desarrollar perfiles laborales en cooperación con los empleadores y relacionarlos con los perfiles personales de los posibles candidatos.
2.6 Demostrar la capacidad de conseguir, controlar y evaluar la satisfacción del empleador como medio para la continua mejora de la calidad del servicio.

Capítulo 3 – Trabajar con los solicitantes de empleo

No cabe duda de que una de las principales funciones del *job broker* es trabajar directamente con los desempleados para ayudarles a identificar y a abordar los obstáculos que les impiden acceder al trabajo y tener oportunidades laborales. Los solicitantes de empleo necesitan mucho apoyo a niveles diferentes de complejidad y están en distintos niveles en lo que a preparación para el trabajo se refiere. Las personas desempleadas pueden ser complejas y puede que el *job broker* encuentre muchos obstáculos a la hora de introducirles en el mercado laboral, como problemas de salud, adicciones, deudas o vivienda precaria.

Por lo tanto, este capítulo cubre la necesidad de dar información, consejo y orientación y, a la vez, comprender la importancia de capacitar a los solicitantes de empleo para que se hagan responsables de sus vidas. También busca averiguar cómo prepararles para trabajar, cómo asignarles las vacantes y utilizar herramientas TIC para ello, cómo mantenerles motivados y cómo apoyarles para asegurar resultados sostenibles. La evaluación inicial de las necesidades y los planes de acción son fundamentales para este proceso, que debería ser una identificación sistemática de todas las necesidades del solicitante de empleo, incluidas las habilidades básicas, las habilidades profesionales e interpersonales como la confianza y la autoestima, que generalmente valoran mucho los empleadores.

Objetivos de aprendizaje
3.1 Especificar y probar el enfoque de empoderamiento.
3.2 Describir diferentes técnicas de orientación y usarlas para apoyar de manera óptima a los solicitantes de empleo a encontrar trabajo (realización de solicitudes, preparación para las entrevistas).
3.3 Describir y diferenciar los métodos para elaborar perfiles y evaluar a los solicitantes de empleo, y elegir los métodos apropiados para contextos o solicitantes de empleo específicos.
3.4 Explicar las fuentes de conflicto y de la desmotivación de los solicitantes de empleo y aplicar las técnicas de gestión y motivación apropiadas.
3.5 Identificar las necesidades de apoyo específicas que suponen un obstáculo para los solicitantes de empleo a la hora de conseguir una colocación laboral (problemas psicológicos, deudas, vivienda, bienestar) y derivarles al experto pertinente.
3.6 Desarrollar un plan de acción en cooperación con el solicitante de empleo.
3.7 Aplicar las técnicas de comunicación adecuadas en función del entorno, los propósitos y los grupos objetivo.

Capítulo 4 – Adoptar un enfoque centrado en el solicitante de empleo (gestión de casos)

Por último, un aspecto importante del trabajo del *job broker* es adoptar un enfoque centrado en el solicitante de empleo, que incluya todos los aspectos de la gestión de proyectos. Dado que el *job broker* tiene que combinar múltiples tareas y colaborar con múltiples partes interesadas, y, a menudo, tiene que cumplir con plazos, este capítulo le proporcionará la orientación necesaria para saber cómo planificar y priorizar el trabajo, categorizar los grupos objetivo, reflexionar sobre cómo mejorar el trabajo, promover el trabajo en equipo, y mucho más.

Objetivos de aprendizaje
4.1 Explicar el enfoque para la gestión de casos y organizar los procesos de <i>job brokering</i> en consonancia.

4.2 Identificar a los proveedores de los servicios de apoyo relacionados (por ejemplo, gestión de deudas, proveedores de formación, etc.) y derivar a los solicitantes de empleo en función de sus necesidades.
4.3 Categorizar los diferentes grupos objetivo tanto de solicitantes de empleo, como de empleadores y sus necesidades específicas.
4.4 Desarrollar procedimientos, protocolos y estándares eficaces para todas las fases del proceso de <i>brokering</i> , incluidas las actividades de seguimiento tras la colocación inicial.
4.5 Utilizar las relaciones con las partes interesadas y, concretamente, con otros proveedores de <i>job brokering</i> para concentrar las fuentes organizativas y desarrollar los servicios de <i>job brokering</i> que mejor cubran las necesidades de los grupos objetivo específicos.
4.6 Autoevaluar y reflexionar sobre la práctica profesional propia para contribuir al continuo desarrollo profesional y al bienestar psicológico.

2.3 Información, ejercicios y *feedback*

Esta guía autónoma ha sido diseñada para ayudarle a identificar y desarrollar los conocimientos, las habilidades y las técnicas relevantes para su trabajo como *job broker*, y para que pueda comprender mejor la situación laboral del *job brokering*. Contiene conocimientos previos importantes y ejercicios que le permitirán mejorar sus habilidades como *job broker* en diversas situaciones.

Todos estos capítulos incluyen ejemplos, caso prácticos y actividades de aprendizaje que le ayudarán a trabajar y, cuando corresponda, a comprender mejor los conceptos relacionados con la profesión de *job broker*. Una vez haya terminado la guía, deberá tener una idea completa del perfil de la profesión, sus diversos aspectos y cómo trabajar como *job broker* con éxito. Las actividades y el *feedback* están estructurados de manera que le permitan centrarse en las situaciones reales y los retos a los que probablemente va a hacer frente, y que proporcione soluciones y planes para su continuo desarrollo.





En esta Guía Autónoma de Aprendizaje encontrará material de aprendizaje que hemos diseñado para apoyarle. El material de aprendizaje ha sido diseñado para promover la auto reflexión y



animarle a explorar, investigar y revisar. Contiene tareas, ejercicios y reflexiones. También sugiere ciertas áreas para investigar y para encontrar referencias.

Cada capítulo empieza con una **Evaluación de Necesidades de Aprendizaje**. El propósito de esta autoevaluación inicial es ayudarle a identificar el punto hasta el que tiene que desarrollar áreas específicas en relación con el perfil ocupacional del *job broker* y los objetivos de aprendizaje propuestos el capítulo.

Trabaje en ello atentamente y piense detenidamente en ello, puede que le sorprenda la cantidad de cosas que cree que ya sabe, así que será interesante ver qué opina una vez haya terminado el capítulo.

A lo largo del capítulo encontrará las siguientes actividades:

	<p>CASO PRÁCTICO – de personas, servicios o situaciones. A los casos prácticos les sigue, normalmente, una serie de ejercicios para que los complete con sus observaciones sobre el caso.</p>
	<p>EJEMPLO – a la hora de debatir conceptos o cuestiones, a veces no hay mejor manera de ilustrar las cosas que dando un ejemplo.</p>
	<p>TAREA – Ahora toca trabajar. Cuando vea este símbolo, significará que debe realizar una tarea, normalmente en forma de redacción</p>
	<p>INVESTIGACIÓN – se le pedirá que realice su propia investigación sobre un tema.</p>

	RESOLUCIÓN DE PROBLEMAS – le presentamos un reto. ¿Es capaz de dar con la solución?
	LISTAS – aquí se encontrará una lista en la que se le pedirá que decida qué aplicar o que describa los puntos fuertes o débiles u otras características que se aplican a esos puntos de la lista.

Lea la guía detenidamente y siga las instrucciones cada vez que se le pida realizar un ejercicio. Los ejercicios han sido diseñados de tal manera que se presupone que es usted un «aprendiz autónomo», es decir, que no forma parte de ningún curso, aunque en alguna ocasión puede que se le pida ponerse en contacto con alguien para completar el ejercicio. Dado que realiza los ejercicios de manera autónoma, una vez que lo haya hecho encontrará esto al final de cada ejercicio:



En cada caso, tras completar una de las actividades expuestas anteriormente, la guía resumirá ciertos puntos del *feedback* para que los tenga en cuenta. Normalmente, el feedback no «está bien o mal», sino que está diseñado para animarle a reflexionar sobre cómo ha respondido el ejercicio.

Cada capítulo concluye con la **Evaluación de Necesidades de Aprendizaje**. La idea es que vea hasta qué punto le ha ayudado el capítulo a abordar cualquiera de las necesidades de aprendizaje que había identificado previamente. También puede darle la oportunidad de reflexionar sobre si su evaluación inicial era correcta o si sobrevaloró o infravaloró sus conocimientos y experiencias.

Por último, tenga en cuenta que el material de aprendizaje no pretende ser un sustituto para llevar a cabo el trabajo de *job broker* con los solicitantes de empleo reales. Sin embargo, esperamos que le sirva de ayuda y que complemente y mejore su experiencia práctica.

2.4 Verificación inicial – ¿en qué punto se encuentra?

Empecemos haciendo una autoevaluación rápida con el **Perfil Ocupacional y los Estándares del Job Broker**. Se ha hecho referencia a ello anteriormente en el capítulo y, a modo de recordatorio, puede encontrarlo aquí: <http://www.projectsgallery.eu/job-broker/occupational-profile/>

Lea el perfil y tenga en cuenta todos sus aspectos. ¿Le resultan familiares los diferentes elementos? ¿Algunas áreas son nuevas y otras no? Para abordar esto de manera más científica, empecemos haciendo un Análisis de Necesidades de Aprendizaje detallado (similar al Análisis de Necesidades de Formación o TNA).

En la siguiente tabla encontrará en la columna de la izquierda cada una de las áreas principales de actividad que se definen en el perfil. Reflexione sobre ellas de una en una, e indíquese a sí mismo en la columna de la derecha hasta qué punto cree que debe desarrollar cada área. Esto le dará un «resumen» de cómo ve su propio nivel en cuanto a conocimientos, habilidades y experiencia en cada caso.

Perfil ocupacional y estándares de Job Broker – Áreas de actividad	¿Hace falta desarrollarlo más?		
	Sí	Quizás	No
COMUNICACIÓN EFECTIVA			
• Conocimientos sobre comunicación escrita, oral y a través de las TIC para simplificar y clarificar toda la comunicación con los solicitantes de empleo y los empleadores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Conocimientos en el campo de los recursos humanos para ser capaz de ayudar a los solicitantes de empleo de manera profesional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perfil ocupacional y estándares de Job Broker – Áreas de actividad		¿Hace falta desarrollarlo más?		
		Sí	Quizás	No
•	Conocimientos sobre el mercado laboral; cómo evaluar la situación actual y futura para ayudar a los empleadores a contratar y formar a los solicitantes de empleo en los campos adecuados.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Conocimientos sobre orientación para ayudar a los solicitantes a mejorar, desarrollar, adquirir nuevas habilidades, lograr el éxito personal y conseguir sus objetivos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Habilidades para las entrevistas, escucha activa, conversación inspiradora y resolución de problemas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Habilidades de comunicación con diferentes nacionales, diferentes mentalidades y diferentes religiones para evitar los prejuicios.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Habilidades comerciales para poder convencer a los solicitantes de empleo y a los empleadores para buscar oportunidades en el mercado laboral en rango más amplio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Habilidades para interpretar las expresiones faciales y el lenguaje corporal para comprender mejor los mensajes reales de los solicitantes de empleo y de los empleadores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Manejar las emociones de los solicitantes de empleo, encaminándoles así hacia la dirección deseada para conseguir los objetivos deseados.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Tener iniciativa y estar organizado trabajando en un espectro amplio de solicitantes de empleo y empleadores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMPROMISO				
•	Conocimientos sobre políticas de publicidad y técnicas de trabajo en red.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Identificar la información sobre el mercado laboral actual en lo que se refiere a tendencias y necesidades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Conocimientos sobre la formación y los planes de apoyo al empleo, incentivos para las prácticas y otros programas de apoyo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Tener conocimientos sobre varios métodos de contratación (directos, indirectos, terceras personas) para llegar a los posibles candidatos y ponerse en	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perfil ocupacional y estándares de Job Broker – Áreas de actividad		¿Hace falta desarrollarlo más?		
		Sí	Quizás	No
	contacto tanto con los solicitantes de empleo como con los empleadores.			
•	Tener conocimientos sobre contratación y el proceso de selección.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Describir la legislación laboral básica y los prerequisites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Diseñar, organizar y participar en eventos de trabajo en red y actividades que tengan como objetivo el desarrollo de vínculos fuertes para los solicitantes de empleo (solicitantes – empleadores).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Diseñar acciones para implicar a los empleadores en diferentes actividades para aumentar la efectividad de la entrada en el mercado laboral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Combinar las necesidades de los solicitantes de empleo con los planes de apoyo existentes tanto para los solicitantes de empleo como para los empleadores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Aplicar varios métodos de contratación para combinar las necesidades de los empleadores con los perfiles de los solicitantes de empleo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Identificar nuevas oportunidades comerciales y convertirlas en puestos vacantes de manera eficaz, en función de las necesidades de contratación y las expectativas de los empleadores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Controlar los procesos de empleo que conectan a los solicitantes de empleo con los posibles empleadores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Instruir a los empleadores en la comprensión y combinación de sus necesidades de contratación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GESTIÓN DE CUENTAS				
•	Seleccionar – Conocimientos sobre cómo seleccionar la información importante sobre los solicitantes de empleo y el mercado laboral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Resumir – Tener conocimientos sobre cómo resumir todos los conocimientos y la información.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Entrevistar – Realizar una entrevista a los solicitantes y a los empleadores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Apoyar – Tener conocimientos para apoyar de forma óptima a los solicitantes de empleo y a los empleadores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Evaluar – Conocimientos sobre cómo evaluar las necesidades de los solicitantes de empleo y los empleadores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Estimar – Conocimientos sobre cómo evaluar la situación del mercado laboral y la posición del solicitante de	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perfil ocupacional y estándares de Job Broker		¿Hace falta desarrollarlo más?		
– Áreas de actividad		Sí	Quizás	No
empleo.				
•	Evaluar – Evaluar las características y las necesidades personales (elaboración de perfiles).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Equilibrar – Equilibrar las necesidades de los solicitantes de empleo (solicitantes de empleo y empleadores) escogiendo la ruta de financiación atentamente para asegurar que las obligaciones contractuales no les llevan a puestos que apenas conocen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Comparar – Comparar el potencial de cada solicitante de empleo con los deseos y expectativas de los empleadores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Recomendar – Recomendar a los solicitantes de empleo propuestas personalizadas para la colocación laboral correcta.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Apoyar – Respaldo las expectativas y las necesidades (solicitantes y empleadores) en la identificación de las mejores soluciones para la contratación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Proponer – Proponer a los solicitantes de empleo los pasos adecuados para la planificación de acciones (gestión de la información), las mejores medidas para avanzar hacia el trabajo y el trabajo correcto.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Organizar – La capacidad de organizarse, organizar el trabajo, todo lo que los solicitantes de empleo y los empleadores necesitan para una colocación laboral adecuada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Solucionar – Encontrar las mejores soluciones posibles (solicitantes de empleo y empleadores).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORIENTACIÓN Y TUTORIZACIÓN				
•	Conocimientos y comprensión sobre asesoramiento laboral personal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Conocimientos y comprensión de la comunicación en lo que se refiere a la comunicación de instrucciones, proporcionar <i>feedback</i> y escuchar para comprender.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Conocimientos y conciencia de la mejora del rendimiento del usuario mediante el establecimiento de objetivos de rendimiento, trabajando en la reflexión (aclaración de dichos objetivos, mejora mediante la recompensa, lidiar con el fracaso a través de la motivación y evaluación de los puntos fuertes y de los débiles).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perfil ocupacional y estándares de Job Broker – Áreas de actividad		¿Hace falta desarrollarlo más?		
		Sí	Quizás	No
•	Conocimientos y comprensión de las relaciones en lo que se refiere a la empatía para crear confianza, motivar a los usuarios, trabajar con sus problemas personales y hacer frente a las situaciones difíciles de la manera correcta.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Comprender como gestionar respondiendo a peticiones específicas de los usuarios y realizar un seguimiento.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Proporcionar orientación, <i>feedback</i> y guiar para asegurar un buen rendimiento.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Establecer y dejar claros los objetivos con el usuario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Desarrollar un plan para cumplir con las tareas y las responsabilidades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Asegurarse de que los miembros tienen una definición clara y comprenden su papel y sus responsabilidades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Alinear las expectativas con los miembros.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Promover el <i>feedback</i> para la mejora.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Motivar a los solicitantes de empleo para que establezcan objetivos definidos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Empatía – <i>Bluetooth</i> /inteligencia emocional tanto con los solicitantes de empleo como con los empleadores para alinear sus objetivos y lograrlos .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TRABAJO EN COLABORACIÓN				
•	Los programas y servicios de apoyo existentes para los solicitantes de empleo, así como los planes de financiación para apoyar a los solicitantes de empleo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Los sectores comerciales o empleadores específicos que dan oportunidades laborales a los solicitantes de empleo (con discapacidad).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Otros proveedores de servicios de <i>job brokering</i> en la región (comparar los servicios ofertados).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Categorizar diferentes grupos objetivo (solicitantes de empleo y empleadores) y sus necesidades específicas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Distinguir las diferentes partes interesadas (solicitantes de empleo, empresas, proveedores de servicios de <i>job brokering</i> , instituciones de FP, organismos públicos de financiación) y sus fundamentos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Identificar a grupos objetivo específicos, a posibles socios para la cooperación y a la competencia, así como nichos en el mercado laboral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Establecer relaciones a largo plazo con posibles socios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perfil ocupacional y estándares de Job Broker		¿Hace falta desarrollarlo más?		
– Áreas de actividad		Sí	Quizás	No
para la cooperación y con organismos de financiación para desarrollar medidas de apoyo a los solicitantes de empleo.				
•	Utilizar las relaciones con otros proveedores de <i>job brokering</i> , organismos de financiación, etc. para identificar las brechas en la provisión del servicios de <i>job brokering</i> para los solicitantes de empleo (con discapacidad) y grupos específicos de solicitantes de empleo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Discutir con otros proveedores de <i>job brokering</i> los grupos objetivo específicos de solicitantes de empleo y de empleadores en los que deberían concentrarse los diferentes servicios y para adaptar los servicios de la propia organización para optimizarlos para cubrir necesidades específicas o llegar a determinados grupos objetivo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Desarrollar conjuntamente procesos de comunicación, procedimientos de trabajo y estándares como base para un servicio de <i>job brokering</i> de calidad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Ser el responsable de establecer relaciones a largo plazo y de cooperar con otros proveedores de <i>job brokering</i> , empresas y proveedores de medidas de apoyo a los solicitantes de empleo, instituciones de FP, organismos públicos de financiación, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Ser el responsable de utilizar las relaciones con otras partes interesadas y, concretamente, con otros proveedores de <i>job brokering</i> para concentrar los recursos organizativos y desarrollar los servicios de <i>job brokering</i> que mejor cubran las necesidades de los grupos objetivo específicos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PROFESIONALIDAD				
•	Explicar qué significa la conducta profesional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Enumerar los posibles valores profesionales (por ejemplo, responsabilidad, integridad, confidencialidad, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Recordar y explicar principios y técnicas avanzadas de atención al cliente (por ejemplo, escucha activa y empatía).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Enumerar las técnicas para construir la confianza en uno mismo para un mayor éxito en el trabajo como <i>job broker</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perfil ocupacional y estándares de Job Broker		¿Hace falta desarrollarlo más?		
– Áreas de actividad		Sí	Quizás	No
•	Describir el tono de voz y el lenguaje corporal que debería usarse en caso de conflicto.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Definir la cultura de lugar de trabajo y enumerar sus características. Explicar por qué es importante ser consciente de la cultura del lugar de trabajo cuando se trabaja como <i>job broker</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Enumerar los principios fundamentales de la gestión del tiempo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Describir los principios de un trabajo en equipo eficaz (por ejemplo, el equipo como entidad, valorar a cada miembro, papeles claros, objetivos grupales, comunicación eficiente, iniciativas y recompensas, trabajo en equipo como proceso de aprendizaje, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Establecer criterios para la autoevaluación.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Aplicar principios y técnicas avanzadas de cuidado del cliente, como la escucha activa y la empatía para asegurar la satisfacción del cliente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Evaluar las expectativas del cliente usando diversas herramientas y técnicas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Comunicarse y realizar transacciones comerciales dentro de los marcos éticos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Aplicar con éxito los principios de resolución de conflictos para resolver problemas con los empleadores y los clientes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Identificar las posibles soluciones para problemas con empleadores y con los clientes y aplicar las técnicas de toma de decisiones para evaluar las opciones para dar con la mejor solución.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Emplear los principios de colaboración para lograr los mejores resultados posibles para los empleadores y para los clientes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Planear el día para asegurar que se cumplen todos los plazos.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Autoevaluarse basándose en los criterios de autoevaluación y decidir mejorar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Demostrar tener compromiso organizativo tanto a los empleadores como a los clientes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Probar que se tiene la capacidad de lograr la satisfacción del cliente y controlarla y evaluarla como medio de constante mejora de la calidad del servicio de atención al cliente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Apreciar la importancia y probar que se tiene conciencia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perfil ocupacional y estándares de Job Broker – Áreas de actividad	¿Hace falta desarrollarlo más?		
	Sí	Quizás	No
sobre la cultura del lugar de trabajo.			

¿Qué le parece? ¿Puede identificar las áreas del perfil en las que más ha profundizado? ¿Cree que debería desarrollar más alguna de ellas? Le recomendamos que vuelva a esta comprobación inicial cuando haya completado la guía y revise sus respuestas. La experiencia nos demuestra que puede que en el proceso de trabajo del material de aprendizaje los *job brokers* sobrevaloren o infravaloren sus conocimientos en diferentes áreas.

Cada uno de los capítulos que sigue a esta introducción tiene su propia Evaluación de Necesidades de Aprendizaje, que está estructurada de manera diferente. En ella, tendrá la oportunidad de realizar una evaluación de acuerdo con el capítulo en el que esté y puntuarse, y, cuando haya completado el capítulo, deberá volver a la evaluación y realizarla de nuevo para ver si puede identificar en qué han progresado sus habilidades, sus conocimientos y su comprensión. Estos son los capítulos:

Capítulo 1 – Contexto del mercado laboral europeo actual y oportunidades laborales

Capítulo 2 – Trabajar de manera eficiente con los empleadores

Capítulo 3 – Trabajar con los solicitantes de empleo

Capítulo 4– Adoptar un enfoque centrado en el solicitante de empleo (gestión de casos)

¡Bien! – ¡Ya está preparado!

Notas

Chapter 1

Current EU Labour Market Context and Employment Opportunities

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What is this chapter about?

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 Chapter puts the role of the Job Broker in its European context and explores some of the current issues and trends in this area.

Public funding bodies can be local (local authorities/municipalities), regional and central government agencies, including the Public Employment Services (PES). Each funder has their own requirements about who (the job-seekers) must be targeted, how services should be delivered and what is deemed 'eligible activity'. Many even have different definitions of what a job is. An emerging trend is the increased focus on performance related measures in terms of job progression and sustainability, where by the services are commissioned through a process of 'Payments by Results'. Meeting contractual obligations and requirements to trigger payments is therefore vital for Job Brokerage agencies/providers.

So, Job Brokers do not exist in a vacuum! Working with job-seekers and employers to broker job solutions takes place in local labour markets and 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 or 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 publicly-funded employment and training provision.

Learning objectives

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

1.1 Describe current labour market trends and needs and conduct conversations with job-seekers accordingly.
1.2 Identify relevant sources of information (labour market trends, training and employment support schemes, employment opportunities, labour law) and select relevant information working with job-seekers.
1.3 Describe networking techniques and use them to build up long-term relationships with employers and possible cooperation partners and/or funding bodies for support measures for job-seekers.
1.4 Describe relevant public policies and priorities in relation to the funding and organisation of job-brokering services.
1.5 Understand the interface between the employer, job-seeker and funder of Job Brokering services. Illustrate possible role conflicts and demonstrate the means to overcome them.
1.6 Specify and explain the use of Job Brokering services for key employers, employer associations, sector bodies or industry specialists.

Before we look at this area in detail, let's begin with a self-appraisal of your knowledge, skills and understanding in this area with the Learning Needs Assessment table below.

Using a scale where **1 = poor (development fully needed)**, **5 = fair/satisfactory (development partially needed)** and **10 = excellent (no development needed)**. Consider each requirement in turn, and estimate your 'level' in each case: so, to what extent can you ...?

Job requirement	Level of knowledge, skills, experience or understanding (as appropriate).									
Identify issues that arise from using knowledge of the trends in the labour market, in terms of (a) identifying growing areas of skills shortages and job vacancies and (b) seeking to 'match' the job-seeker(s) to these trends	1	2	3	4	5	6	7	8	9	10
Describe competences or qualities that can be developed relatively quickly in job-seekers in order to respond to potentially beneficial labour market trends	1	2	3	4	5	6	7	8	9	10
Identify the issues that the job-seekers may face when considering work opportunities that are not local and work with them to assess if these opportunities are realistic or practical for them.	1	2	3	4	5	6	7	8	9	10
Specify the resources that you need to prepare for work with the job-seeker(s) in order to identify relevant vocational education and training providers/schemes and public employment programmes	1	2	3	4	5	6	7	8	9	10
Recognise the different types of provision and programmes that are relevant to all of the job-seekers, and distinguish with those which target specific needs and specific groups.	1	2	3	4	5	6	7	8	9	10
Identify the sources of guidance and information that can be made available to employers and industry associations to support them in taking on unemployed	1	2	3	4	5	6	7	8	9	10

job-seekers to fill vacancies										
Explain the main techniques to (a) broker employment between unemployed job-seekers and employers (b) stay in touch with both parties to support the sustainability of the arrangement.	1	2	3	4	5	6	7	8	9	10
Identify the main indicators that are used to measure the impact and effectiveness of your service (including any 'payment by results' arrangements).	1	2	3	4	5	6	7	8	9	10
Identify at least 3 main public policies that affect Job Brokerage services in your country and describe the ways that they affect your work.	1	2	3	4	5	6	7	8	9	10
Describe the "payment by results" system (i.e. could you list at least 3 'results' a Job Broker might be expected to achieve.	1	2	3	4	5	6	7	8	9	10
Compare 3 positive and 3 negative aspects of payment by results	1	2	3	4	5	6	7	8	9	10
Distinguish the expectations of: A) an employer b) employee c) funders	1	2	3	4	5	6	7	8	9	10
Describe how you would involve job-seekers and employers for the benefit of all parties involved in a public funded programme	1	2	3	4	5	6	7	8	9	10
Describe 3 typical conflicts that a Job Broker may have to deal with in order to achieve a satisfying outcome for all parties involved	1	2	3	4	5	6	7	8	9	10
Prepare a 20' presentation to a prospective employer in order to sell your brokerage service to them	1	2	3	4	5	6	7	8	9	10
List of all the services that a Job Broker may offer to an employer, comparing how these services are provided now, and why Job Brokerage is a better solution	1	2	3	4	5	6	7	8	9	10
Identify the challenges that you think most probably a	1	2	3	4	5	6	7	8	9	10

Job Broker will face when having to explain the use of brokering services to key employers, employer associations, sector bodies or industry specialists.										
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In the sections below, we will provide you with some narrative and ask you to complete a set of exercises. Each one has feedback – make a note of your responses and your thoughts about the feedback – since at the end of the Chapter we will ask you to return to this Needs Analysis to see if any of your responses have changed.

1.1 Describe current labour market trends and needs and conduct conversations with job-seekers accordingly.

Someone may say that it is “stating the obvious” when advocating that the 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 Broker partners undertook a research study in their own

country. This was a comprehensive exercise and a considerable amount of detail was gathered and analysed. You can find the results of this analysis on the website of the project <http://www.projectsgallery.eu/job-broker>

ACTIVITY 1.1.1



Consider the results set out in the analysis on the website link above. What is the unemployment situation in your country? How does it compare to other parts of Europe?

Why is there such difference?

Can you find the 10 most popular vacancies in your country? In other parts of Europe?

Now can you also find the most popular educational pathways for each of those vacancies?

Are the educational (qualification) requirements the same for each vacancy in each country – or are there any differences?

If there are differences, how could you help job-seekers to address them?



This exercise is intended to help Job Brokers to use their knowledge in order to gain a more holistic approach of the overall educational and employment situation both in their own countries and in other parts of Europe. The information needed to do this can be found in relevant websites of the European Commission, for instance

http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics

International information is also available on the site of several economic blogs and e-zines: for instance Forbes www.forbes.com, or the International Labour Organisation (ILO) www.ilo.org.

By comparing the difference in the unemployment rates, you can understand how the different economic, educational, social situations are affecting the labour market and therefore impacting upon the job-seeker. Researching both the popular vacancies and the education and training requirements to meet them will help you to identify whether there is an incompatibility between the education requirements and the vacancies on offer. This is actually a situation that varies considerably among countries, and if you look a bit deeper you may identify those skills that may be transferable amongst disciplines and as a result come up with a plan of how you can address these differences.

For example: In Greece acquiring and a University Degree in Economics science is very prestigious and therefore sought-after. However, an economics graduate has a very theoretical knowledge of several disciplines. They have the professional entitlement to work as accountants, but they may not have the capability; an economist may possess the theoretical knowledge of accounting but lack enough practice hours. Therefore they may not have as thorough knowledge as a graduate of a University of Applied science – which may not be traditionally seen as being as prestigious - but with accounting being a very popular vacancy at

the moment, a Job Broker could offer several choices for an economist to enter the accountancy job market, such as vocational training courses, non-formal adult education or internships, which will help them to get their foot on the accounting ladder, with having the prestige of a University degree.

Transferable Skills - When seeking employment and after having followed a specific education and employment route, someone who finds themselves out of work may think that a lack of relevant, industry-specific experience will stop them from getting a job - but this is not always the case. Whether a job-seeker would like to change career – or is perhaps forced to consider a change; whether they have recently graduated, or are looking for their first job, and are nervous about how their skills will match to the requirements of the current job market, the Job Broker has a motivating role to help them to understand that one of the key attributes that is fought by employers is ‘potential’.

It is vital, therefore, that they can identify their own potential by demonstrating the transferable skills that they have developed already. Employers are often looking for abilities and qualities that they recognise to be present in the most effective employees. These soft skills, such as being able to communicate effectively in a variety of situations, showing initiative, creativity and integrity, and having a good work attitude, are valuable across all industries.

ACTIVITY 1.1.2

From your experience, can you identify five typical competences that are transferable or can quickly be developed amongst your job-seekers?

- 1.
- 2.
- 3.
- 4.
- 5.

Were you able to identify five? Can you think of anymore?



When completing this activity, of course you may have had a specific group of job-seekers in mind. However, the common features of the group may not have to do with the competences and skills *per se*. They may be, for example, young unemployed people on a vocational education programme, or they may have higher education degrees. A good way to start is to find out the skills that those people with different educational backgrounds have in common and how those skills were developed. They may have acquired them through previous employment, school, apprenticeships, internships, formal and informal training, hobbies, and volunteer experiences.

The Princeton University career service suggests that those skills fall under the categories of: interpersonal skills, organisation skills, leadership skills and communication skills. This list does not include the ‘hard’ or technical skills that are specific to a very particular job. While some of these acquired skills can also be transferable, “soft skills” are widely transferable between occupations; a hairdresser and a salesperson are two examples of where people can use their good “people skills”.

The importance of these kind of skills and the knowledge and aptitudes that come with them is set out in, for instance, the European Reference Framework (ERF) for Lifelong Learning. The ERF sets out eight key competences that are all considered important, because each of them can contribute to having a successful life in our modern, knowledge-based society. These eight key competences are:

1. Communication in the mother tongue
2. Communication in foreign languages

-
3. Mathematical competence and basic competences in science and technology
 4. Digital competence
 5. Learning to learn
 6. Social and civic competences
 7. Sense of initiative and entrepreneurship
 8. Cultural awareness and expression

You can find the whole ERF here: <https://www.erasmusplus.org.uk/file/272/download> . The ERF was created as a reference framework for countries to use when designing or revising their education and training systems. You should therefore be able to see these competences expressed in some way in your own system for training and education.

Moving for employment - A lot of people are migrating, and a lot more are thinking about it, in order to find employment. Migration to find work is a very old phenomenon and has been with us for many for centuries now. Nowadays, there is increasingly a global job market and both soft and hard skills can be transferrable in jobs in the same or different sectors, in different countries. The European Union wants to make this process easier – at the very least it wants to remove barriers to it – and is constantly trying to align qualifications throughout Europe with tools as ECVET and ECTS, with alignment of degrees obtained in different countries around the globe, through the use of NARIC offices, as well as the free movement of EU citizens in employment positions throughout the EU.



ACTIVITY 1.1.3

You have a job-seeker that he/she are unemployed for quite some time. They are at the point of considering migrating in order to find employment. What would you advise them to do? How would you guide them to take a decision that is both practical and realistic for them?



After considering the options with your job-seeker, you may both have reached the conclusion that relocating to another country for employment is an option filled with potential but also full of uncertainties. Your job-seeker is likely to ask questions, just some of which may include “Would I be able to cope with the new language? What are the job prospects? How is the money? What about the social and health systems? How easy is it to be accepted in a new society? Will I be able to create a good network there? What are the implications if I take my family?”

A good tool that can provide a starting point to help them is EURES <https://ec.europa.eu/eures/public/homepage> . The job-seeker, with the Job Brokers help, can find extensive information on how to work and live in another country in Europe. Furthermore there are several forums and sites that a Job Broker can utilize where those that have already migrated provide advice to those who may follow them, concerning working and living in other countries. Some examples include:

<https://www.expatica.com/>;

<http://www.expatsforum.com/>;

<https://www.iamexpat.nl/>

Discussing with people that are already experiencing living and working abroad is a great way to find out more about the ‘pro’s and con’s’ and whether it is something that job-seekers are willing to do or even looking forward to doing.

It is important for job-seekers to understand that they might face difficulties but there is always help available and that there is always the option to change their minds.

1.2 Identify relevant sources of information (labour market trends, training and employment support schemes, employment opportunities, labour law) and select relevant information working with job-seekers

Career choice is developed as a result of one's surroundings, family, friends, circumstances, personal beliefs, motivation and other considerations. All these factors are elements that influence a career path and employment opportunities. Therefore those concepts are seldom simply a 'straight line'. Goals that can seem clear at the beginning of a consideration can become ambiguous and new ones constantly develop. Again and again an individual has to make choices. The nature of the labour market forces people in this position more than before. Lifetime employment is no longer the norm. This has to be fully taken into account in career counselling and guidance. The Job Broker needs to be aware of each job-seeker's situation in order to help them accordingly by providing tailored advice and specific and individual steps of the individual job-seeker.

ACTIVITY 1.2.1



Shoriful is a job-seeker in Belgium*. Shoriful, who is in her early 50s, was born in Bangladesh. She studied until she was 15 and left school with some qualifications. She came to Brussels with her husband in 1975. She has five children with ages ranging from early 20s to late 30s. One of her children has learning disabilities and needs constant care. She has spent her time raising the children and caring for her son. The care of the children took all of the time of Shoriful and she did not have time to study in Belgium. She took the occasional work opportunities from time to time as a cleaner, baby sitter, and personal assistant. All the jobs

were acquired in the local community through the contacts. Shoriful has participated in language classes but not consistently and has some problems with the French language. She is active in local women's organizations and works as a volunteer for newly arrived immigrants at her local community centre. Through municipality and different projects Shoriful has developed her French language skills, computer skills and gained some work experience through volunteering. Now she has decided to get a profession in order to achieve her goal of finding employment.

Task:

Write a report or an Action Plan with all the information that will help you facilitate Shoriful into achieving her goals. Which are the relevant vocational education and training providers/schemes and public employment programmes that you could use in order to support your job-seeker to address her lack of knowledge, skills or competences to take advantage of labour market trends?

*You may change Belgium to whichever relevant country.



In order to facilitate the preparation of the report you need to answer the following questions (based on the available information):

Bear in mind that there may be a difference between goals of the job-seeker and the goals that a Job Broker would formulate. This involves some consideration of the management of expectations, particularly in relation to what may be unrealistic goals on the side of the job-seeker and how a Job Broker could deal with it.

1. What kind of goals could a Job Broker propose, based on his/her expertise and experience?

According to your expertise and situation you may consider the following:

2. Are the objectives between the job-seeker and the Job Broker likely to be similar?
What are the differences?
3. What type of relevant activities may exist to support the job-seeker at this stage?
4. What does the job-seeker need to do to set up and self monitor an action plan to achieve the objectives?
5. Does the job-seeker need tailor-made support from the network?

It is important to keep in mind that given the situation of the job-seeker (current education, employment, volunteer work) and the availability of VET providers, certification schemes and public employment programs the job-seeker and the Job Broker will manage to formulate a realistic goal acceptable by both parties. If not we should revisit the difference between the goal and the overall objective and find what is missing to close the gap.

Different programmes for different people - 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 vocational education and training (VET) provision – a professional, working in a variety of contexts (Public Employment Services, Job Counselling, VET organisations) identifying and matching learners on publicly funded VET and employment programmes into sustained job opportunities.

ACTIVITY 1.2.2

Describe the different types of VET provision and VET programmes in your country that are relevant to all of your job-seekers and which target specific needs and specific groups.



It is important to understand how your job-seekers may consist of job-seekers that share quite a lot of their characteristics and needs - but also they have specific needs and may belong to other subgroups.

For example a group of young university graduates, which may also be people with disabilities, immigrants, minorities, single mothers etc. This means they have different needs, and it may be that they can take advantage of different publicly-funded programmes that have been organised or funded to support them in terms of promoting their employment and education. Thus, all of them could take advantage of a programme that has been designed and funded to help young graduates to become entrepreneurs - but only the single mothers could take advantage of a VET programme designed to help young mothers to develop their network.

After completing this assignment you could use the results to categorise those per target group and update your information according to new public funded programmes, VET programmes, qualification and certification schemes and other provision. Furthermore it would be really interesting to see how you may be able to combine each of these in order to get the best outcome of each job-seeker.

As a Job Broker operating in a specific environment it is understandable that you will be, and become even more, experienced in specific groups thus, having categorized the programmes accordingly will help you save time in the future, time that can be used in other aspects of your occupation.

ACTIVITY 1.2.3

Make a list of the five groups that you are most experienced as a Job Broker in assisting and with the five groups that you are least experienced in helping.

Most experienced

- 1.
- 2.
- 3.
- 4.
- 5.

Least experienced

- 1.
- 2.
- 3.
- 4.
- 5.

Why do you think the above is the case?



Make a list of the approaches that you consider to be universal and those that may need to differ according to groups and circumstances.

Universal

- 1.
- 2.
- 3.
- 4.
- 5.

Different

- 1.
- 2.
- 3.
- 4.
- 5.

Please describe why this is the case :



After completing this exercise you will have given some structured consideration to understanding your job-seekers and how you are able to help each group.

There are several ways that you may use this information: On the one hand you may decide to concentrate and specialise more on the groups that you are more familiar with, especially if you feel that this is an outcome of the current situation in your country, and that those are the groups that you will be dealing mostly for the years to come.

However, you may recognise some groups that you are least experienced with, but they are salient in your country and it would be smart to put some more effort in order to gain more experience about their needs and situation. In that way you could get broaden your experience as well as that of your job-seekers and as a result, have better results as a Job Broker.

1.3 Describe networking techniques and use them to build up long-term relationships with employers and possible cooperation partners and/or funding bodies for support measures for job-seekers.

A common challenge for Job Brokers is obtaining and keeping a network of potential employers and workplaces they can match with job-seekers. Some agencies may keep track of the state of the regional labour market, while others may not. But even if this kind of information is available at for instance the regional labour office, the Job Broker may have still be able to “translate” that information for their own use, in a way that can also benefit and help develop the entire network of service providers.

Finding updated and relevant information concerning the requirements of the labour market and finding the specific employers might be difficult, as many sectors are rapidly changing in accordance to employment policies, technology developments and up and downscaling of businesses and organizations. The Job Brokers need to have a lot of information at hand in order to be able to use knowledge and information for the development of an individual action plan for their job-seekers. This should consider what positions the employers can offer youth to help them progress, while also be based on the coach's knowledge about the competence and skills level of the job-seeker.

One way of getting information first-hand is through having direct relations with the labour market; in the same way that the Job Brokers need to know their job-seekers, they will also benefit greatly if they know how to obtain information about the labour market, and how to communicate efficiently with employers. The following section will provide an outline in order for Job Brokers to be able to become aware of what information they do have as well as to challenge them to be creative about other ways of finding information.

ACTIVITY 1.3.1



Do you know the sources of information and guidance that can be made available to employers in order to support them in taking on inexperienced job-seekers to fill vacancies. Specify below.

At your convenience, approach a colleague and open a discussion on your findings? Try to find out whether they agree or if they add something?



A lot of employers, especially when it comes to SMEs, probably won't have an in-house recruitment officer, are not aware of the advantages of hiring young people. The Job Broker may take advantage of that in order to help both the employers find the right person for the job and job-seeker to find an appropriate placement. So, apart from the info that could apply to all kinds of candidate groups (CVs, educational background, professional background, skills, competences etc.), the Job Broker may make available information that have to do specifically with the group that they would like to promote.

For example that there are some public funded programmes that are subsidising the employer in order to hire inexperienced unemployed job-seekers or interns, with not a lot of experience could be easier aligned to the culture of the company, as they are not biased by their previous job.



However as a Job Broker you have always to combine what is best for both employers and job-seekers and use your resources and network to achieve the best possible outcomes! Developing a network with committed employers, will help the local network to create creative solutions to develop work experience, training, job and career orientation, voluntary work etc. for the job-seekers and thus help them to advance in their career path. An essential part of building longer

lasting relations in networks is by making sure that relevant and necessary information is easily accessible to all, and is updated, and that communication is facilitated between those who need it. All of those involved should have an equal possibility to raise issues and be heard. Moreover, depending on the employers' motivation for being in the network of employer contacts, they might have different needs for what they want out of such a network. Some might have capacity to be "actively" involved, while others might not have such capacity at all.

It is thus important for the Job Brokers to maintain good relationships with the employer network and make sure they can find common ground, where all can benefit. One typical driving motivation for an employer to become part of a network of employers in a job placement program is "social responsibility". This is the idea that businesses should balance profit-making activities with activities that benefit society; it involves developing businesses with a positive relationship to the society in which they operate.

ACTIVITY 1.3.2

Make a list of five different techniques that you could think of keeping in touch with the employers in your network and maintaining the contacts in order to have a sustainable relationship.

1.

2.

3.

4.

5.

Now that you know how to maintain your network list five different techniques that you may use in order to broker employment between unemployed job-seekers and employers.

1.

2.

3.

4.

5.



Depending on the nature of the employer network, employers (individually and in larger networks) can be involved in several ways.

For instance – here are some examples:

- through ‘Memoranda of Understanding – where local Job Brokering organisations and local employers sign a commitment on how they will work together for the benefit of job-seekers
- newsletters with information on activities, updates and “best practice stories”
- Through scheduled (annual/bi-annual) meetings where employers and other interested stakeholders can update each other (e.g. policy changes, results achieved etc.) as well as create a forum where they can network amongst each other, see what others are doing and share experiences.

Furthermore it is important as a Job Broker to have specific techniques that you may turn at any time in order to broker employment. In continuance someone could use a combination of these techniques in order to come up with a tailor made solution for each situation.

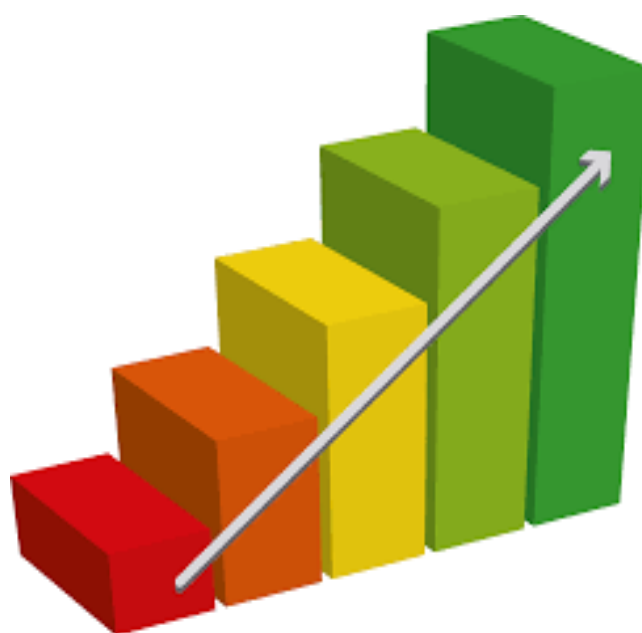
Some popular techniques that you may be using – or you may like to consider - are:

- The Recruitment Cycle <https://www.topechelon.com/blog/placement-process/what-is-full-cycle-recruiting/>
- Public speaking – at workshops, events, conferences or informal gatherings - to attract both job-seekers and Employers

-
- Acquire databases from other companies, when possible.
 - Use online available databases/social media such as LinkedIn
 - Post job advertisements
 - Search for employee referrals
 - Administer pre- employment tests
 - Meet with new potential job-seekers and conduct interviews to see what is needed in your area
 - Find various ways to present your successful outcomes
 - Take part in the selection process, assisting the employers

Of course, the final outcome would be according to your job-seekers' needs and a combination of various techniques.

Indicators to measure effectiveness - Job brokerage, as any other occupation, needs to measure its effectiveness by specific indicators. Those indicators may be qualitative or quantitative and be set against a metric standard that the Job Broker is using for measuring his/her work and according to the quality plan that is in place, or could be predefined by a public procurement that the Job Broker has undertaken as a subcontractor and is implementing on behalf of the state.



ACTIVITY 1.3.3



How aware are you of the kind of performance measures that may be used by a public body that is funding, commissioning or monitoring Job Brokerage services?

What kind of success criteria (i.e. how to measure if the service is performing) can you identify?

Why do you think these criteria /measures have been chosen?

Now you have reflected on that question, can you think of more?



For completing this exercise you might have come across a public procurement about job placement, career training, VET or adult education guidance and provision, network developing and facilitating, etc. or even a combination of those. Each procurement opportunity and/or each contract will foresee different metrics indicators – in other words, how the effectiveness of the services is to be assessed and what kind of performance measures and results are expected. Some of which may be:

- ✓ Recruitment of Participants (in terms of total numbers, length of employment, background, age, gender – or a combination)
- ✓ Initial Assessment of Participants (undertaking a specific assessment of their needs)
- ✓ Participation in a learning or job-seeking programme (how many take part, and for how long)
- ✓ Completion of the learning programme (how many of those that started completed their programme)
- ✓ Participation in an accreditation procedure (for instance, how many who completed the programme undertook some form of final assessment or examination or test?)
- ✓ Accreditation achievement (... and how many of them were successful?)
- ✓ Achievement of a job start / initial placement (how many of those who started the programme went on to start a job?)
- ✓ Job retention (how long did they stay employed e.g. for 6, 12 or even 24 months?)

1.4 Describe relevant public policies and priorities in relation to funding and organisation of Job Brokering 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. In the last activity and the feedback, we provided an indication of the kind of ‘results’ that provide these measures. 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. 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 programs 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 1.4.1 Identify at least 3 main public policies that affect Job Brokerage services in your country and describe the ways that they affect your work.



Written Assignment

Identify three main public policies concerned with supporting job-seekers in your country (for instance, different kind of wage subsidy schemes; vocational training; active labour market measures of various kinds).

How does each of these impact on how you deliver your service and your funding? How do you take this into account when working with your job-seekers?



So now you can clearly see that how your brokerage service is funded can affect how you deliver the service to your job-seekers. You may have very specific monthly targets and deadlines to meet for outcomes; some people will find this motivating and other will find it a source of stress!

In some instances, the Job Broker is not just simply getting the job-seeker into work, but also looking to offer on-going in-work support to ensure that the job-seekers' sustain their employment over a given period of time. It is fair to say that this has added another element to the Job Broker role for some they will need to up-skill to take on these new responsibilities. Indeed, in some countries (e.g. the UK) where 'payment by results' has become commonplace, this has affected the very way that public employment and even vocational education provision is organised. To put it simply, if you are paid for certain results, then that is what will be the priority for how your service is organised. This can have very profound effects, not only on how your organisation decides to manage its work, but in particular how you prioritise your time.

Additionally, there is evidence to show that offering early support for any issues arising between the employee and the employer can mean the difference between someone not just staying in work but improving their situation to increase hours or pay successfully. Indeed, if some of the funding is only paid by the public sector after a period of time in the job, then this places an incentive on the provider to provide 'after care' support – i.e. information, advice, counselling and 'brokering' after the initial job placement. This can be a radical departure for those who are used to the idea that their work with the job-seeker has ended once the job-seeker has found work – unless, of course, they become unemployed again and return to them as a job-seeker!



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

ACTIVITY 1.4.2

Read the following case about Jupiter Training and then answer the questions.

Jupiter Training has just received their new contract as per the payments by results example above. They have six Job Brokers who normally work quite intensively with job-seekers who often have a multiple support needs, in addition to needing to find a job.

Their previous contracts had allowed more freedom and time in how they could work to support the job-seekers, they also assisted with other issues by referring to specialist support services where required. This meant that they provided a holistic service for each person, who was then more able to focus more fully on their job search.

The new contract meant that the Job Brokers had to think much more about the amount of time they spent with each person, how many sessions they could provide and how quickly they had to progress them to either work or some form of training activity to achieve an outcome and get paid.

All of the Job Brokers were given monthly targets to work towards which added a new element of pressure to their job roles.

1. What issues do you think that the Job Brokers might encounter in delivering this new contract?

2. How might this impact on Jupiter Training as a business - and what could be the outcome?

3. Can you name at least 5 outcomes that the Job Brokers will be expected to achieve according to the schedule in the example?

4. How might this impact on the service being offered to job-seekers?

5. Can you see any changes that Jupiter training might need to make to their services in light of the new contract?



As you can see from the case study and the example adapting to the payments by results model can bring new challenges for all concerned, that are both positive and negative.

For some larger providers they may find it easier to adapt to this model as not all their delivery will be based solely on one source of funding. Similarly, they may be offering multiple provision that has different contract requirements or additional sources of income.

Smaller or more specialist providers may find that if they cannot achieve the number of outcomes when expected that their income could be severely affected - which could impact on the entire service provision, including the number of staff employed and the level of salaries paid. In other words, jobs and services could be at risk.

The other obvious issue is that some job-seekers are much easier to get into work than others, and this may affect who Jupiter Training decides to prioritise for their services. In the above model, there would be no incentive to take on job-seekers with multiple barriers. In practice, however, often this type of schedule pays 'supplements' for those that have more needs – for instance for those without qualifications, or those that have been out of work for longer.

But it is not all bad news because it can also mean that staff get to learn new skills and ways of working to adapt their delivery, they may be motivated by having to achieve targets each month and rise to the challenge.

ACTIVITY 1.4.3

Given the payment by results situation compare the three more salient positive versus the three most salient negative aspects that could arise



Three positive points:

- 1.
- 2.
- 3.

Three negative points:

- 1.
- 2.
- 3.



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 1.4.4



Find out how the Job Brokerage service you work for is funded: you may need to speak managers, your colleagues and even your job-seekers to answer the following questions:

1. How many job-seekers are you expected to sign up over the duration of the contract?

2. What are your targets for job and training outcomes?

3. Are you expected to meet deadlines, what are these?

4. How are you measured against those outcomes?

5. What are the consequences of not meeting your targets?

6. Have you experienced any issues with this style of delivery, how have you overcome these?



Your research may have uncovered some things that you were not aware of about your funding situation and how that impacts on how and why you do your role in such a way. Being aware of this information may assist you to do a better job or perform your role in a different way to ensure that you meet the needs of your job-seekers, your employers and your business. You may even have realised that there is a more effective or efficient way of approaching your service delivery.

Perhaps you could bring this up at your next team meeting? Who knows, it could make it less stressful, more cost effective and interesting for everyone!

Perhaps you could show the results/outcome of this in any Job Broker forum in which you participate, as it could be other Job Brokers might be able to benefit from your experience?)

1.5 Understand the interface between the employer, job-seeker and funder of Job Brokerage services. Illustrate possible role conflicts and demonstrate the means to overcome them.

Any partnership work or role, which involves a substantial amount of collaborative work with a number of different partners, could also have various conflicts arising.

Many Job Brokers will also performs other activities with job-seekers – some offering an element of employability support like interview techniques or 1-1/group guidance sessions or support for other issues.

To get the job done they will often have to work with a wide range of other professionals who will all have different deadlines and priorities, e.g.

- Employers of different sizes
- Health workers
- Social workers
- Staff from benefits agency

The service you work for may also be delivering as part of a partnership, where you will provide the Job Brokerage and support but another provider perhaps further education or VET, will offer short non accredited courses or longer accredited courses to up-skill the jobseekers in preparation for work. There may also be other “referral partners” who are there to offer specialist interventions that may be required i.e. counselling or therapy.

All of these organisations will come with different “agendas”, which will mean different priorities in terms of what they see as the most important part of the work to be done. For the Job Broker it will be the progressing the job-seeker into a training opportunity or job as seamlessly as possible. But this can cause conflict and will need careful handling and communication between all parties to ensure that any issues are dealt with professionally and swiftly to avoid disruption to the service provided.

The Job Broker will have a range of internal and external customers to keep happy and it is often a careful “juggling act” to ensure that this is done effectively.

ACTIVITY 1.5.1 Categorize the expectations that the 3 different groups, employers and job-seekers and funders may have, as seen from the Job Broker perspective.



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



Can you now see that the priorities of these different groups could be a source of conflict in your work? You might want to think about how you overcome these if they do arise, are there any things in place in the organisation that you work for e.g. steering group meetings, partnership meetings, team meetings, where things could be openly discussed and agreed?

Ultimately, it will be down to you and your skills as a Job Broker to resolve as much of this as possible with each party as and when or if it arises.

However, if you feel that there are issues that are out of your limitations, areas of expertise or authority then you should refer this to your manager or the team leader, so that you can get guidance from them.

ACTIVITY 1.5.2

Choose one public funded programme for Job Brokerage services and describe how you would involve job-seekers, and employers for the benefit of all parties involved.



What did you discover?

Has it made you think differently about how you are working in your own Job Brokerage? You might have realised that some of the ideas that you have described could be applied to the brokerage where you currently work.

Clearly there are benefits to involving services users, in this case job-seekers, even at the most basic level – to gain valuable feedback and insight in to their individual experiences of the service delivery. Their views and experiences can assist you in future design and delivery of the services.

Could you also have job-seekers who sit on the board? Perhaps this could be a way of them paying something back after using the service or you could reimburse them for their time? What about them becoming “mentors” to your current job-seekers or coming back to share their tips on what makes a successful job search as part of a work shop?

Similarly, employers could assist with designing delivery of services in fact bringing employers into deliver specific themed workshops or take part in mock interviews makes the whole experience for the jobseeker more “real”. There are many ways you can diversify the delivery and content of your employability sessions.

Perhaps you can share your ideas on the Job Broker forum and see what other ideas Job Brokers have come up with?

ACTIVITY 1.5.3

From the case study below, can you find 3 probable conflicts that the Job Broker may have to deal with in order to achieve a satisfying outcome for all parties involved?

Describe how you would deal with these issues.



You have been working as a Job Broker for 3 years and have recently joined Jupiter Training as one of the Job Brokers on their team of six people.

Your job-seekers come from a range of backgrounds with varying degrees of skills, level of qualifications and job readiness. They often present with other issues, which will affect their ability to focus on their job search. Most of the job-seekers have been out of work for at least 12 months and are accessing benefits so they want to secure employment as soon as possible. Often they do not know what they want to do they just need a job!

The employers who you work with offer a range of opportunities but some are very specialist, requiring specialist training or sometimes degree level qualifications. Employers do not pay the brokerage for their services but often get quite frustrated that they are not getting the right type of candidates for the vacancies they have. As a Job Broker this also impacts on you achieving your targets to deadline – how will you resolve these issues for all concerned and what are the possible conflicts?

Write your answers down on a separate sheet.



As you will know from completing this exercise and also thinking about your own day to day work, conflicts will arise and they are not always easy to resolve and it will often take patience, problem-solving skills and diplomacy to make sure that all parties get their desired outcome.

The Job Broker role is about managing everyone's expectations – the job-seeker needs help to find a job, additionally they may require other support for issues that we all experience, but some find that they cannot resolve them without the support of other professionals; all of this can be very stressful. The employer needs to fill a job vacancy usually as quickly as possible, but with the best available candidate, they do not have time to waste, because time as we all know, is money!

Equally, as a Job Broker you will have deadlines and targets to meet not getting the right candidates with the right skills or having to deal with an irate employer can take up your time and keep you from focusing on the job at hand.

If you find this area of your work difficult, it may be worth seeing if there are any courses offered locally to enhance your skills around assertiveness and dealing with difficult situations. Or you could try speaking to the other Job Brokers in your team /organisation or local network to see if they have had similar problems – how did they overcome them?

Perhaps you could use an online Job broker forum and see if anyone on there could give you some support?

1.6 Specify and explain the use of Job Brokering services for key employers, employer associations, sector bodies or industry specialists.

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.

Part of your role, as a Job Broker will also be about convincing employers to subscribe to use your brokerage services so that you have enough vacancies to offer to a range of candidates in a range of sectors. You may need to think about the “pitch” you make to prospective employers and think about why they might buy into it, rather than use another form of recruiter.

One of the reasons some employers will be attracted to using your service is that often funded Job Brokerage programs are free of charge, whereas a more commercially-run recruiter will charge a fee when they successfully place someone.

ACTIVITY 1.6.1

You have an appointment with a major employer and you have to explain to them what a Job Broker does. Employers are often very busy and have many pressures that compete for their attention. In this case, the employer has set aside just 20 minutes for you. In that time, you have to explain what you do as a Job Broker and how it can be of benefit to the employer.

Have you heard of the “elevator ‘pitch’??” In the world of marketing, this is an idea where you have someone’s attention for the duration of one elevator ride. In that time, how do you get across your offer? What is your "unique selling point - USP"?"

Plan out your ‘pitch’ to the employer: – remember you have just 20 minutes to make an impact!



How did you find this? If you are still unsure about how to approach it, perhaps you could practise on one of your colleagues? They may be able to give you some useful tips.

Remember how you pitch your services to an employer might vary depending on what you think their expectations are in terms of level of service, frequency of use and other factors. Obviously, you want to make a good impression but you don't want to mislead them in any way or over-promise, which could lead to disappointment.

Unlike a commercial recruiter where often candidates sign up to use their services, the type of job-seeker that you will be dealing with is unlikely to be fully "job ready" and will require anything from a few weeks to several months of preparation before you are able to submit them for a suitable job role. Be realistic with your employers, and be open about the strengths and limitations of your various candidates to them.

One of the most powerful influencers with employers is evidence that you have already been able to secure successful placements from job-seekers for other employers.

This area can be a very different skill to the type that are often built up in counselling professions and it is always good to share experiences and approaches with others in a Job Broker forum. Sharing your experience of how you got on with your pitches or presentations to an employer can help others avoid any pitfalls – whereas others sharing with you can help you to avoid them as well!

ACTIVITY 1.6.2

What services might a Job Broker offer to an employer? Write your list here:

Who else might also be providing these services to employers, how will you convince the employer that the Job Brokerage service is the better option for their business needs? Can you write a list of 'Pros and Cons'?



For some of the employers who contact your Job Brokerage your services will fulfil all their needs, but for others it may not prove adequate as they may have a high volume of recruitment needs with very specific requirements. They may be better placed contacting a commercial recruiter who specializes in a certain type of recruitment and often at high volumes too.

Maintaining a good relationship with your employers will mean that you will need to recognize what your limitations are as a brokerage and know when to refer them on or recommend other services. Surely, it's better not to waste their time trying to do something that you're not equipped to do or do not have the expertise to do effectively or within the time scale required.

Perhaps this might highlight some training opportunities for you and other Job Brokers?

As previously highlighted the fact that your services are provided free of charge will be attractive to employers. However, this could also cast some doubt in their minds about the quality of your service and how it compares to a paid recruitment service; you may have to work hard to convince them and earn their business and respect when placing candidates.

Sometimes working with smaller employers can work better for you and them, as their demands in terms of recruitment will be lower in numbers and perhaps less frequent. But that doesn't mean to say that you shouldn't approach the larger employers if you have the capacity to fulfil their recruitment needs; some of this will be dependent on the size of your brokerage.

Can you share your results of this exercise on the Job Broker forum with other Job Brokers? You might want to ask how they have overcome any objections from employers to assist you if/when this happens.

ACTIVITY 1.6.3



Written assignment: Identify the challenges that you think most probably a Job Broker will face when having to explain the use of brokering services to key employers, employer associations, sector bodies or industry specialists.



When you are trying to sell any service then you will no doubt come across many objections, you may already have experienced this as part of your work.

But there are also other challenges, some employers will be suspicious of something that free to use, they might think that your service will be inferior to those where you have to pay a fee to the agency. They may be putting you to the test to see if you can actually deliver, so if this is your first time with this employer it is important to get it right - as they may not come back a second time!

They may also have doubts about the calibre of your candidates because they are not working and may not have ever worked or been out of work for some time. If you do not give a good impression about the organisation you work for then they may doubt your knowledge and skills as a Job Broker.

The employer may have a tight deadline for their recruitment and may want to know how soon you can send them some viable candidate CVs. You might not have anyone on your current caseload who fits the specification – so what will you do?

Your deadlines and timelines might be very different to a large corporate employer.

Of course the other thing that is sometimes out of your control when dealing with employers and job-seekers is that as much as you can brief the job-seekers you have no control over what actually might happen on the day of an interview! Will they be late, not show up at all, come across like they have not done any preparation? All you can do is prepare them adequately, hope for the best – and then make sure you follow up.

Sometimes an employer might not seek to appoint any of your candidates, don't assume that this is your fault or that of the job-seeker. Sometimes during the recruitment process employers change their mind about who, and what, they want or just decide not to recruit at all! Try to ensure that if your candidates are unsuccessful then you get as much feedback as possible about why. Some employers are reluctant to do this to any degree but if you don't know you have no idea what to work on with the job-seeker for their next interview. Make sure you seek feedback from the candidates too about their experience of the interview, as sometimes they will offer a very different perspective to the employer one!

The employer offers your candidate the role - but they don't want it! If this happens, have a debriefing with your candidate immediately to find out what happened at the interview. This is a difficult one, as the candidate may have heard something at the interview that turned them off of the job, but you will need to investigate and find out what the issue is. Could it be a simple misunderstanding - or something more sinister?

Progress Assessment – Learning Need Analysis

And now that you have completed the activities and exercises in this Chapter and reviewed all the Feedback, let's return to the Learning Needs Assessment that you completed at the start of the Chapter.

In the table below, repeat the self-appraisal of your knowledge, skills and understanding in this area. As before, consider the requirement and estimate your 'level' in each case.

Here is a quick reminder of the scale: Using a scale where **1 = poor (development fully needed)**, **5 = fair/satisfactory (development partially needed)** and **10 = excellent (no development needed)**

Job requirement	Level of knowledge, skills, experience or understanding (as appropriate).									
Identify issues that arise from using knowledge of the trends in the labour market, in terms of (a) identifying growing areas of skills shortages and job vacancies and (b) seeking to 'match' the job-seeker(s) to these trends	1	2	3	4	5	6	7	8	9	10
Describe competences or qualities that can be developed relatively quickly in job-seekers in order to respond to potentially beneficial labour market trends	1	2	3	4	5	6	7	8	9	10
Identify the issues that the job-seekers may face when considering work opportunities that are not local and work with them to assess if these opportunities are realistic or practical for them.	1	2	3	4	5	6	7	8	9	10
Specify the resources that you need to prepare for work with the job-seeker(s) in order to identify relevant vocational education and training providers/schemes and public employment programmes	1	2	3	4	5	6	7	8	9	10
Recognise the different types of provision and programmes that are relevant to all of the job-seekers, and distinguish with those which target specific needs and specific groups.	1	2	3	4	5	6	7	8	9	10
Identify the sources of guidance and information that can be made available to employers and industry associations to support them in taking on unemployed job-seekers to fill vacancies	1	2	3	4	5	6	7	8	9	10
Explain the main techniques to (a) broker employment between unemployed job-seekers and employers (b) stay in touch with both parties to support the sustainability of the arrangement.	1	2	3	4	5	6	7	8	9	10
Identify the main indicators that are used to measure the impact and effectiveness of your service (including	1	2	3	4	5	6	7	8	9	10

any' payment by results' arrangements).										
Identify at least 3 main public policies that affect Job Brokerage services in your country and describe the ways that they affect your work.	1	2	3	4	5	6	7	8	9	10
Describe the "payment by results" system (i.e. could you list at least 3 'results' a Job Broker might be expected to achieve.	1	2	3	4	5	6	7	8	9	10
Compare 3 positive and 3 negative aspects of payment by results	1	2	3	4	5	6	7	8	9	10
Distinguish the expectations of: A) an employer b) employee c) funders	1	2	3	4	5	6	7	8	9	10
Describe how you would involve job-seekers and employers for the benefit of all parties involved in a public funded programme	1	2	3	4	5	6	7	8	9	10
Describe 3 typical conflicts that a Job Broker may have to deal with in order to achieve a satisfying outcome for all parties involved	1	2	3	4	5	6	7	8	9	10
Prepare a 20' presentation to a prospective employer in order to sell your brokerage service to them	1	2	3	4	5	6	7	8	9	10
List of all the services that a Job Broker may offer to an employer, comparing how these services are provided now, and why Job Brokerage is a better solution	1	2	3	4	5	6	7	8	9	10
Identify the challenges that you think most probably a Job Broker will face when having to explain the use of brokering services to key employers, employer associations, sector bodies or industry specialists.	1	2	3	4	5	6	7	8	9	10

Now, compare your two sets of scores – those you did 'before' and those you did after working through this part of the Guide. What are your main conclusions?

Would you say that, based on having used the material in this Chapter, you under-estimated or over-estimate your skills, knowledge, understanding and/or experience the first time you did this assessment?

So, if you scored some requirements lower after finishing – is that because you realise you still have areas to develop?

If you scored some requirements higher – is this because you feel more knowledgeable or confident after completing the exercises?

Would you say that the Chapter confirmed your original estimates – or were there any surprises?

Can you identify areas where you still need to seek out further professional support or development?

1.7 Conclusion and further reading

The purpose of this Chapter 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.

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).

Notes

Chapter 2

Working Effectively with Employers

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What is this Chapter about?

In the second Chapter of the Guide we look at working with those who provide jobs for job-seekers – the employers. The purpose of this chapter is 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 ones' needs, matching those needs and creating a collaborative environment which will allow you to create a stable network to develop your work. The areas covered involve marketing job-seekers to employers, using employer feedback to improve your service, advising employers on recruitment and 'in work support' for new recruits.

Effective Job Brokerage providers must be highly proactive in developing an understanding of employers' needs. The Job Broker's direct work with employers includes, in general, vacancy sourcing, human resource planning, detailed analysis of job roles and person specifications, matching job-seekers to jobs, sifting applicants, interview assistance and testing. We therefore look at how to establish and maintain good relationships with employers and achieve employer satisfaction, as well as taking into account public funding incentives for employers.

You will find at the end of this chapter ("further reading" section) some useful links that will help you with the drafting of the activities proposed within this self-learning guide chapter. We suggest you consult these links before accomplishing each activity.

Learning Objectives

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

- | |
|--|
| 2.1 Select and apply recruiting methods (direct, indirect, third party methods) to reach out to potential candidates. |
| 2.2 Describe occupational profiles and list corresponding occupational requirements. |
| 2.3 Design, conduct and participate in networking events and activities to create strong links to employers. |

2.4 Utilize existing support schemes to generate maximum benefit for employers.

2.5 Develop job profiles in cooperation with employers and match them with personal profiles of potential job candidates.

2.6 Demonstrate the ability to deliver, monitor and evaluate employer satisfaction as a means of continuous service quality improvement

Before we look at the contents in detail and we practice our skills through the different activities proposed, let's begin with a self-appraisal of your knowledge, skills and understanding in this area with the Learning Needs Assessment table below.

Using a scale where **1 = poor (development fully needed)**, **5 = fair/satisfactory (development partially needed)** and **10 = excellent (no development needed)**. Consider each requirement in turn, and estimate your 'level' in each case:

Job requirements	Level of knowledge, skills, experience or understanding (as appropriate).									
Job description analysis and interviewing skills. E.g.: capability to describe and make appropriate questions according to the job specifications to compile relevant information	1	2	3	4	5	6	7	8	9	10
Knowledge of written communication, ICT and dissemination channels: for job advertisements development and distribution.	1	2	3	4	5	6	7	8	9	10
Communication and organizational skills for planning and implementing recruiting processes (including preparation of selection test, group dynamics, etc.)	1	2	3	4	5	6	7	8	9	10
Knowledge and skills to handle European tools to search for potential candidates: E.g. ISCO professional catalogue and EURES job mobility portal.	1	2	3	4	5	6	7	8	9	10

Capability to categorize the employer needs and cooperate with them by exploring/assessing the demand and labour market development, to provide customised guidance and support to them.	1	2	3	4	5	6	7	8	9	10
Knowledge and skills to activate administrative procedures necessary for the access to support schemes and programmes	1	2	3	4	5	6	7	8	9	10
Capability to guide employers toward support measures fitting to their needs and to deliver relevant information about rights and obligations coming from support schemes.	1	2	3	4	5	6	7	8	9	10
Knowledge and skills for the effective matching of job demand and job offer (e.g. capability to analyse work processes, detect occupational needs, develop job profiles and conduct skills assessment processes).	1	2	3	4	5	6	7	8	9	10
Communication and analytical skills to effectively communicate with customers in order to ensure and assess their overall satisfaction about provided services.	1	2	3	4	5	6	7	8	9	10
Knowledge and skills to design standard procedures for quality implementation and to manage processes linked to quality monitoring and improvement.	1	2	3	4	5	6	7	8	9	10

In the sections below, we will provide you with some narrative and ask you to complete a set of exercises. Each one has feedback – make a note of your responses and your thoughts about the feedback – since at the end of the Chapter we will ask you to return to this Needs Analysis to see if any of your responses have changed.

2.1 Select and apply recruiting methods (direct, indirect, third party methods) to reach out to potential candidates.

We suggest that you read carefully the information/ narratives presented below as they are the basis for a good performance of the activities stated that you will find in this section. Please, also remember to check the webography provided for a comprehensive knowledge.

What is a recruitment process?

It could be 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).

Steps to be taken in a recruitment process

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

Selection of different recruitment methods

- *Internal*, 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.

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 head-hunters; campus and fairs recruitment; raiding or poaching from a rival firm.

Advantages:

- 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.
-

Interviewing as the most commonly used selection technique

When used appropriately, interviewing can be a good predictor of work performance. Ideally, interviews are conducted by a panel of people. It is necessary to decide if the employer will be involved in the process from the very beginning. It is recommendable for the employer to participate at least in the final stage of the process.

Job Broker skills needed for interviewing with professionalism:

- 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? – How did that work out? – What problems/success resulted from...? – What feedback did you receive?

Group dynamics as a technique for recruiting

The processes that take place during a dynamic group exercise reflect communication and behaviour patterns among the participants. Also, depending on the exercise it might provide information about specific knowledge. Group dynamics allow exploring and studying processes given within the group of candidates.

It is important to make a good selection among the different group dynamics available, so it is possible and easy to observe the key criteria for the position to be covered. Also a customized version can be developed specifically if you are experienced enough to do that.

Example of communication/behaviour observation sheet (based on Bales categories):

- 1.-Solidarity: It gives evidence of solidarity, encourages, helps, and valorises others.
- 2.-Distension: Tries to lessen the tension, jokes, laughs, pleads satisfied.
- 3.-Agreement: gives its conformity, tacitly accepts, and understands.
- 4.-Gives suggestions and indications, respecting the freedom of others
- 5.-Gives opinions, analyzes, expresses feelings and desires.
- 6.-Orients, reports, repeats, clarifies, confirms.
- 7.-Request orientation, information, repetition, confirmation
- 8.-Request an opinion, an evaluation, an analysis; the expression of a feeling.
- 9.-Requests suggestions, instruction, possible means of action.
- 10.-Disagreement: Disapproves, passively rejects, and denies help.
- 11.-Tension: Manifests a tension, asks for help, and withdraws from the discussion.
- 12.-Antagonism: Gives evidence of opposition, denigrates to others, asserts itself.

The analysis of the interactions implies also the count of the number of communication units emitted by each subject, both directed to each subject member of the group, and directed to the same group in general. Other important information to be collected during the exercise are for instance time control, focusing on solutions, decision making, practical competences, argumentative skills, etc.

Job advertisements for recruiting candidates

Once it is clear to you the critical key selection criteria to cover a specific position, advertisements are a good resource to reach out potential candidates.

There are two main tasks to be considered for this purpose:

- Compiling the right information for the advertisement.
- Choosing appropriate advertising channels.

In relation to the design of contents for the advertisement, please take into consideration the following tips:

- Draft an attractive and accurate job title.
- Specify clearly the role, summarizing the position.
- Distinguish between essential requirements and the desirable ones.
- Provide information about the company, when possible.
- Write directly to the reader by using the word “you”.

Regarding its dissemination:

- Research the best market for the advertisement (e.g. online, local papers, in the classified, trade journal, fairs, etc.).
- Draft a simple design, appropriate in extension (not too long, not too short).
- Analyze results and be willing to make changes, if needed, to reach the necessary number of potential candidates.

How to organize an internal recruitment process

- Determine and keep in mind the recruitment goals.
- Review the job description for its clear and concise explanation to the candidates.
- Develop job-related questions, combining open-ended with close-ended questions.
- Develop other tools for assessing the candidates, when desirable. Get ready the materials to be used.
- Sequence the proceedings to obtain the advisable information about the candidates.
- Programming the working session with the actual candidates: create a schedule (hours arranged for the interviews, time that will be dedicated to each process), people involved, and provision of appropriate environment according to the activities.
- Candidates’ assessment reports.

ACTIVITY 2.1.1

Please, describe examples for the following topics:

- Job specifications description (position of your choice).
-
- Effective feedback during an interview.
-
- Behaviourally orientated questions to be used in an interview for the position selected above.



- Job description. Essential information to be included: job title; area/department (role of the area within the company); key company information; main responsibilities of the position (describe in detail but in an attractive way); duration of employment (permanent, temporary or interim management contract); training required; experience/career (differentiate the essential from the desirable); remuneration and benefits.
- Effective feedback: ¿did you contextualized the conversation? ¿did you describe both-jobseeker and Job Broker participations? ¿Did you describe the reason why the example given is an effective feedback?
- Did you include a variety of questions? Related to a situation, task, action, and result.

ACTIVITY 2.1.2

Assignment



Draft and design an advertisement for a high qualified position at the hospitality industry, to promote this vacancy in both newspapers and websites. The advertisement must be attractive in order to catch the job-seeker's attention and suitable and relevant in terms of its contents.

Describe specifications regarding the preferable mass media to be used, the targeted position/section for the ad to be placed, and its size and typography.

Design a marketing plan for its dissemination and activities to follow it up.



This task should have been developed through three main points:

- Advertisement contents: job title, role and main responsibilities, essential and also desirable requirements, company information, conditions offered.
-
- Design: specifications about size, typography, design used. Show your ad to someone else ¿Is it visually attractive and also from the point of view of its contents (writing style)? Did you mention a targeted position to be placed on newspapers/ magazines?
-
- Channels to be used according to the profile we are looking for: list of specific and real websites and papers/ magazines known by you. Summary with your ideas/plan for its dissemination.

ACTIVITY 2.1.3

Assignment



This activity consists of two main tasks:

Task 1. Organise and plan an intense working day: an internal recruitment process to cover a junior or middle-level supervisory vacancy in a logistics firm.

- Task 2: The proposal must include, at least, the design of a bespoke group dynamic exercise with a relevant observation sheet.



- Task 1: Schedule for an internal recruiting working day. Key issues to be approached: goals definition, level of performance required according to the target group, tasks descriptions (phases, methods and activities/tests for screening the candidates) - what skills/knowledge/experience you should prioritize when selecting candidates?-, who is involved, where it will take place, when (activities time management), how goals will be performed and achieved (outcome indicators).

- Task 2: Did you relate the dynamic group exercise drafted with the occupational profile given (junior/middle level supervisory; logistics sector)? Did you develop an observation sheet to take notes during its implementation? Did you include a variety of aspects to be assessed/observed, such as communication skills, decision making, and technical knowledge or practical competences? Did you mention/draft any other additional test/exercise to be applied in order to assess the candidates during the recruitment process?

2.2. Describe occupational profiles and list corresponding occupational requirements.

We suggest that you read carefully the information/ narratives presented below as they are the basis for a good performance of the activities stated that you will find in this section. Please, also remember to check the webography provided, for a comprehensive knowledge.

Description of an Occupational Profile

The occupational profile is composed of a set of standards that describe:

- The results that a worker with a particular profile must achieve in his performance of at work.
- The contexts in which this performance occurs.
- Knowledge necessary.
- Skills needed.
- Transferable work skills needed.
- The attitudes that should be shown.
- The evidences that need to be applied to prove the competences (outcomes/ results).

Also, it would be interesting to reflect additional information referred to: its relation with other associated tasks, economic prospects, promotion, and advancement opportunities.

ACTIVITY 2.2.1

Draft a professional monograph: a complete survey referred to cloud computing, one of recent emerging occupational profiles. Apart from the job description and specifications, you must include other interesting information related.



To build the occupational profile, the following steps must have been addressed: identification of duties involved, description of the basic skills required, knowledge needed (acquired through vocational training/ university studies, etc.), description of general competencies.

- a) Work content: what to do, how to do it, what problems need to be solved and how.
- b) Labour requirements: work experience, certifications, age, languages, methodological attitudes, adaptive abilities, specific technical skills.
- c) Environmental conditions: e.g. location of work, risks, employment situation, remuneration, promotion opportunities.
- d) Relationships: with other people/ job-seekers, with bosses, supervisors and subordinates.

ACTIVITY 2.2.2

You have a job-seeker attending to your Job Brokerage service that has no previous experience and who is intending to work abroad in the hospitality industry sector to improve their English language skills and gain some experience in the field.

Use the EURES tool to provide the job-seeker with the three best positions that you can find according to their interests. List and describe the results below, exposing the search criteria applied.



It is important for this exercise to list and reflect on the results of the research in the interest of the jobseeker: possibilities should allow the job-seeker to improve their language skills by dealing actively with job-seekers and colleagues and should be in all cases within the hospitality industry and not in very qualified positions – given that then job-seeker has no previous experience in the field.

The duration of the contract should be long enough so he has time to improve the language. The positions listed should include a long enough description with relevant information.

Did you consider experience options such as internship? Did you find difficulties in using this European mobility portal?

ACTIVITY 2.2.3



- List the occupational requirements for an external auditor occupational profile.

- List some of the advantages and disadvantages to working in this field.

Positive Points (advantages):

- 1.
- 2.
- 3.
- 4.
- 5.

Negative points (disadvantages):

- 1.
- 2.
- 3.
- 4.
- 5.



- Did you include a brief job description, specifying some tasks/ duties for this position?
-
- Did you include in your list any specific knowledge/ accreditation required?
-
- Did you list any transferable skills?
-
- Did you list between 4 and 6 suitable qualities: (aptitudes/abilities/interests/values) to work as an external auditor?
-
- Did you refer some of the requirements to the working conditions? E.g. Do they work on their own or in a team? Do they work remotely? etc.

-
- Did you clearly defined 3-5 advantages of this career?
-
- Did you clearly defined 3-5 disadvantages of this career?

2.3 Design, conduct and participate in networking events and activities to create strong links to employers.

We suggest that you read carefully the information/ narratives presented below as they are the basis for a good performance of the activities stated that you will find in this section. Please, also remember to check the webography provided, for a comprehensive knowledge.

In order for the Job Brokers and enterprises to become and remain involved and engaged with one another, it is desirable to look after the way they relate which might include participating in common events and activities of mutual interest.

There are several activities that can be developed in that sense, such as:

- Congresses, to provide relevant and innovative informative within fields of interest, also they are useful for debating.
- Seminars, to enhance knowledge through instructional talks.
- Conferences, given by sector experts/ experienced professionals.
-
- Training Sessions, dedicated to a monographic subject.

- Fairs and Exhibitions, where participants can mingle and get to know each other better and their respective needs. They are a great opportunity to build strong relationships and to expand contact networks.
- Workshops, consisting on interactive activities between the key speakers and the rest of the participants.
- Leisure events/ group dynamics for team building.

Irrespective of the type of activity/ event selected according to the purpose that it aims to, some of the advantages that they offer are: these meetings/acts/events are effective communication tools; they add value to the branding processes; they foster personal relationships (internal and external); ultimately, they allow us to do networking. The networking is a key element in any company strategy for its growth.

In order to achieve all their benefits associated, it is an essential requirement to plan them well in advance. Aspects to keep in mind:

- Do we have in mind a clear purpose? Are the objectives of the networking event/ activity defined clearly (quantitatively and qualitatively)? Have we set the scope?
- Also we should consider when designing the event: to set an agenda; to secure an appropriate location; organizing logistics; to draft a dissemination plan; to prepare the participants in advance with relevant information about the event, so they can get ready for it knowing what to expect.
- During the event/ networking activity, we should make sure that we facilitate mingling, we promote ourselves, and we get some feedback.

- After the event, it is important to follow up with any leads or connections we made, in order to help each other within our area of work, by cooperating directly support our respective needs or sending and asking for referrals, for instance. As organizers (when it applies), we can also obtain some feedback from the participants in order to improve next events (by using an online survey for instance). It would be also interesting to share images/ videos of the activities carried out, and spread relevant information.

ACTIVITY 2.3.1

Assignment



Search and/ or develop two different group dynamics activities, to be carried out in a workshop, where both Job Brokers and companies attend. They are ice-breakers exercises that aim to build team spirit and cooperation. The time established for each activity performance is 20 minutes maximum.



Development framework to be considered:

- Description of objectives (e.g. teamwork, cooperation, strategic planning, focus, etc.)
- Characteristics: minimum and maximum of participants, duration, level of difficulty for the performance, etc.
-
- Activity description (introduction).
-
- Guidelines for its optimal implementation.
-
- Evaluation measures and feedback.

ACTIVITY 2.3.2

Problem Solving



We present a Challenge- Can you come up with ideas and solutions?

The brokerage service you work at detected that one of the business job-seekers, a social services company, is not very satisfied with the profiles sent to cover their vacancies. It seems like the candidates provided do not match their needs.

We want the company to trust us again and become satisfied, for what you need to commit to improve and strengthen your relationship. The goal is to reach the point where they advocate our service. How would you enhance your professional relationship incorporating at least one networking event/ activity?



The measures to be taken in order to improve the working relationship should be described appropriately in terms of objectives, contents, and structure. Issues to be considered:

- Are the measures described of different nature?
-
- Did you offer at least three ideas/ solutions?
-
- Did you include at least 1 networking event/ activity?
-
- Are the proposals well described? Did you consider in your goal setting the criteria **Specific, Measurable, Achievable, Relevant and Time-based**?
-
- Are your ideas connected to communication skills, cooperation, planning, continuous assessment or any other that could contribute to their confidence and satisfaction in a near future when they request the use of brokerage service again?

ACTIVITY 2.3.3**Assignment**

This activity has 2 two parts:

1- Research interesting networking events that took place recently in your region/ country within employment and business fields. List them pointing at the reason why you chose them, briefly.

2- Now that you have a deeper knowledge about networking events (participating organizations, subjects approached, activities performed, dimension, etc.), design a networking event of your choice, to create strong links to employers. You must take into account the aspects described in the “narratives” section above.



-
- Is there a diversity of events (in terms of their nature), among those listed?
-
- Are the events listed by any particular criteria (chronological order, location, issue, etc.)?
-
- Are the events selected recent enough (within the last two years), and did you associate each of them to a reason for their selection?
-
- Did you consider in the designing of the networking event of your choice, the practical tips given in the “narratives” section? Did you include in your planning aspects referred to the before, during and after the event?
-

2.4. Utilize existing support schemes to generate maximum benefit for employers.

We suggest that you read carefully the information/ narratives presented below as they are the basis for a good performance of the activities stated that you will find in this section. Please, also remember to check the webography provided, for a comprehensive knowledge.

What is the rationale behind employer support schemes?

In the context of major job losses during the crisis, many EU countries have introduced or scaled up subsidies that encourage firms to retain or hire workers. A significant share of Member States has used hiring subsidies in line with the “social” rationale to give incentives to employers to hire groups at risk of labour-market exclusion (such as young people, people with disabilities, women, older workers, etc.). Several countries have also used hiring subsidies, according to the “economic” rationale, to address general problems of high unemployment and — in particular — high long-term unemployment. Each scheme has different rules as to who is eligible so it is important to check the detailed information about each scheme.

How Job Brokers can help employers in accessing support schemes

There is a general concern about employers being able to understand the variety of schemes available to them (and identify the best option for them when they are in a recruitment situation), especially in countries that have large numbers of schemes based on different criteria. Therefore, Job Brokers can give an essential support to employers, guiding them towards the measures that better fit with their organization and with the new employee.

Furthermore Job Broker role is important to support employers in understanding criticism due to the ‘paperwork’ involved in obtaining and reporting support measures, and the somewhat complicated allocation system.

In order to effectively support employers, you should have:

- an in-depth knowledge of support schemes active in his national/regional/local context;
- a good comprehension of different payment and organizational mechanism linked to each support measure;
- a clear understanding of conditions on employers required by each scheme in order to benefit it;
- knowledge and skills to handle tools to search for existing or new support schemes (e.g. Informative portals);

- capability to categorize the employer needs and to guide him toward support measures granting maximum benefit;
- capability to describe to employers rights and obligations coming from support schemes, identifying and delivering relevant information.

Main types of hiring subsidies in Europe

Different types of approaches to hiring subsidies supporting demand for labour include:

- hiring subsidies to support job creation in the private, public and non-profit sectors;
- sector-based hiring subsidies, i.e. directed towards more specific occupations in sectors experiencing economic difficulties, or that need encouragement (green jobs, for example);
- geographically based hiring subsidies, i.e. focused on priority regions, sometimes along with investment incentives (e.g. Lithuania focuses subsidies on territories in which the unemployment rate exceeds the national level);
- support to improve demand for workers in the low-wage sector using a range of approaches (e.g. combining work with benefits, wage top-ups, direct subsidies, etc.);
- conversion incentives and mechanisms to support flexible forms of employment, or which encourage particular types of employment contracts;

Hiring incentives can be operationalised by mechanisms that differ for practice the payment mechanisms, which could be:

- reduction of employers' social contributions (i.e. 'stock subsidies'), instead of or in combination with reductions in wage costs, that has been used by countries either on their own or in combination with other incentives;
- part-subsidising employers' wage costs for individuals (e.g. refunding based on a set amount per new employee, or a proportion of the actual wage costs, or an amount relative to a nominal value such as the national minimum wage);
- effectively transferring wage costs from employers (e.g. through employers receiving access to non-waged employees who continue to receive benefits);

- voucher schemes that imply the use of vouchers attesting that part or all of the cost of training and/or employing the voucher-holder is subsidised by the state.

Conditionality placed on employers to be involved

Support schemes range from those with no specific conditions for benefitting of them, to those requiring conditions set by particular legislative basis of measure or Operational Programmes, to those subject to agreements. The various types of conditions imposed on employers are both pre-subsidy and post-subsidy, as described below.

Pre-subsidy conditions:

- Involvement in other schemes: limitations for employers include for example, no other apprenticeship at the same time, or in the same field and occupation; limit on the number of subsidised jobs in the company; no subsidy granted to employers who have previously received a subsidy;
- Job-creation aspects: recruitment must represent a net increase in the number of employees;
- Substitution aspects: conditions on business-related redundancies e.g. no redundancies in the last six months or employers not allowed to dismiss people during the period of the subsidy;
- Job/working arrangements: length of employment contract;
- Type of employment contracts: permanent, full or part-time contracts;
- Conditions on earnings: employed above the marginal earnings threshold or wage and working conditions in accordance with prevailing collective agreement;
- Support measures: provision of mentors; training plan of professional training;
- Competition aspects: competition within the industry not threatened;
- Conditions on size of firm: fixed maximum and minimum number of workers;

Post-hiring subsidy:

- Guarantee of work post-subsidy: Conditions for employers to continue to employ workers after the end of the subsidy period range;



A practical Example at European Level: the Youth Guarantee schemes

Hiring subsidies are particularly relevant for young people. In the last ten years young people who are not in education employment or training – so called ‘NEET’ – became an issue of concern in the international arena. As a consequence of the crisis, the number of NEETs has grown increasingly in recent years. In Europe, according to Eurostat, in 2017 almost 16.9 million young people aged 20-34 were not in employment, education or training. Many European countries are placing emphasis on using hiring subsidies to combat the problem of youth unemployment.

A Council of European Union Recommendation has established in 2013 the Youth Guarantee, suggesting the use of “targeted and well-designed wage and recruitment subsidies to encourage employers to create new opportunities for young people, such as an apprenticeship, traineeship or job placement, particularly for those furthest from the labour market”. At European level, the launch of a Youth Guarantee, that represents the umbrella that includes a wide range of measures and actions, has been accompanied by a set of initiatives taken by European Commission.

Youth guarantee schemes seek to ensure that all young people have a good-quality offer for a job, apprenticeship, traineeship, or continued education within four months of leaving formal education or becoming unemployed. Although these national schemes are based upon the European Youth Guarantee policy framework and must meet certain criteria, their design and implementation varies widely from country to country. However, despite their national specificities, all the programmes entail three kinds of measures: i) education and training for employment, including the provision of professional guidance and help for early school leavers to return to education; ii) employment intermediation services, such as job-search assistance and personalized follow-up of career plans; and iii) Active Labour Market Policies affecting labour demand, such as hiring subsidies, public work programmes and start-up incentives.

ACTIVITY 2.4.1

Research and review the different types of support schemes and programmes that you are aware of that help companies to take on unemployed job-seekers, or job-seekers with some form of additional support needs.

If your knowledge in this field is very limited, do some research to find out what is available that may be directly relevant to your job brokerage services.

Categorize those schemes on the basis of their different approaches – what exactly is the kind of support that they offer?



Your mapping should have included and distinguished between them the following types of support measures: general hiring subsidies; sector-based hiring subsidies, geographically based hiring subsidies; subsidies related to low-wage jobs; conversion incentives. Furthermore, the categorization should include a distinction between different payment mechanisms, such as: stock subsidies, partial or total wage subsidies.

ACTIVITY 2.4.2

Assignment



On the basis of the actual and perspective labour market dynamics, identify and describe the main target groups of employment support schemes.



You should have considered different target groups, sharing risk of labour-market exclusion, such as young people, NEET, people with disabilities, inactive women or mothers, older workers, long-term unemployed people, workers with atypical contracts.

ACTIVITY 2.4.3

Assignment



Synthesize the support schemes opportunity structure through a SWOT analysis, highlighting weaknesses and strengths, opportunities and threats that employers may encounter dealing with these measures.



Your analysis could consider the following points: Job Brokerage services availability are key for employers in accessing to support schemes; the presence of a great variety of schemes with different mechanisms and supporting the recruitment of different categories of workers, ensures great possibilities to meet employers needs; on the other side, paperwork required and the huge number of schemes can hinder employers, especially SMEs, from benefitting of these schemes. Support measures are always good opportunities for employers, but the inadequate comprehension of obligations and post-hiring conditions can represent a threat.

2.5 Develop job profiles in cooperation with employers and match them with personal profiles of potential job candidates.

We suggest that you read carefully the information/ narratives presented below as they are the basis for a good performance of the activities stated that you will find in this section. Please, also remember to check the webography provided, for a comprehensive knowledge.

Understanding employer needs

Good Job Brokers are highly proactive in learning the employer's needs. Understanding and meeting these needs is the key to developing lasting employer relationships. To meet an employer's needs you have to understand the business sector of their target employers as well as the business environment they operate in. Developing specialist knowledge of sectors such as retail, construction, or financial services is a key factor in successful employer relationships. Having comprehension of the relevant industry, the skills it needs and the industry jargon will instil a sense of confidence and give you the edge.

Use of the Job Analysis process for the development of job profiles

You should be able to get all needed information from the employer and write down a job profile that includes all the relevant requirements. The description of vacant or new job position should be based on a job analysis process, taking into account evolutions caused by organisational change. Job Analysis is a systematic exploration, study and recording the responsibilities, duties, skills, accountabilities, work environment and ability requirements of a specific job. It also involves determining the relative importance of the duties, responsibilities and physical and emotional skills for a given job. All these factors identify what a job demands and what an employee must possess to perform a job productively.

Main steps for conducting an effective Job Analysis process are:

- Identification of Job Analysis Purpose: to determine employer need and desired output.
- Definition of the Process: Deciding the way in which job analysis process needs to be conducted is surely the next step. A planned approach about how to carry the whole process is required in order to investigate a specific job.
- Strategic Decision Making: It's about deciding the extent of employer involvement in the process, the level of details to be collected and recorded, sources from where data is to be collected, data collection methods, the processing of information and segregation of collected data.
- Preparation of Job Analysis Process: Communicating it within the organization is the next step. Job Broker needs to communicate the whole thing properly so that employers offer their full support to the job analysis. The stage also involves preparation of documents, questionnaires, interviews and feedback forms.
- Data Collection: Next is to collect job-related data including educational qualifications of employees, skills and abilities required to perform the job, working conditions, job activities, reporting hierarchy, required human traits, job activities, duties and responsibilities involved and employee behaviour.
- Documentation, Verification and Review: Proper documentation is done to verify the authenticity of collected data and then review it. This is the final information that is used to describe a specific job.

-
- Developing Job Description and Job Specification: Now is the time to segregate the collected data into useful information. Job Description describes the roles, activities, duties and responsibilities of the job while job specification is a statement of educational qualification, experience, personal traits and skills required to perform the job.

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

- clearly outline the tasks required of the role; on the organizational side, the Job Broker must help the employer to analyze the job that a person will perform, including essential tasks, which are performed often, and nonessential tasks;
- clearly outline the requisite capabilities;
- include key selection criteria (KSC) that measure the capabilities required for the role in clear and unambiguous language with no jargon; the Job Broker has to support employer in identifying minimum qualifications and preferred qualifications. Key Selection Criteria might include the knowledge, skills, abilities and years of experience that successful applicants must hold to be considered for the position;
- clearly state organizational values so candidates can self-assess their degree of fit with the organization;
- define the work environment and physical demands (i.e., environmental elements, travel, irregular hours, hazardous/unpleasant working conditions, etc.) of the position;
- state the job outcomes/key result areas in the position description.

The effective matching between job profiles and candidates

The defined job profile should provide employer and Job Broker with a clear vision of the required and preferable skills to be covered for the vacant position.

Matching jobseekers and employer is probably the most traditional core function of Job Brokerage services. Changing labour market conditions are causing profound changes in the matching process. Job brokers need to adopt a holistic approach, which that moves away from simply evaluating information about an individual employment record, work experience and formal qualifications and move toward capturing and assessing both technical and soft skills.

Transversal skills such as the ability to manage stress, communication and problem solving skills are usually relevant for each job position. To effectively match job profiles with the ones of potential candidates, it is necessary to have measurement tools for the review, identification, assessment, and diagnosis of skills.

Conducting a Skills Assessment process

A variety of methods can be employed when conducting skills assessment:

- Simulation

This is where a workplace is simulated in a classroom or workshop environment. It can involve hands-on tasks if the employees are being assessed for their technical skills, or role playing if assessing those from a corporate environment.

Advantages

- Possibility to test behaviour in emergency situations, not only in usual day-to-day work environment.
- One of the most effective tools for testing both technical and soft skills, as it allows them to interact with a virtual environment, as well as characters who can test their understanding of body language, emotions, and behaviours.

Disadvantages

- The awareness to be assessed can affect the behaviour of the candidate.

- Questioning

This can take the form of an interview or a series of casual conversations. Here, the assessor asks in-depth questions about the candidate's perceptions of their role and their goals for the future.

Advantages

- It is possible to acquire in depth knowledge of the candidate and to adapt the questions on the basis of the previous answers.

Disadvantages

One drawback is that the success of this form of assessment is entirely dependent on the efficacy of communication style and skills of the assessor.

- Testing

The assessor sets a test, ideally involving a combination of theory and practical tasks, and marks the candidates according to a predetermined yardstick.

Advantages

This method can provide extensive information on candidates' knowledge and experience.

Disadvantages

The main disadvantage of this method is the same as in any exam environment: the fact that some people do better than others under this kind of pressure. It also may not give a true indication of an employee's abilities due to its limited nature.

ACTIVITY 2.5.1

Assignment



Provide a list of the job factors, which may cover a variety of areas pertaining to the job, which are key in the development of a job profile.

Essential job factors to be included in a job profile are: qualifications required, past experiences required, analytical skills and ability required for the job, essential tasks to be performed, work environment and physical demands, organization mission and values, supervision received and job outcomes to be achieved.

ACTIVITY 2.5.2



Draft an effective job profile template that can be used by you and by other colleagues at your Job Broker service in daily working routine. Summarise the main points that a job profile description must include.



Key elements to be included in the template: Job Title; Department; Grade; Location; Job Purpose; Key Accountabilities; Job requirements (minimum and desirable qualifications—education, experience, knowledge, skills and abilities); Salary/Wage Range.

ACTIVITY 2.5.3

Assignment



Describe which are the most common skill assessment methodologies and define which one will be more suitable in your work environment.



You should have recalled:

-Simulation techniques (such as group exercises, in-basket tests, role plays and serious games); Questioning assessment; Testing assessment. In order to identify which method suits you best, several elements should be taken into account, such as: the average time that you can spend with a candidate, which soft or technical skills you need to assess for a specific job position, your communication and analytic skills.

2.6 Demonstrate the ability to deliver, monitor and evaluate employer satisfaction as a means of continuous service quality improvement.

We suggest that you read carefully the information/ narratives presented below as they are the basis for a good performance of the activities stated that you will find in this section. Please, also remember to check the webography provided, for a comprehensive knowledge.

Why it is important to deliver, monitor and evaluate employer satisfaction

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 organization. But for good Job Brokers to successfully meet his / her organization's recruitment requirements, the quality of the relationship between the Job Broker and the organizations needs to be high.

Employers want a quick and efficient service. Good Job Brokers tend to work with an account management model, that helps to find solutions and “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. Sumpton et al. (European Commission, 2014) agree that “engaging with

employers is key to ensuring that matching services are effective and efficient”. Improving the quality of your services requires an active quality assurance programme.

Key success factors to build employer satisfaction

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 recognizes 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 organization, 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.

Key issues to measure employer satisfaction

The key issues to measure employer satisfaction include overall satisfaction with the service (e.g. helpfulness of Job broker support) and placement services (e.g. quality of candidates sent to prospective employers). A further area of importance is the level of information on service provision. Online services, consulting services (e.g. consulting on labour law, HR issues) and networking services (e.g. event organizing, such as job fairs) are other covered areas of Job brokerage services when measuring employer satisfaction.

Most commonly used methods to measure employer satisfaction

The most commonly used methods to measure employer satisfaction include:

- online surveys
- “paper and pen” questionnaires on-site
- computer-assisted telephone interviews
- group discussions
- feedback from face-to-face sessions (real-time feedback)
- “paper and pen” personal interviews (PAPI)
- customer message boards

Job brokers can also occasionally use social media and mystery shopping/action research.

All these methods can be effective for the measurement of employer satisfaction. However, online surveys are the most popular M&E tools, allowing to easily reach employers beyond time/space constraints and to present dynamically only relevant questions.

Tips to draft an Employer Satisfaction Survey

- The survey must be designed quick and easy to complete in order to avoid putting too much burden on employers and, therefore, to encourage a high response rate.
- Many questions can be presented only when relevant (i.e. following a particular response to an earlier question) so that respondents are not confronted with questions that are not relevant to them.

Service quality improvement strategies

Following the assessment process a service quality improvement plan should be constructed that builds on your strengths and addresses areas of weakness. Service Quality Improvement Plans (QIP) should be realistic, but they should also stretch you, as Job Broker, to consistently improve your services to employers.

Process for developing and implementing a QIP

The main phases of the process for developing and implementing a QIP, including:

- identifying strengths and improvements needed through previously described methods for evaluating employers satisfaction;
- planning improvements and including them in the QIP
- implementing improvements
- reviewing progress
- self-assessment.

Plan improvements and include them in the QIP

The Quality Improvement Plan must include strategies to address those quality areas noted during the assessment process not meeting the needs and expectations of customer employers.

Plan how the service will achieve the improvements by including the following detail in the QIP:

- write a goal for each of the improvements that the service wants to achieve;
- record whether the goal is low, medium or high priority;
- set out the steps or strategies that will be used to achieve the goal;
- note how success will be measured (how the service will know that the goal has been achieved);
- set a target date for achieving each goal (the date needs to be specific because the aim is to reach the goal).

Example of practice: using the SMART method to write the QIP

One service used the SMART model of setting goals to help them to focus when writing their QIP.

S is for specific: the service ensured that the goals were clear and specific. Some of the ideas that the service had been discussing were too general in nature. The SMART model helped them to write goals that were explicit and clear to everyone.

M is for measurable: the service discussed what needed to be evident if the goals had been achieved.

A is for attainable: the goals needed to be achievable and not so aspirational that they would be impossible to reach.

R is for realistic: the goals had to be suited to the setting and what could be achieved.

T is for time: to maintain momentum, the service had to set deadlines for the goal.

The SMART model also helped the service to stay focused on how and what should be documented.

Implementing improvements and reviewing progress

To achieve the service's goals, it is important to stay focused on the QIP and to start working on the steps or strategies that have been identified. To review progress, you should:

- monitor the target dates for achieving the goals;
- if it has not been possible to achieve a goal by the anticipated date, document the progress achieved so far and then set some new strategies and a new target date. The goal may need to be rewritten so that it is realistic and achievable;
- once a goal has been achieved it is not part of the QIP anymore and can be removed. Another identified issue from the employers' feedback can then be incorporated into the QIP.

In the same way that employers satisfaction monitoring is ongoing, the QIP has to be a dynamic and evolving document.

ACTIVITY 2.6.1

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?

Three positive points (strengths):

- 1.
- 2.
- 3.

Three negative points (constraints):

- 1.
- 2.
- 3.



You should have considered some of the following questions in order to fill the list:

What are the reasons for employers choosing Job Brokers in general?

What are enterprise's key selection criteria for choosing a Job Broker?

What is the rationale behind organizations' different choices of recruitment agencies?

What are the differences between building ongoing relationships and satisfying ad hoc recruitment needs?

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 organizations measure Job Brokers' performance?

ACTIVITY 2.6.2

Assignment



Describe main indicators used in evaluating the effectiveness and efficiency of the Job Brokerage services to employers, aside from measuring the number or duration of vacancies filled. If you have already worked as a Job Broker, self-assess what have been your main evaluation results in recent years.



Among the key elements to be monitored to effectively assess employer satisfaction, there are: quality of general services; quality of placement services; quality of information provided; quality of online services; quality of networking services; quality of consulting services.

ACTIVITY 2.6.3



Conduct a desk research about different quality improvement approaches: identify the main features of culture-based, design-based, variation-based, and failure-based improvement strategies.



Here you can find descriptions of the main distinctive features of each quality improvement approach: For the culture-based approach, perceptions on the service depend from the interactions between the service provider and the customer.

The organizational culture in which the provider operates can determine his flexible and efficient attitude toward the customer needs. Design based improvement address quality through design, linking the last to customer needs and perceptions or aiming to a direct psychological manipulation of satisfaction.

Variation-based approach is built on the use of statistical numerical data to track and guide services quality. Finally, Failure-based improvements focus on the unconditional service guarantee as a tool to prevent and recovery services failures.

2.7 Progress Assessment – Learning Need Analysis

Now that you have completed the activities and exercises in this Chapter and reviewed all the Feedback, let's return to the Learning Needs Assessment that you completed at the start of the Chapter. In the table below, repeat the self-appraisal of your knowledge, skills and understanding in this area. As before, estimate your 'level' in each case.

Job requirements	Level of knowledge, skills, experience or understanding (as appropriate).									
Job description analysis and interviewing skills. E.g.: capability to describe and make appropriate questions according to the job specifications to compile relevant information	1	2	3	4	5	6	7	8	9	10
Knowledge of written communication, ICT and dissemination channels: for job advertisements development and distribution.	1	2	3	4	5	6	7	8	9	10
Communication and organizational skills for planning and implementing recruiting processes (including preparation of selection test, group dynamics, etc.)	1	2	3	4	5	6	7	8	9	10
Knowledge and skills to handle European tools to search for potential candidates: E.g. ISCO professional catalogue and EURES job mobility portal.	1	2	3	4	5	6	7	8	9	10
Capability to categorize the employer needs and cooperate with them by exploring/assessing the demand and labour market development, to provide customised guidance and support to them.	1	2	3	4	5	6	7	8	9	10
Knowledge and skills to activate	1	2	3	4	5	6	7	8	9	10

administrative procedures necessary for the access to support schemes and programmes										
Capability to guide employers toward support measures fitting to their needs and to deliver relevant information about rights and obligations coming from support schemes.	1	2	3	4	5	6	7	8	9	10
Knowledge and skills for the effective matching of job demand and job offer (e.g. capability to analyse work processes, detect occupational needs, develop job profiles and conduct skills assessment processes).	1	2	3	4	5	6	7	8	9	10
Communication and analytical skills to effectively communicate with customers in order to ensure and assess their overall satisfaction about provided services.	1	2	3	4	5	6	7	8	9	10
Knowledge and skills to design standard procedures for quality implementation and to manage processes linked to quality monitoring and improvement.	1	2	3	4	5	6	7	8	9	10

Now, compare your two sets of scores – those you did ‘before’ and those you did after working through this part of the Guide. What are your main conclusions?

Would you say that, based on having used the material in this Chapter, you under-estimated or over-estimate your skills, knowledge, understanding and/or experience the first time you did this assessment?

So, if you scored some requirements lower after finishing – is that because you realise you still have areas to develop?

If you scored some requirements higher – is this because you feel more knowledgeable or confident after completing the exercises?

Would you say that the Chapter confirmed your original estimates – or were there any surprises?

Can you identify areas where you still need to seek out further professional support or development?

2.8 Further Reading: resources and webography

In this section you can find some links of interest that might help you with the accomplishment of the activities purposed in this chapter, contributing to expand your practical knowledge in order to perform effectively with employers within your working settings.

Resources for Learning Objective 2.1.

-Recruitment process: phases and screening tests. It includes practical exercises (Spanish).

http://www.formacionyempleo.ugt-andalucia.com/uploads/3_4_Proceso_selección_Fases_Pruebas.pdf

-Steps in developing a recruiting strategy (English). <http://www.ascentii.com/content/pdf/2%20-%20Steps%20in%20Developing%20a%20Recruiting%20Strategy%20-%20Part%201%20of%202.pdf>

-Job interviews: essential questions and answers about the profile (personal and occupational) and also key competences. It includes references to recommended videos (Spanish).

<https://ignaciosantiago.com/preguntas-respuestas-entrevista-de-trabajo/>

-Ideas for developing a dynamic group activity (Spanish).

http://www.emplea.universia.es/informacion/seleccion/dinamica_grupo/ejemplos/

-How to redact a good job advertisement. Tips (Spanish).

<https://www.trabajemos.cl/2012/10/13/redacta-un-buen-anuncio-de-empleo/>

<http://blog.talentclue.com/redactar-ofertas-de-empleo-tips-atraer-mejores-candidatos>

Resources for Learning Objective 2.2.

-Occupational profile research assignment. It provides an example of a quality structure for its research and description (English).

http://kingscareerclass.weebly.com/uploads/3/7/9/9/37999681/nocassignmentwithjobmarkettr endsadded_1.pdf

-Template for processing vacancies at a brokerage service. The “job offer data” section provides information about occupational requirements to be considered (Spanish).

http://empleoyformacion.jccm.es/fileadmin/user_upload/empresas/SOLICITUD_DE_GESTION_D E_OFERTA_DE_EMPLEO.pdf

-Eures Website: European Mobility Portal (Spanish).

<https://ec.europa.eu/eures/public/es/homepage>

Resources for Learning Objective 2.3.

-How to Network the Right Way: eight tips (English).

<https://www.forbes.com/sites/theyec/2014/07/28/how-to-network-the-right-way-eight-tips/#62ac811c6d47>

-Face to Face Events: a strategy to engage potential customers/ collaborators (Spanish).

<https://www.puromarketing.com/31/15378/presenciales-estrategia-para-atraer-potenciales-job-seekeres.html>

-Free Guide (e-book): 9 Tips for Organizing a Business Event (Spanish).

<https://landing.captio.net/descargate-nuestra-guia-para-organizar-un-evento-de-empresa?hsCtaTracking=1f9548a3-f263-420c-abfe-71447474aed0%7C89879dfe-f5a8-47c4-b329-2d742dea378f>

-SMART technique for setting business goals (English).

<https://www.thebalance.com/elements-of-a-smart-business-goal-2951530>

<https://www.thebalance.com/smart-goal-examples-2951827>

Resources for Learning Objective 2.4.

-Mapping of the existing support schemes in EU (English).

<http://ec.europa.eu/social/BlobServlet?docId=11950&langId=en>

-Overview on the rationale of support schemes in the current economic background (English).

<http://www.oecd.org/employment/finalcommuniq-.htm>

-Synthesis of the main hiring subsidies for youngsters (Italian).

<http://www.repu.it/economia/2018/sgravi>

-Overview of existing support schemes (Italian).

<http://www.ipsoa.it/-il-quadro-degli-incentivi-2017>

-Youth unemployment and active labour market policies in Europe (English).

<https://izajolp.springeropen.com/articles/10.1186/s40173-016-0057-x>

Resources for Learning Objective 2.5.

- In-depth description of the Job Analysis process (English).

<https://www.managementstudyguide.com/understanding-job-analysis.htm>

- Skills-based profiling and matching (English).

<http://ec.europa.eu/social/BlobServlet?docId=14108&langId=en>

-Publications about skills assessment and matching (English).

<http://www.cedefop.europa.eu/>

-How to develop a job profile description (Italian).

<https://www.ebiconsulting.com/come-progettare-e-costruire-una-job-description-del-personale.html>

-Model for soft skills assessment (English).

<http://valorize.odl.org/outputs/IO2%20-%20MOSSA%20VHSM.pdf>

Resources for Learning Objective 2.6.

- How to measure customer satisfaction (English).

<http://ec.europa.eu/social/BlobServlet?docId=15581>

-Service quality improvement strategies (English).

<https://www.pomsmeetings.org/ConfProceedings/001/Papers/SOM-14.1.pdf>

-Peer review on effective services for employers (English).

<http://ec.europa.eu/social/keyDocuments.jsp?policyArea=&type=0&country=0&year=0&advSearchKey=premplservices&mode=advancedSubmit&langId=en&orderBy=docOrder>

-Overview of Job Brokers skills necessary to guarantee service quality implementation and improvement (English).

<http://ec.europa.eu/social/BlobServlet?docId=14100&langId=en>

Notes

Chapter 3

Working with Job-Seekers

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What is this chapter about?

Many people who face challenging conditions in life, including their working conditions and indeed a lack of access to gainful work can lose confidence, experience poverty and may face multiple barriers to being able to overcome, or progress from their situation. Some may become resentful, whereas others may internalize this by blaming themselves and developing a sense of failure. Either way, for job-seekers the approach to job search is something that requires individual consideration and can involve tackling a range of ‘non vocational’ issues – emotions, well-being and much more. Many long-term unemployed people see the job market as an abstract system that is something they cannot access, and they can be afraid that they will not get the kind of job that, for many defines their own sense of status and recognition in society. It is therefore important that the Job Broker has the right skills set and competency level to deliver the Job Brokerage service to job-seekers 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, whilst always being realistic and practical about what is achievable.

As we said at the start of the Guide, the Job Broker operates at the interface between the employer, the job-seeker and the requirements of specific public labour market policy, programmes and funding. Therefore, this chapter puts the role of the Job Broker in the holistic context of a wide range of requirements in the work with job-seekers. This context requires an approach which understands how to help job-seekers to take as much control over their own lives and their relationship with the labour market as possible.

Such an approach is embodied by the empowerment concept. The term ‘empowerment’ refers to measures designed to increase the degree of autonomy and self-determination in people and in communities 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.

The guiding principles of empowerment are:

- To respect an individual as they are, to show them new ways and alternative actions and to develop possibilities together with them;
- 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 personal and social resources as well as their abilities to participate to regain (again) control over the design of their own social 'life world'. 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 job-seekers with appreciation and at eye level; job-seekers 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 one's own life.

Empowerment must be thought in a systemic way. It begins with the "subject" and returns to the "subject" through all the activities in a circular and networked processes. It is therefore always important to keep the "subject" in mind and to leave the hierarchical or paternalistic level. The empowerment approach can be considered as the foundation of the work of a Job Broker with job-seekers. All other aspects that are presented in this chapter – profiling and

assessment, coaching of job-seekers, development of an action plan, conflicts and motivation – are directed by the general principles of the empowerment approach.

Learning objectives

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

3.1 Specify and demonstrate the empowerment approach.
3.2 Describe and differentiate methods for profiling and assessment of job-seekers and choose methods appropriate for specific contexts and/or job-seekers.
3.3 Outline different coaching techniques and use them to optimally support job-seekers in finding a job (elaboration of application documents, preparation for job interviews)
3.4 Apply appropriate communication techniques across settings, purposes, and target groups.
3.5 Develop an action plan in cooperation with the job-seeker.
3.6 Explain sources of conflicts with and de-motivation of job-seekers and apply appropriate conflict management and motivation techniques.
3.7 Identify specific and specialist job-seeker support needs that are a barrier to a successful job placement (psychological, debt, housing, welfare) and referring them for relevant expert or detailed support.

Before we look at this area in detail, let's begin with a self-appraisal of your knowledge, skills and understanding in this area with the Learning Needs Assessment table below. Using a scale where **1 = poor (development fully needed)**, **5 = fair/satisfactory (development partially needed)** and **10 = excellent (no development needed)**, estimate your 'level' in each case:

Job requirement	Level of knowledge, skills, experience or understanding (as appropriate).									
Knowledge about the empowerment approach.	1	2	3	4	5	6	7	8	9	10
Knowledge about profiling and assessment of job-seekers.	1	2	3	4	5	6	7	8	9	10
Identification of specific and specialist job-seeker needs that are a barrier to a successful job-placement.	1	2	3	4	5	6	7	8	9	10
Application of conversational coaching techniques.	1	2	3	4	5	6	7	8	9	10
Supporting decision-making of job-seekers.	1	2	3	4	5	6	7	8	9	10
Knowledge and application of appropriate conflict management and motivation techniques.	1	2	3	4	5	6	7	8	9	10
Preparation of job-seekers for application processes.	1	2	3	4	5	6	7	8	9	10
Development of an action plan	1	2	3	4	5	6	7	8	9	10

In the sections below, we will provide you with some narrative and ask you to complete a set of exercises. Each one has feedback – make a note of your responses and your thoughts about the feedback – since at the end of the Chapter we will ask you to return to this Needs Analysis to see if any of your responses have changed.

3.1 Specify and demonstrate the empowerment approach.

If we set the Job Broker role into the context of the empowerment concept we can see him/her as someone who should have an empathy with the job-seekers receiving the service. The JJob Broker offers job-seekers support regarding questions on every day issues and ensures that a solution is found for questions and problems.

We see the Job Broker as a contact person for anything that affects job-seekers, as someone that will do everything in their remit to help people to become active and to shape and control their own living conditions. The Job Broker creates conditions under which people succeed in discovering their own strengths. The Job Broker can contribute to a beneficial social climate that supports such processes as empowerment.

The Job Broker is preparing job-seekers for a self-determined shaping of their way of life. By working with them together at their needs-analysis and through their individual action planning, job-seekers are prepared step by step for job search and for sustaining work after successfully finding a job.

The sections that follow are concerned with a range of characteristics of the empowerment approach, skills that are most important for working with an empowerment approach and possible methodological approaches for working together with the jobseekers to enhance empowerment.

ACTIVITY 3.1.1 Identify and describe general characteristics of the empowerment approach



Research & written assignment

On the subject of empowerment, there is a large amount of literature, much of which is freely available information in the Internet. **Inform yourself about the fundamentals of empowerment and learn the basics of the topic. Identify and describe general characteristics of the empowerment approach.**

Here is a suggestion for somewhere to start:

www.empowerment.de/

<https://de.wikipedia.org/wiki/Empowerment>

Please identify relevant sources on the internet by listing some of your country-specific links and making some observations:



With the empowerment approach you can uncover and promote the strengths and potential of job-seekers. Empowerment focuses on what the job-seeker can do, and how they can equip themselves to best overcome the barriers that they face. The focus of empowerment is the discovery of the untapped potential strengths of job-seekers and the promotion of their resources of self-organization. Empowerment is now a central concept in many areas of social work, but also in other fields of application - in psychological counselling, in organizational development and personnel management.

ACTIVITY 3.1.2 Basic skills



List

Empowerment can be described as a "philosophy of human strength". This trust in the strengths of the people, in a productive way to process the burdens and impositions of the everyday reality of life, is the centre and leitmotif of this philosophy. What do you think are the basic skills that Job Brokers need to have to work in that way?

Create a list of skills (up to 10) that are in your opinion the most important for working with an empowerment approach.



What do you think, do these listed skills fit with the following understanding of the professional identity?

Against the background of the "philosophy of human strength" a new understanding of the professional identity in working with people emerges. We can identify this empowerment understanding with three key words:

(1) "Sharing power": turning away from paternalism and "caring siege"

- the renunciation of rash expert judgments regarding "problem interpretations" and "solutions" for the job-seeker,
- the waiver also on fixed objectives and route specifications, therapy plans, vicarious solutions to problems
- a job-seeker's involvement in the interpretations of the situation, life plans and future ideas of job-seekers
- the abandonment of (incapacitating) assumption of responsibility; the encouragement of a job-seeker to self-activity and self-responsibility.

(2) The respect for the autonomy of job-seekers and cooperation at eye level

- professional educational work is understood as a dialogue-reflexive understanding between partners (a "collaborative" working relationship "at eye level");

- at the same time, educational work is always also a "confrontational mirror": confrontation of the self-perception of a job-seeker with contrasting perception of others – based on a firm foundation of trust;
- working with people proves their productivity wherever they open a job-seeker's "test fields" for the discovery of their own strengths and for the testing of self-determination and personal design;
- acting proactively - especially in the case of severely multiple disabled people - requires an understanding diagnosis and a (team) reflection of unjustified proof of helplessness and incapacitation traps.

(3) The mentoring role of professional helpers

For the new occupational role of "empowerment workers" different terminology can be found in the literature: assistant - supporter - companion.

One other is the term "mentor" or "mentorship" (knowledgeable life-companionship). In this mentorship the professional helper fulfils the following roles (see in detail Herriger 2014, pp. 233 ff.):

- Supporters and Encouraging 'Orientation Helpers'
- Life-world analyst and critical life interpreter
- Networker, resource diagnostician, resource mobilizer
- Intermediary bridge builder
- Dialogue manager and conflict mediator
- Confidant and advocate.

ACTIVITY 3.1.3 Methodical procedure



Written assignment



After you have learned something about the empowerment approach and after reflecting about your role in the framework of this approach, it's time to try some methodical working steps.

Create a possible methodical procedure in working with the jobseekers according to the empowerment approach.



Now you have created some methodical working steps. Here you can compare your methodical approach with one other possible approach.

In the literature, four levels of empowerment are usually distinguished, each of which has its own methodological tools:

- The level of individual help
- The level of group work
- The level of organization
- The level of the community

For the Job Brokers the individual level should be most relevant.

Examples of a practical implementation of the empowerment concept at the individual level come predominantly from the field of action of counselling and individual social assistance. Common to these personal approaches is an attempt to provide the person concerned with ways out of learned 'helplessness'. The contract between you and a job-seeker aims at providing assistance, by means of which the affected person is able to take life back into their own hands avoiding 'deficit' thinking of powerlessness, resignation and demoralization and promoting 'asset' thinking about what is possible. Here, three complementary methodological tools are used:

Resource Diagnostics:

In the psychosocial landscape, there are a variety of test, questionnaire and diagnostic procedures that "detail" a job-seeker's life problems, their deficits and inadequate coping skills. On the other hand, there is a gap where it is important to systematically grasp the strengths of the job-seekers - their resources. In the context of empowerment work, resource diagnostics has three main functions:

(1) Initial diagnosis and help planning: Empowerment work aims to integrate the coping resources available to the job-seeker systematically into the aid process and at the same time to find again spilled biographical resources ('lifetimes' in the biographical past) and make them accessible. As part of the initial discussion and the subsequent individual assistance planning, a precise measurement of resources is therefore indispensable.

(2) Process-accompanying reflection: The resource diagnostics can be used beyond the help planning also as instrument of the process evaluation. It is suitable as a practical reflection aid, with which Job Brokers and job-seekers repeatedly visualize the current resource setting, document the changes that have already occurred, reflect obstacles in accessing resources and reorganize the ongoing help process during their work contract.

(3) Evaluation and quality documentation: Finally, in the context of the final case evaluation, methods of resource diagnostics are used to estimate resource developments (quantitative and qualitative changes). The first instruments of resource diagnostics are from Pantucek 2009; Schiepek / Cremer 2003; Trösken / Grawe 2003.

Support Management:

Support management (case management) is a holistic supportive arranging of life resources. Based on a common understanding of objectives and steps, available help resources in private life and in public service agencies are brought together in a concerted support action. In this way, a cross-border network of resources is formed, which can give noticeable relief and support in times of stress (see also Löcherbach et al., 2009, Neuffer 2013, Wendt 2011).

Self-narration and biography work:

This third component links the work of empowerment with the current discussion about "narrative identity work" and "biographical narration". The basic conviction of this debate, which is mainly conducted in narrative psychology, is that people construct life cohesion, in the secure experience of the meaningfulness of one's own life story, in self-narratives. This fundamental conviction of narrative psychology makes a direct bridge to the methodology of empowerment work possible. The narrative (re-) taking up of biographical threads in the pedagogical dialogue aims to recall the dignity, value and pride of one's own life, to establish continuity and life

coherence despite all life's breaks and to banish the shadows of negatively coloured self-attributions. Biographical narration creates spaces of possibility in which the individual can find language and gain in the reflexive appropriation of the experiences of life history tools for the processing of the past and orientations for the as yet unknown future (see Hölzle / Jansen 2010, Krüger / Marotzki 2005; 2011).

3.2 Describe and differentiate methods for profiling and assessment of job-seekers and choose methods appropriate for specific contexts and/or job-seekers.

Assessment and profiling are important aspects when working with job-seekers towards new employment. It sets the basis for the steps to follow, support the self-reflection of job-seekers about their interests, strengths and weaknesses and enables decision-making. For you as a Job Broker the results of the assessment and profiling phase provide substantial information for the matching to available employment opportunities.

ACTIVITY 3.2.1 Choose at least 2 different methods for (skill) assessment, describe each of them and elaborate a short SWOT-analysis.



Example & written assignment

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 you 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=titelauf&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.



Assessment and profiling methods can be instrumental in discovering interests, talents, aptitudes and skills of a job-seeker. They're also useful to identify areas of strength and weakness. Eventually, the results generated by assessment and profiling methods can be used by job-seekers to make better, more informed career choices that are in line with their interests, talents, and goals.

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.

As you may have observed the different methods are very different, looking at the range of aspects they investigate, the time span needed to conduct, the mode of communication (oral, written). Therefore the strengths and weaknesses you identified may depend on the time resources you have for assessment, the type of job-seeker you work with (job-seekers at the beginning of their professional life, long term unemployed or job-seekers who had to leave their former profession because of job related (transition of professional field)

ACTIVITY 3.2.2 What specific challenges could arise during assessment and profiling of job-seekers with low or no qualification/work experience?**Problem Solving**

Profiling and assessment can be a challenging task. One specific challenge is represented by job-seekers with a low level of educational background.

Describe which challenges you could face in such situations and possible strategies to handle these challenges productively.



Of course, every job-seeker is an individual with a unique personality and biography. Nonetheless it could be worthwhile to reflect about typical characteristics and needs of different target groups. This could improve your sensitivity for each target group and help you to find suitable solutions for each job-seeker.

Looking at the given example of a job-seeker with low or no qualification there are some general aspects that are – beyond others – relevant in the context.

It is not unusual that job-seekers who have no or low qualification not only lack of formal qualification but also lack of basic competencies essential on the labour market. The most common basic competencies job-seekers are missing are writing and reading skills and basic ICT skills.

Although it can be hard to find a job with no or with low-level qualifications, people in this situation often show resistance towards training activities for various reasons e.g. lack of prospects; low expectations of the benefits of training; negative experience of education, low educational aspirations, or a simple reluctance to invest in themselves.

Therefore it is crucial to highlight the positive aspects of training activities and make transparent which benefits could be gained by participating in a specific training activity (e.g. job opportunities, payment, working conditions). For people who do not have happy memories of school or education, the option of work-based or work-integrated training opportunities (e.g. apprenticeships) can offer a different way forward.

Also, be aware that Job Brokers are often more highly qualified than the job-seekers they work with. This hierarchy can lead to suspicion, specifically if you work with job-seekers who have a negative attitude towards education and training. Here the establishment of a good and trustful

relationship to the job-seeker is even more challenging but also even more important. An important factor is the language a Job Broker uses. On the one hand it is important to ensure that your use of language with the job-seeker is clear, every-day and avoids 'jargon'; on the other hand authenticity is extremely important and you must not patronise or 'talk down' to job-seekers.

Since some job-seekers often lack self-esteem about what skills they have or what they can do it is very important to highlight the existing skills or competencies that they do have. Often job-seekers are unaware of how competencies that they have are transferable and usable in different ways in the labour market. Job-seekers often focus what they cannot do or do not know instead of what they are capable of. They are often unaware of the wide range of skills they have gained through the type of informal learning processes in work situations or their private life –it is called 'experience'!. Although it is important to identify training gaps/needs it is also essential to focus on existing capabilities and potential that can be built upon and developed.

ACTIVITY 3.2.3 Relevant background factors for matching



List

Assessment and profiling is the basis for a good matching. But is it sufficient to investigate the skills, competencies and interests to make a good match to employment opportunities?

Write a short checklist for new and inexperienced colleagues. The checklist should contain relevant personal factors of job-seekers Job Brokers should consider when it comes to matching job-seekers to employment opportunities. List the relevant factors and give examples for indicated questions and implications for each of the factors.



For you as a Job Broker the identified skills and competencies of job-seekers you work with are an important source of information for a successful matching process. However, for the definition of specific job-related goals and to reach sustainable employment, while being respectful of privacy, having a wider view of a job-seeker's life and personality can provide important information that could influence the match between a job-seeker's situation and a concrete job. There are a range of background factors that are highly influential when it comes to matching and decision-making. These factors restrict the range of options and the job-seekers willingness to take risks. Below you can find a non-exhaustive list of such factors and corresponding questions and implications.

Family status	Besides the job-seeker, who else needs to be included in the decision making?	Who else is affected by the decision?	Balancing family obligations with the working/course hours and financial implications of specific employment or training opportunities
Physical situation	Are there any health issues or specific needs that could relevant for matching?	How great is the personal confidence in one's own physical and cognitive performance?	Are there restrictions because of the age of the job-seeker?
Financial situation	How much room for manoeuvre is there regarding the financial situation?	Are there sufficient financial resources for a career break or training activities?	What subsidies could be available?
Personal resources	What (positive) experiences exist towards career transformation?	Personal flexibility and frustration tolerance, learning ability?	Competencies?

Network	Who could support the job-seeker?	How viable is the personal network of the job-seeker?	
Personal values	Are there any restrictions because of religious beliefs or other values?	Permanence vs. Flexibility	
Labour market	What has the job-seeker to offer?	How great is the demand for competencies the job-seeker has to offer?	Mobility?

3.3 & 3.4 Outline different coaching techniques and use them to optimally support job-seekers in finding a job and apply appropriate communication techniques across settings, purposes, and target groups.²

When working with job-seekers the activities of Job Brokers have some aspects in common with the role of a coach. Coaching of job-seekers is a process that often consists of individual coaching interviews (alternative coaching formats include group sessions, by phone, web coaching, etc.). Therefore, Job Brokers working with job-seekers must guide and lead the coaching session: Guiding means to show compassion, to understand and to allow; leading, on the other hand, means to interrupt, to intervene, and 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. Job-seekers may not have entirely voluntarily sought for your Job Broker service and may have troubles being in the position of a person in search of

² In the context of this Chapter, we are addressing this issue in relation to the function of Job Brokers as coach for job-seekers. Here, we are concerned with very specific forms of communication that are integral part of the coaching role. We therefore consider the 'communication techniques in this LO to be concerned with different coaching techniques and their use to optimally support job-seekers in finding a job (decision-making coaching, job application coaching). As a result, learning objectives 3.3. & 3.4 were implemented as one coherent section in this Self-directed Learning Guide.

advice. It is crucial to use well-chosen ways of communication and behaviour to create a real basis for cooperation and conversation despite of the hierarchical nature of the situation.

Job brokers must seek to understand the job-seeker's motives and background, but also the scope of his or her actions. They must 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 job-seeker. Communication is most fruitful when the people involved settle on a shared worldview and reality.

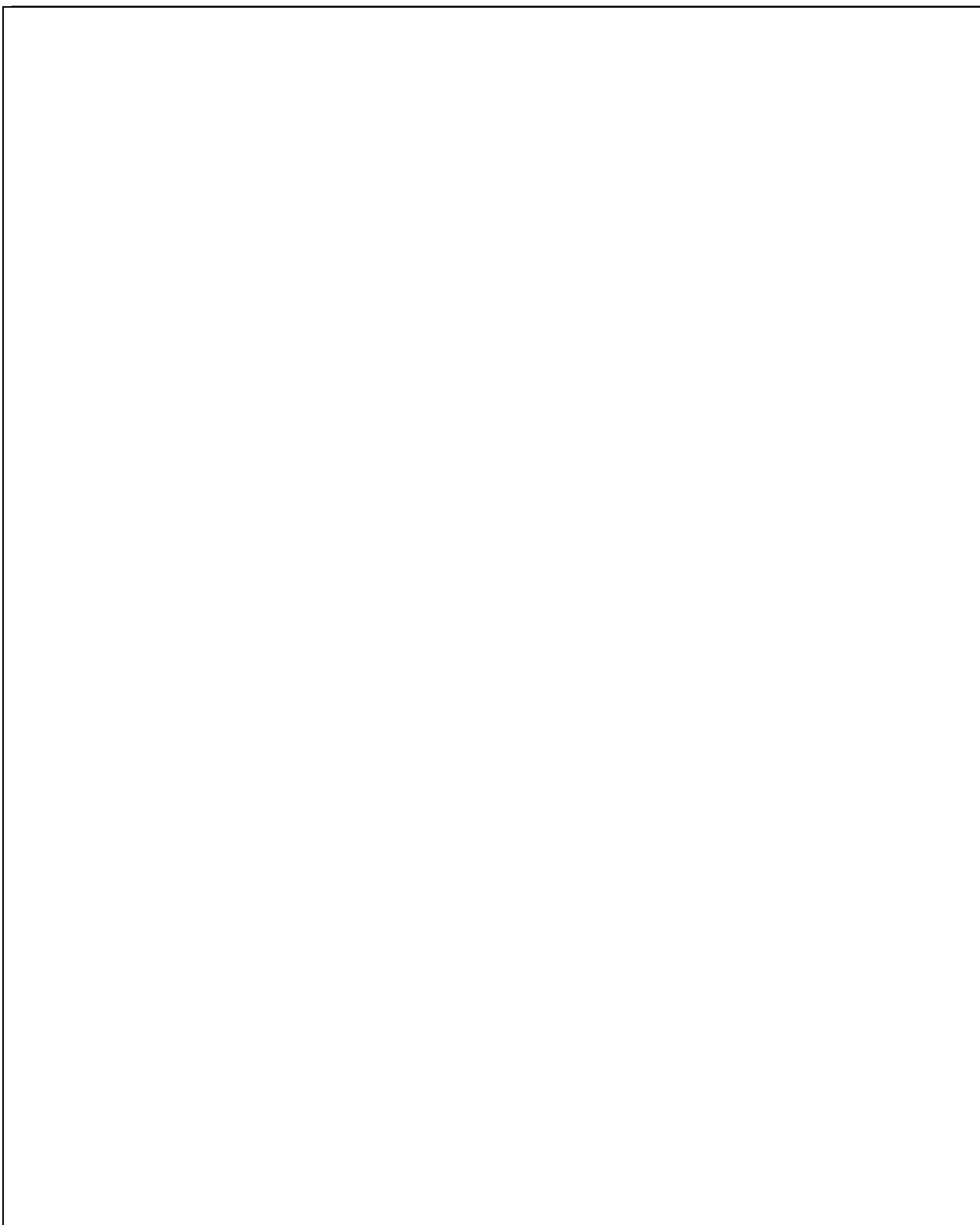
ACTIVITY 3.3.1 Basic principles of Job Broker-job-seeker communication and interaction in coaching sessions



List

Conversational skills are key to a consistently successful coaching. 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 coaching sessions.

Based on your research, summarize the aspects you think are most important and try to list and explain the basic principles for job-seeker-Job Broker interaction and communication in coaching sessions.





There is much literature and many information sources on the internet on how to interact and communicate with job-seekers. Most of it does not focus specifically on Job Brokering or the target groups of job-seekers, but deals with interaction processes in job-seeker-coach sessions in general. However, most of the principles you can find here are also true for job-seekers as a target group.

Concerning the basic principles of conversations and interactions, we would propose the following principles as one way to summarize important aspects of interaction processes between job-seekers and Job Brokers:

Consulting attitude:

It is important not to talk and explain too much and instead listen and observe carefully. That gives coaches the chance to get the most accurate view possible of the job-seeker. 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 job-seeker’s opinions! For example, you could phrase your concerns like that: “I understand deeply that you [...]. However, the current situation in 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 job-seekers 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, coaches should choose positive formulations that empower and motivate people seeking advice. The job-seeker’s strengths and accomplishments – such as social competencies, job experience, and 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.

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 coaching process. Our ability to reflect on gender stereotypes, on their effects on work, life and coaching 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 job-seeker. To do so, it is vital to keep your language simple and easily understandable while always gender-sensitive.

Posing questions:

The dialogue should primarily be structured by the coach's questions. The questions should be clear and easily understandable and have to match with the verbal skills of the dialogue partner. To avoid misunderstandings, coaches 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 job-seeker.

Ideally, only one question at once should be asked to help the job-seeker's concentration. Short periods of silence trigger the job-seeker to talk and recount a little more.

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 coaching process highly depends on a good and trusting relationship between job-seeker and coach. Each respective investment is worthwhile! Observing nonverbal signals, modes of expression and behavioural modes of the person seeking advice provides essential information to establish such a relationship. If you get certain impressions – for example that the job-seeker 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 coaching, especially when the person seeking support talks about problems, doubts and fears. Small nonverbal signs – such as signs of consent and approval – as well as an open posture, facing the job-seeker, 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 job-seeker’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 job-seeker’s way of thinking. That enables you to react adequately to their worries and needs and to take corrective actions where necessary.

Staying objective:

Especially when Job Broker and job-seeker 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 support react in an aggressive, belittling or arrogant way, the Job Broker should keep calm and actively address the respective, dysfunctional mode of communication. It is important that the Job Broker doesn’t take the job-seeker’s behaviour personally: Usually, it mainly reflects the emotional state of the job-seeker and could be – for example – the result of fear or self-doubt.

Defining boundaries:

Professional coaching also means to be aware of one’s limits and boundaries and to clearly express what coaching can and cannot do! It is a key competence for any Job Broker to communicate boundaries in a clear but polite way without risking that the person seeking support 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.

If you are interested in further reading about coaching you may find the following book interesting: Van Nieuwerburgh, Christian (2017): *An Introduction to Coaching Skills: A Practical Guide*, Sage, London

Based on this book you can find videos of practical examples of conversational skills on the following website: <https://studysites.uk.sagepub.com/vannieuwerburgh/study/default.htm>

When Job Brokers coach job-seekers they work with people in a transitional situation. This transition needs decisions from the side of the job-seeker. Therefore coaching of a job-seeker in decision making processes is very important aspect of a Job Broker's work. The reason for transition could lie in the person (wish for transition, need for transition e.g. because of health issues) or in the personal environment (job loss because of termination or insolvency of the former employer, starting a family or loss of close people, regional or political developments). Depending on the reason the transition may be considered a threat or a chance. In any case, a transition process often involves high levels of uncertainty, experiences of loss, frustration or conflicts. Therefore the coaching of job-seeker in decision making is a sensitive issue.

ACTIVITY 3.3.2 Argue why coaching of decision making is an important element of a Job Brokering service



Problem solving

Imagine the Job Brokering service you work for gets a new Chief Executive Officer (CEO) who wants to cut costs. Looking for opportunities to save costs the new CEO wants Job Brokers to argue why specific service offers are important. Basically, the CEO does not really understand why it is necessary to support job-seekers in their decision-making process. From you the CEO wants to know why job-seekers need specific support in decision-making.

How would you argue the importance of coaching for decision making?



One option to argue the importance of coaching of decision-making could be to point out what is needed to make a decision and there is a range of aspect where professional support could help to make better decisions that lead to more sustainable employment.

When job-seekers have problems to make a decision, the reason could be that they lack information, they don't know who they are and what they want (e.g. first vocational decision), they are confronted with obstacles, that seem hard to overcome or they have in general problems to make decisions.

Clarity and stability of self-perception:

- Who am I
- What is important for me?
- What am I able to?
- What are my likes and dislikes?

Information:

- Labour market
- Occupational profiles
- Training opportunities
- subsidies
-

Dealing with obstacles:

- What obstacles could come up/may need to be overcome?
- Are there any positive coping experiences?
- Is there a solution or is it necessary to find different options?
-

Decision-making ability:

- How decisive is a person?
- To what extent is the person able to make compromises?
- How optimistic or encouraged is a person?

ACTIVITY 3.3.3 Who makes the decisions?



Example & written assignment

A job-seeker makes use of your service. When it comes to making a decision about his/her future career he is reluctant to make a decision. The Job Broker wants to support with decision making coaching. However, the job-seeker is not very cooperative and asks: “why do you want me to decide? I came here because you are an expert and I thought you could decide best which job I should choose.” Since the Job Broker has a very busy and stressful day and because the job-seeker explicitly asked the Job Broker to make the decision for him the Job Broker agrees.

What do you think about this? Do you think the Job Broker acted correctly? Why, why not?



Although many things depend on the context of the Job Broker service and the personal style of a Job Broker, in this case, we would clearly say that the Job Broker made a mistake!

Job Brokers are experts for a specific field of knowledge. They are rightly expected to share their knowledge and actively use it in coaching processes. Often there is only a thin boarder between “giving advice” and “provide expertise”.

Supporting decision-making processes needs a high level of patience on the Job Broker’s side. Often it feels very exhausting; to watch job-seekers in their struggle to decide without influencing the decision. The temptation is great to actively give advice or to make the decision for the job-seeker.

However, Job Brokers should only support and guide the decision-making process. The use of methods should be determined by the Job Broker’s assessment of the job-seeker and available time resources. A Job Broker can ask critical questions, provide information and expertise, but not manipulate. Only the job-seekers make decisions.

Even if decisions seem irrational from the Job Broker’s point of view they must respect the decisions of job-seekers. Even if job-seekers feel helpless, they are the true experts for their life!

The duties of a Job Broker in their role as coach and in relation to decision making are:

- To withstand this process of weighing up different options, the ‘ifs’ and ‘buts’ in their ambivalence.
- To support job-seekers, without taking off the actual decision-making from job-seekers
- Helping to find solutions without giving advice
- To encourage job-seekers when they lose courage
- Documenting results of decision making processes
- Offer methods to facilitate the decision-making process

ACTIVITY 3.4.1 Visualisation of decision making process



Written Assignment

Your Job Broker service is introducing training for new colleagues. For a module about decision making you are asked to design a poster that visualises the decision-making process with a metaphor. How would you design such a poster?



There are many possibilities to visualize a decision-making process. So, we hope you had fun being creative!?

However, for feedback, we want to present you two different visualisations/metaphors that could be used in relation to decision making processes:

The funnel

We could visualise decision making as a funnel with several filters. At the end of the funnel a few sifted out results come out.

The funnel is filled with all occupational profiles worth considering and each of them has to pass the different filters. The filters represent the different selection criteria, whereby the priority of the different filters should be determined by the job-seeker:

- Income opportunities
- Working conditions
- Compatibility with family duties
- Job requirements
- Investment in training
- Existing job opportunities

Optimally, at the end of the funnel two or three realistic options come out.

The eight loop

Decision making can also be visualised as a loop movement. At the beginning of the decision-making process we can find the positive aspects of different occupational profiles

On a closer look these positive aspects are superimposed by aspects with negatively connotations. Concerns, worries and fears are getting relevant. The loop goes back to the starting point, the occupational profile needs to be rethought, or a new one has to be found.

When it's possible in this phase to find solutions for upcoming problems an exit out of the loop can be found. The loop will go on between 'yes' and 'but' until the most important concerns are eliminated and solutions for obstacles could be found and therefore confidence in an occupational profile could be re-established.

Another important aspect of coaching in the work of a Job Broker is the preparation of job-seekers for application processes. When a match between employment opportunities and characteristics of a job-seeker is found it is essential that job-seekers make a good impression on their potentially new employer. So, writing a good CV and being well prepared for a job interview are two important aspects to use employment opportunities successful.

ACTIVITY 3.4.2 Compose a plan about how you would prepare a job-seeker for a job interview.



Problem solving

Given a restricted time frame of 20 minutes to coach a job-seeker for a job interview. Compose a plan about how you would prepare a job-seeker for a job interview.



You may also draw from your past or current work experiences as a Job Broker. In that case take your personal approach for coaching for a job interview and modify it according to the 20 minutes time frame.



Your freedom in doing your work as a Job Broker may be very different in relation to the concrete Job Broker provider you work for. There might be a concrete standardized process plan you have to stick to or you may have the freedom to choose your approach on your own. However, time resources may in any case be a crucial determination for the kind of service you offer. That may be especially true if your service is based on an outcome-orientated system of financial remuneration. Working in such a system it is crucial to find the right balance between a good service quality to reach the targeted outcomes and a financial surplus. But also, in cases where the outcome orientation is not as strict as in the example of Module 1, the amount of time you have to work with Job Brokers is usually tight with respect to the specific target group.

It is clear that a given timeframe of 20 minutes is very tight and you may hopefully have more time resources to prepare your job-seekers for an interview if necessary. However, time resources of a Job Broker are usually limited, and it is one of the challenges to choose in relation to the needs of a concrete job-seeker which coaching activities you perform. So, you have to make

a decision! As in the activity before, your decision may be highly influenced by the concrete job-seeker or more general a specific target group of job-seekers you have in mind. Also, the demands of the concrete sector/employer of the vacancy may influence your decisions.

In 20 minutes there is not very much room for manoeuvre. So, a role play in which the job-seeker can try out the interviewing situation in a more or less realistic but at the same time safe setting may not be possible in such a situation. What you can do for example is to prepare resources the job-seeker can use to prepare him/herself for the interview. For instance, a list of common errors that should be prevented or interviewing questions that are likely to be part of the interview could help to reduce insecurity on side of the job-seeker without taking too much time in a coaching session.

ACTIVITY 3.4.3 Create a CV on the EURES Job Mobility Portal



Research

It is one goal of European integration to increase the mobility capabilities of the workforce. To foster the transnational mobility of the workforce across Europe the European Commission has implemented EURES. It is a cooperation network formed by public employment services across Europe. It maintains a job matching platform the “European Job Mobility Portal”. The jobs advertised on the EURES Portal come from EURES members and partners, in particular the European Public Employment Services. They use EURES to advertise jobs for which employers are particularly interested in recruiting workers from other European countries.



For job-seekers EURES offers a facility to create an online profile. The basic purpose of the profile is to create an online CV. Can you assist a job-seeker who has an interest in working in another European country to create an online CV on EURES?

If not, explore the facility in EURES and become proficient in its use.

Visit the EURES-Website and inform yourself about the EURES platform:

<https://ec.europa.eu/eures/public/en/homepage>



Have you made yourself familiar with the portal and created a CV? Did you have any experience with this kind of CV? Depending on your professional practice you may be used to a different kind of standardized CV; alternatively it may be rather new for you because you usually not use any kind of standardized templates when you work on a CV with a job-seeker.

If you work with a job-seeker who is looking for employment opportunities abroad it can be helpful if you could support them with the creation of an EURES CV. Especially when working with such a standardised instrument it is even more important to use the sections where you can give the CV an individual touch to make it distinct from other applicants.

The EURES online CV is very similar to a Europass CV. It is a standardised template for a CV which main purpose is to provide a common instrument for a more transparent and standardised description of skills and qualifications. If you need support to fill it out correctly and for general tips to be considered in writing an Europass/Eures CV you may find the following online available guidance sheet helpful (available in all languages of the EU):

<https://europass.cedefop.europa.eu/documents/curriculum-vitae/templates-instructions>

There are also examples of filled out CVs available you can use as reference point. You can find them via the following link (available in all languages of the EU):

<https://europass.cedefop.europa.eu/documents/curriculum-vitae/examples>

3.5 Develop an action plan in cooperation with the job-seeker.

So far, you already have learned something about the empowerment approach as the basis for your work with jobseekers.

You also have learned something about different coaching techniques, profiling methods, conflict management techniques and motivational techniques that you can use in working together with jobseekers. This should help you to get to know a jobseeker well and to identify his or her specific support needs.

After you have identified specific and specialist job-seeker support needs (psychological, debt, housing, welfare) that could be a barrier to a successful job placement, it is a time for developing an action plan for a further proceeding in cooperation with the job-seeker.

ACTIVITY 3.5.1 What do you need to develop an action plan?



**List what you think is important if you want to develop an action plan with a job-seeker.
What are important aspects and must be considered?**



The following example questions and examples of methods for goals setting and action planning may be helpful when reflecting about your approach:

Example Questions to elaborate action plan with a job-seeker:

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 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“

[http://www.projectsgallery.eu/job-broker/wp-content/uploads/2017/04/Curriculum - Programme.pdf](http://www.projectsgallery.eu/job-broker/wp-content/uploads/2017/04/Curriculum_-_Programme.pdf)

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&aktt=0&zz=25&lang=353&SPage=8&sort=titelauf&Page=1&index=9 \)](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&aktt=0&zz=25&lang=353&SPage=8&sort=titelauf&Page=1&index=9)

ACTIVITY 3.5.2 Develop a concrete action plan



Written assignment

Imagine that you have agreed a target with your job-seeker. Develop a concrete action plan.



Below is a list of possible steps in working to set out goals and action plans with job-seekers:

→ 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

ACTIVITY 3.5.3 The execution of the action plan



Problem solving

The overall **goal** of the counselling process is a job placement or respectively sustainable labour market integration. Therefore, it is important to come to an agreement on a realistic job decision. If there is a discrepancy between your assessment of the situation and the ideas of the job-seeker (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. Describe how to track the execution of the action plan. What do you do if the action plan is not followed by your job-seeker? What options do you have to influence your job-seeker?



If there is a discrepancy between the goals of the job-seeker and your assessment of the situation you should make that transparent and explain the reasons for your assessment clearly. If there is still no agreement about goals despite discussion and explanations, you should consider being 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 job-seeker to devote some of his/her time until the next meeting towards more realistic goals besides any actions towards the job-seeker’s preferred goals. Thereby the clarification if the job-seeker’s needs are realistic can be achieved without influencing the job-seeker’s 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 job-seeker the possibility to proof that his/her goals are realistic. For example, you could ask the job-seeker to find job offers that would fit to the job-seeker’s profile.

3.6 Explain sources of conflicts with and demotivation of job-seekers and apply appropriate conflict management and motivation techniques.

The ideal case from a Job Broker’s viewpoint is that they work with motivated job-seekers who use the Job Broker service on a voluntary basis, who are eager to learn and to develop themselves, to get a job eventually and therefore motivated. However, frequently the reality for Job Brokers is different; job-seekers are often referred or assigned to use a Job Broker service – sometimes this is mandatory if the job-seeker wishes to retain their unemployment or

social benefits - and in such cases their use of the service cannot be considered to be entirely voluntary. Job-seekers often do not know what to expect from or why they need the service or maybe – as a result of the profiling and assessment phase – training (so they may come without motivation).

Conflicts are a common phenomenon in social interactions, and also because of the above described context of social interactions between Job Broker and job-seeker, that is also true for this kind of situation. Conflicts arise if both parties are dependent on each other and one or both of the parties at the same point of time intend or perform actions that could lead to a situation where the opposite party feels hindered, obstructed, threatened or hurt. As long as a conflict exists it hinders all parties to strive united for common goals. Therefore a constructive conflict solution is very important to reach the goals of the Job Broker service.

ACTIVITY 3.6.1 Write down at least 3 different types of conflict you experienced in your work as a Job Broker.



Write down at least 3 different types of conflict you experienced in your work as a Job Broker and describe for each why you think a conflict occurred, what the source of the conflict could be.



Take another look at your findings. Are there types of conflicts that occur more often than other forms?

There are many different types of conflict and sources for conflict. A very common source of conflict is that job-seekers show different forms of resistance against your work or the service as a whole. Usually the term resistance is related to negative images. But resistance can also be perceived as something positive. As an attempt of a person or a system to maintain integrity and freedom to act or to maintain the current status. So, resistance always has a stabilizing function. From this point of view resistance is a very natural phenomenon and part of any learning or transformation process. It can have different causes and show itself in different forms.

Also, job-seekers in the first instance are the experts about their personal solution, and therefore resistance can be regarded as a constructive contribution in solution search. For instance, it can be regarded as a feedback for the Job Broker that the current proceeding/plan is not useful (at this point of time). Typically there are five types of resistance that can be differentiated:

- Resistance against the general conditions of the service – job-seekers can't or don't want to admit to the service, because they don't consider the general conditions acceptable. This could relate to the premises the service takes place, the time or the terms of participation (more or less compulsory).
- Resistance against didactics/methods – job-seekers refuse to make use of offers by the Job Broker (contents, methods, interventions etc.)
- Resistance against the Job Broker – e.g. because they have problems with the sex, age, manner of speech or the self-expression of the Job Broker. Usually this kind of resistance is not against the person of the Job Broker but represents a typical transfer effect.

- Resistance against learning or transformation processes as threat of one's feeling of self-worth – the current status is threatened, and a transformation needs effort, time, energy and courage and is initially often related to a feeling of insecurity.

ACTIVITY 3.6.2 Use the given typology for resistance. Find for each of the types two examples from your work experience



Written assignment

Use the above described typology for resistance. Find for each of the types two examples from your work experience and answer the following questions:

How did this type of resistance manifest?

How did you handle the situation?

In what way could you have acted differently?

Just to remind you, here again the typology (for a more detailed description of the different types of resistance look at the feedback of 3.4.1):

- Resistance against the general conditions of the service
- Resistance against didactics/methods
- Resistance against the Job Broker
- Resistance against learning or transformation processes as threat of one's feeling of self-worth



Of course, the above described types of resistance range from abstract from reality. Often there will be an overlap between more than one form of resistance and therefore there is not THE single solution for each of situation of resistance. However, as an orientation point, we want to give you some broad guidelines that my help in such situations:

Always be aware that a Job Broker is not at all in full control of the situation. Even if a Job Broker does his/her best, if the job-seeker is not cooperative there are limits to success. A Job Broker can only make offers. What the job-seeker makes of it is ultimately out of the hands of the Job Broker. Job brokers can only increase the probability that the services process goes in a desired direction. How someone deals with resistance depends on the meaning it is given. Resistance is a message and can be understood as an expression of needs, for instance:

- Thanks, I've had enough
- Up to this point I'm willing/able to cooperate but not further
- Afraid of failure, when committing to something specific
- Insecurity, what can I expect here
- Insecurity, the „other one“ wants something from me
- Protection against change

Often resistance is confronted head-on. Alternatively you can work with the resistance, to respect and appreciate it. Useful questions in this context could be:

- How did resistance manifest itself?
- What is the 'driver' behind the resistance?
- What are the positive aspects of this specific manifestation of resistance?

-
- How can this resistance be handled productively (what kind of intervention could be successful)?

For the specific forms of resistance, the following exemplary interventions might be useful:

- Resistance against the general conditions of the service – often the problem is that job-seekers do not feel appreciated or respected because of the general situation. Strategies for interventions could be to include job-seekers in decisions about general conditions, to proactively address the issue and to express very much appreciation and respect.
- Resistance against didactics/methods – resistance can be prevented if job-seekers regard contents and methods as useful. When resistance has manifested itself, it could help to address why a specific content or methods could be useful or by changing contents and methods if possible.
- Resistance against the Job Broker – this type of resistance could be prevented by explaining at a very early stage, which kind of competencies you as a Job Broker have to offer, what expectations you have towards the job-seekers and also to make it transparent what job-seekers can't expect from you as a Job Broker. When resistance is present, it is important to take it not personal, but to handle it in a constructive manner.
- Resistance against learning or transformation processes as a threat towards one's feeling of self-worth – it is important to appreciate the past to make new things possible. Job-seekers need some time to say 'good bye' to the old or to link the old with the new one.

ACTIVITY 3.6.3 How to react if job-seeker evades application activities?



Example & Problem solving

A job-seeker arrives very motivated to use your service, deciding to try everything to find a new Job. After a few failures the job-seeker starts to fear further failures and starts to avoid applying for new jobs. Suddenly there are many “more important” things that they decide they have to deal with.

Is there resistance on the side of the job-seeker? What kind of? Which form of intervention could help? Write down your thoughts!



This kind of change in behaviour could be interpreted as a form of resistance. It is likely that this manifestation of resistance is a signal for a specific need of a job-seeker. In this concrete situation could be a desire to feel success and security.

The positive aspect for the job-seeker behind this kind of dealing with the situation is that it prevents further failures. A productive intervention needs to take this need into account. It should allow the job-seeker to proceed with job search and application, because that's ultimately what he wants.

At the same time the intervention needs to give the job-seeker some kind of protection against further failures. One way to do this is to impart the job-seeker strategies on how to deal productively with failures.

3.7 Identify specific and specialist job-seeker support needs that are a barrier to a successful job placement (psychological, debt, housing, welfare) and referring them for relevant expert or detailed support.

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, and 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. Job-seekers 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 behaviour to create a real basis for cooperation and conversation despite of the hierarchical nature of the situation.

Job Brokers must seek to understand the job-seeker'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 own reactions, impulses and modes of interaction with the job-seeker. Communication is most fruitful when the people involved settle on a shared worldview and reality.

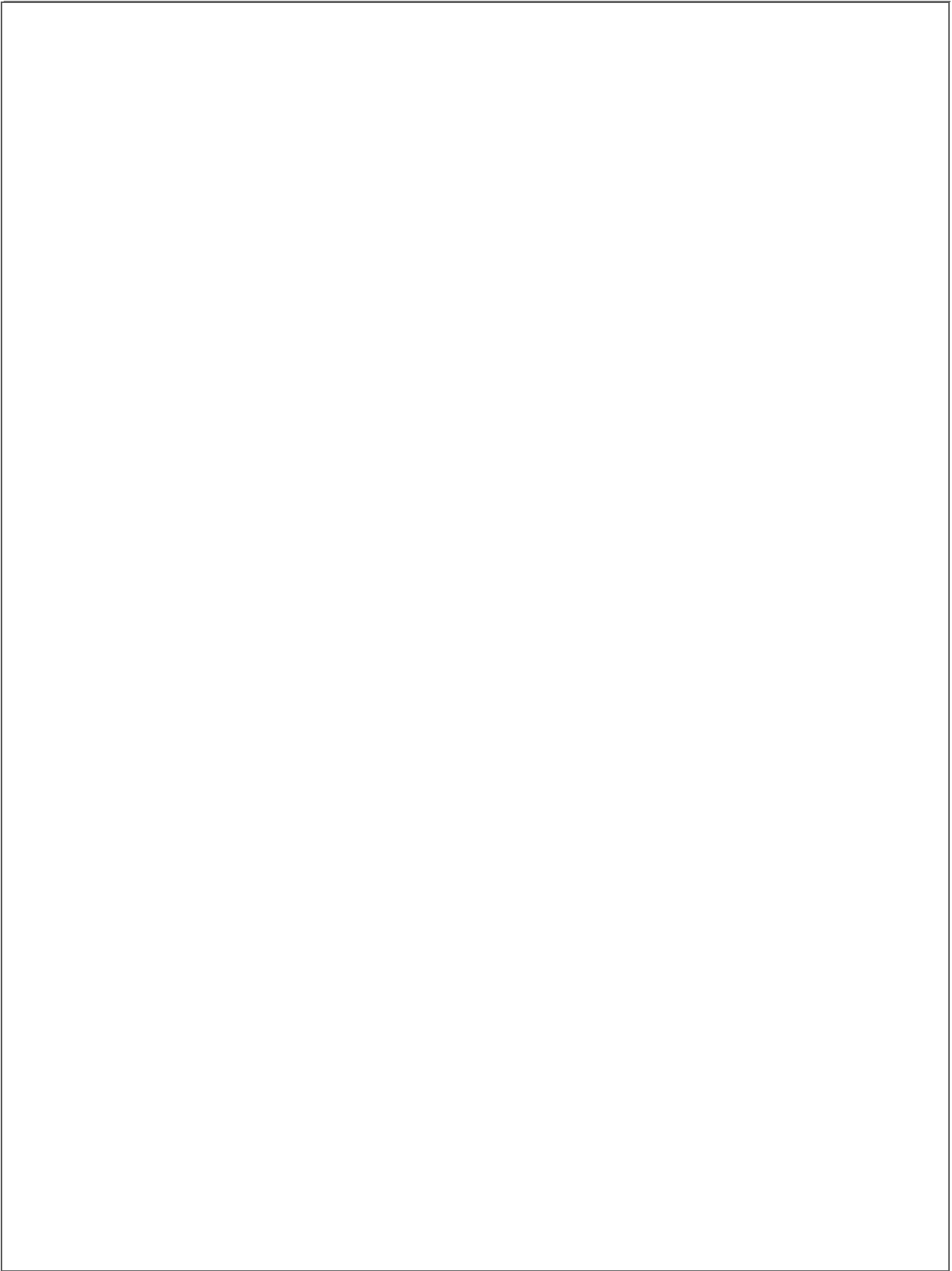
This is about your approach in working together with the jobseekers, about methods/tools that could support your work in this phase and concrete support what you can offer to help the job-seeker?

ACTIVITY 3.7.1 Your approach in working together with the jobseekers



Written assignment

Describe your approach; how you would identify specific and specialist job-seeker needs that are a barrier to a successful job-placement. What are helpful questions you could ask the job-seeker in order to find it out? What are important aspects to take into account from your point of view?





In order to promote empowerment processes, it is in principle more important to ask questions than give answers. Together with the job-seeker a joint search process is initiated. Here you can find some further proposals for working together with job-seekers.

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?

When you agreed on job related goals with your job-seekers 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 job-seekers 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 job-seeker 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, and organisational goals

ACTIVITY 3.7.2 Methods/ tools



List

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 job-seeker 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 job-seeker to reach his/her goals?

List concrete methods/tools that could support your work in this phase?



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 centres, 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 Career scope are general assessments designed to be applied in virtually any market. Other assessments are designed for specific industries and markets.

ACTIVITY 3.7.3 Describe the job-seeker and how you want to help them



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 does not get offered an internship or a trial/'taster' 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 has hardly been 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 for counselling?

What support can you offer to help the job-seeker? How would you proceed? Describe what concrete steps do you follow? Write down your approach in keywords



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

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

The definition of goals should have a focus on the job that the job-seeker 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 **Specific** (is the goals formulated in a concrete way or is it to general?), **Measurable** (can the target achievement be controlled?), **Accepted** (is the job-seeker motivated and cooperative in relation to defined goals?), **Realistic** (Is it possible to reach defined goals?) and **Timely** (can it be estimated when the goal can be reached?).

Support and correct the process of goal setting by posing questions that help the job-seeker 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 job-seeker 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 job-seeker and your assessment of the situation you should make that transparent and explain the reasons for your assessment clearly.

If you have agreed on goals with your job-seeker you should record them in written form.

3.8 Progress Assessment – Learning Need Analysis

And now that you have completed the activities and exercises in this Chapter and reviewed all the Feedback, let's return to the Learning Needs Assessment that you completed at the start of the Chapter. In the table below, repeat the self-appraisal of your knowledge, skills and understanding in this area. As before, estimate your 'level' in each case.

Job requirement	Level of knowledge, skills, experience or understanding (as appropriate).									
Knowledge about the empowerment approach.	1	2	3	4	5	6	7	8	9	10
Knowledge about profiling and assessment of job-seekers.	1	2	3	4	5	6	7	8	9	10
Identification of specific and specialist job-seeker needs that are a barrier to a successful job-placement.	1	2	3	4	5	6	7	8	9	10
Application of conversational coaching techniques.	1	2	3	4	5	6	7	8	9	10
Supporting decision-making of job-seekers.	1	2	3	4	5	6	7	8	9	10
Knowledge and application of appropriate conflict management and motivation techniques.	1	2	3	4	5	6	7	8	9	10
Preparation of job-seekers for application processes.	1	2	3	4	5	6	7	8	9	10
Development of an action plan	1	2	3	4	5	6	7	8	9	10

Now, compare your two sets of scores – those you did ‘before’ and those you did after working through this part of the Guide. What are your main conclusions?

Would you say that, based on having used the material in this Chapter, you under-estimated or over-estimate your skills, knowledge, understanding and/or experience the first time you did this assessment?

So, if you scored some requirements lower after finishing – is that because you realise you still have areas to develop?

If you scored some requirements higher – is this because you feel more knowledgeable or confident after completing the exercises?

Would you say that the Chapter confirmed your original estimates – or were there any surprises?

Can you identify areas where you still need to seek out further professional support or development?

3.9 Conclusion and further reading

The purpose of this chapter for Job Broker has been to learn how to work with Job-seekers. This chapter 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.

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:

-
- ESCO: ‘European Skills/Competences, qualifications and Occupations’ at <https://ec.europa.eu/esco/portal/home>
 - European Commission: ‘EURES – The European Job Mobility Portal’ at <https://ec.europa.eu/eures/public/homepage>

Notes

Chapter 4

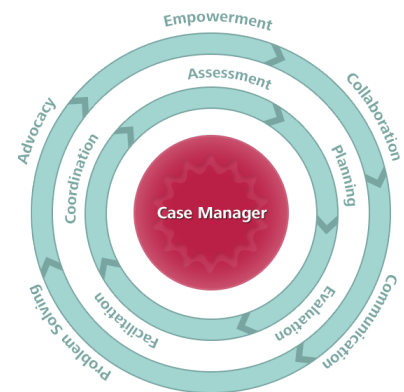
Taking a Job-seeker focused Approach (case management)

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What is this chapter about?

This module is about how you, as a Job Broker, take a **‘job-seeker-focused’ approach** in your work – or what we call a 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 and social needs through communication and available resources to promote quality, cost-effective outcomes”³ (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 personalized, tailor-made consulting and solutions for each job-seeker, in an integrated and accountable manner. According to Hahn et al. (Case Management with At-Risk Youth. Hahn, A., Aaron, P., & Kinglsey, C. The Centre 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, misuse of certain facilities, and inaccessibility.”
- “At the systems level, case management may be defined as a strategy for coordinating the provision of services to job-seekers within that system.”

³ In this Chapter, we refer to a ‘client-focused approach, by which we mean that we put the individual job-seeking client at the heart of our thinking, in relation to delivering our service. In some contexts, and in particular in the United States, the term ‘Case Management’ means something similar, so if you see references to ‘case management’ this is what we mean.

- “At the job-seeker level, case-management may be defined as a job-seeker-centred, goal-oriented process for assessing the need of an individual for particular services and obtaining those services.”

Learning Objectives

In order to address the above this chapter has the following specific learning objectives:

4.1 Explain the case management approach and organise processes of Job Brokering services accordingly.
4.2 Identify providers of related support services (e.g. debt management, training providers) and refer job-seekers according to their needs.
4.3 Categorize different target groups of job-seekers/employers and their specific needs.
4.4 Develop effective procedures, protocols and standards for all phases of the brokering process including follow-up activities after the initial placement.
4.5 Utilize relationships to 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.
4.6 Self-evaluate and reflect about the own professional practice as a mean for continuing professional development and psycho hygiene.

Before we look at this area in detail, let’s begin with a self-appraisal of your knowledge, skills and understanding in this area with the Learning Needs Assessment table below. Using a scale where **1 = poor (development fully needed)**, **5 = fair/satisfactory (development partially needed)** and **10 = excellent (no development needed)**, consider each requirement in turn, and estimate your ‘level’ in each case: so, to what extent can you ...?

Job requirement	Level of knowledge, skills, experience or understanding (as appropriate).									
Explain the job-seeker-focused approach in Job Brokerage	1	2	3	4	5	6	7	8	9	10

Job requirement	Level of knowledge, skills, experience or understanding (as appropriate).									
	1	2	3	4	5	6	7	8	9	10
Define and describe pros and cons of a case management approach vis-à-vis a traditional one-fits-all approach in Job Brokerage services										
Prepare and implement an interview with job-seekers, focusing on their peculiarities, needs and desires, which can help you formulate your job-seeker-focused approach										
Describe the needs of a specific job-seeker (based on the results of the interview)										
Prepare and implement an interview with employers, focusing on their peculiarities, needs and desires, which can help you formulate your job-seeker-focused approach										
Describe the needs of an employer (based on the results of the interview)										
Identify providers of related support services (such as the Public Employment Service, VET Providers, Career Advising Companies etc.) and all other possible service providers in your district.										
Describe the type of support you seek from each provider of related support services										
Describe different characteristics of jobseekers and employers										
Identify ways of categorising employers and job-seekers										
Describe the main stages of effective Job Brokerage										
Design and describe the effective procedures that should be in place for a Job Brokerage service to be effective										
Describe important follow-up activities which should take place after the initial placement										
Develop and maintain strong relationships with different stakeholders that may support you in the Job Brokerage service										

Job requirement	Level of knowledge, skills, experience or understanding (as appropriate).									
Self evaluate and reflect on your own professional service	1	2	3	4	5	6	7	8	9	10

4.1 A Job-seeker-focused Approach – The processes of Job brokering services

The terms **Job-seeker-centred** and **Job-seeker-focused** are used often in employment services. But what do they mean?

The general meaning of the term is that Job Brokers should avoid imposing rigidly predetermined solutions and recommendations. For example it is very common to see manual workers to be referred for computer training as part of their employment preparation, with relatively little attention to their actual desires or labour-market aims. These types of practices ignore the wishes and skills of the job-seekers.

In some cases (especially at the policy level) job-seekers are being allocated to employment categories based on their disabilities without taking into consideration the job-seeker's own wishes or other skills. Disadvantaged workers especially can face preconceptions about possible jobs assuming that these people can only do lowest skills (and lowest paid) jobs. Skills, talents and ambitions are not taken into consideration. An effective service provider (a good Job Broker) avoids these practices. Instead he/she pays attention to job-seekers' preferences and skills.

Burchardt (2005) reminds us that '*Support for entry to employment should start from the aspirations of the young person and not automatically downgrade to what is seen to be 'realistic' given their impairment*'. We agree, and think the same standard should be applied to all disadvantaged people.

Thus a job-seeker-focused approach means understanding job-seeker's needs and situation, supporting change (where needed), action planning (using smart plans), job capability matching

and monitoring and review. Support is vital element of this process (not only at the beginning of the process but also throughout the process).

A similar concept to the job-seeker-centred approach is the job-seeker-centred problem solving. Job brokers encounter job-seeker's problems, real or believed, during the return to work process. An accepting positive attitude to these problems is very helpful to the job-seeker. It creates confidence in the Job Broker, who is seen as an understanding person. This leads to trust, upon which the advisor must rely for permission to challenge the problems or beliefs. Expressing problems as solvable issues and helping the job-seeker look for solutions is more helpful than classifying them as difficult or insurmountable barriers. The effective Job Broker helps the job-seeker find their own solutions, and uses a wide range of techniques to do so. Although offering help may be easier, helping job-seekers to find their own solutions is more effective in the long run; they become able to tackle similar problems on their own in future.

Of course employers should not be forgotten in this process, as they also have needs that must be matched to the appropriate job-seeker. When we speak about job-seekers, we often refer to the job-seekers – but in a sense employers are also job-seekers/customers who have needs that we need to satisfy. Without the employers we cannot satisfy our job-seekers' needs.

To demonstrate effective job-seeker-centred approach 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 (job-seekers). 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.

ACTIVITY 4.1.1



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 job-seeker-centred approach.

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 etc.

You can write down your questions below:

[illegible]



The following are some important questions for the job-seeker:

WORK HISTORY

- What did that job involve?
- What tolerances were you working to?
- Who was responsible for checking your work?
- What happened if anything went wrong?
- Did this happen often?
- Can you give an example?
- How did others cope?
- What did your boss/supervisor say about your work?
- How quickly did you do/learn that? (Bonus/piece work earned?)
- How does that compare?
- How difficult did you find that?
- How difficult did others find it?

INTERESTS, DREAMS AND SELF EFFICACY

- what do you enjoy
- how do you fill your spare time
- what have you achieved
- what would you like to achieve
- what would you like to be known for and known as
- how important is work, money, profession
- where would you like to be

- how good are you at planning and working for the long term
- what do you dislike
- when have you failed or avoided things
- how confident you are of achieving

PERSONALITY AND ENVIRONMENT

- what do other people say about you and do you agree...or not
- what do people you know do
- have you got any plans for next week...next month...next year
- what does your family expect

QUALIFICATIONS AND SKILLS

- what is your professional status and qualifications
- what previous experience of work do you have
- do you have any other relevant experience
- what are your skills and talents

LABOUR MARKET

- what jobs are there in your ideal profession that you could get or that you would like to train for
- what employers do you know round here that are recruiting /that you can talk to /that you could visit / who use people with your profession
- who do you know that you would wish to be like /in your preferred job or profession
- who do you know who can tell you about jobs
- who do you know who can put you in touch with people

DREAM JOB

- what jobs do you think you could do
- what jobs do you think there are round here
- what job to go for
- what profession or occupation to follow
- which employer to work for

- what sector to work in
- do you like doing technical things
- do you like doing creative things
- do you like being around lots of people
- do you like studying and finding things out
- would you do any job or do you prefer to be selective
- And what about self-employment? It can be chosen
- What compromises to make for your career: home, location, money, and learning?

ACTIVITY 4.1.2.



Job-seeker-focused approach is an alternative to a traditional approach where one solution fits all. Can you think and write down the advantages and disadvantages of each of the approaches?

JOB-SEEKER-FOCUSED APPROACH

Advantages

Disadvantages

TRADITIONAL APPROACH	
Advantages	Disadvantages



The main advantage of a job-seeker-focused approach is the fact that there are higher possibilities that it will lead to a long term employment with both parties - job-seeker and employer - to be happy with the result. The main disadvantage of it, it is that it is resource consuming i.e. it needs highly qualified people to be Job Brokers and they also need to invest in time (and of course both parameters are expensive).

On the other hand the traditional approach is time effective but often does not have any results or does not have long term results. it is widely recognised that the traditional standardised approach to dealing with selected job-seeker groups is incompatible with the complex needs that some of them have - in order to be effective, services have to be carefully tailored to meet the specific needs of individuals.

Given the diversity of job-seekers it is unreasonable to expect a one-fits-all solution. In some cases even the skills the Job Broker needs to have are different in order to work with different types of job-seekers.

ACTIVITY 4.1.3

As already mentioned, employers are an important stakeholder we should not forget. The effective Job Broker will investigate their needs and try to match those needs to the appropriate job-seeker. In order to do so, we need to understand the profile of the employer as well as their specific needs. Questions and active listening are the answer to this process.



To demonstrate effective job-seeker-centred approach you need to **match** *to the needs, skills and desires of the jobseekers to the needs of the employers*. Design a typical interview with employers focusing on their peculiarities, needs and desires.

You can write down your questions below:



The following are some important questions for the employer:

- How large is your team currently?
- Please describe the culture of your company
- Who is responsible in the company for recruitment?
- Do you open call for vacancies or do you just accept CVs
- How long has your vacancy been open for?
- How many people have you already interviewed for the role?
- What is your hiring plan over the next 6 – 12 months?
- Why do people typically stay with your organisation?
- What are your pain points when it comes to hiring?
- Where do you feel your salaries sit based on current market rates?
- What has your staff turnover been like in the last 12 months?
- Other than salary, what other benefits do you offer staff?
- What does your employer brand say about your organisation?
- How do you measure staff engagement?
- What is the toughest role to fill right now? Why?
- Do you have a job description for the specific opening
- What kind of competences do you require?
- What kind of proof are you looking for to ensure that people do have these competences

4.2 Identify providers of related support services (e.g. debt management, training providers) and refer job-seekers according to their needs.

This section takes into consideration different stakeholders that can support the Job Broker to provide his/her services effectively and successfully.

The following table presents different stakeholders and the way in which they can support the Job Broker

Type of stakeholder	How they can support the Job Broker
Public Employment Service:	<ul style="list-style-type: none"> - Send job-seekers in public training programmes or job placements (where it is necessary to have a PES document to attend these programmes)
VET provider:	<ul style="list-style-type: none"> - Provide training in order to improve the skills and competences of the job-seeker
Employment Policy-maker:	<ul style="list-style-type: none"> - Sometimes changes in the policies are required to facilitate easier access of unemployed people to the labour market. Sometimes funded employment programmes also help especially if the Job Broker deals with disadvantaged groups
VET Policy Maker:	<ul style="list-style-type: none"> - Changes in policies i.e. introduction of new VET programmes supporting the unemployed people and especially those that are long term unemployed help for the job-seekers to develop skills and competences and enter the labour market.
Rehabilitation Service Centre:	<ul style="list-style-type: none"> - Provide rehabilitation services to job-seekers so that it will be easier and faster to access the labour market
On the Job Training Centre:	<ul style="list-style-type: none"> - Provide on the job training to the job-seeker so that they gain working experience and develop skills and competences for a future job.

As a Job Broker you should not only know about the range of professions and organisations that are available to help your job-seekers, but should also be able to take advice, and locate and build a good working relationship with these providers. This will include:

- Knowing the main stakeholders and the support available to job-seekers
- Knowing how they operate and how they are funded:-
- Using support outside your main areas of competence
- Referring job-seekers to other services
- Evaluating services and programmes in terms of quality and relevance to job-seekers

ACTIVITY 4.2.1



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

√ Public and Private Employment Service:

√ VET provider:

√ Employment Policy Maker:

√ VET Policy Maker:

√ Rehabilitation Service Centre:

√ On the Job Training Centre:

√Other:

After doing the above please make sure that you complete the following activities:

1. Identify contact person for each of the stakeholders together with their email and direct phone number
2. Describe what kind of support you can get from the above mentioned stakeholder.

You can answer this question using the table below:

Type of stakeholder	Stakeholders in our area	Contact person and contact information	How this stakeholder can help you
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:			



Of course the names will be different depending on the country where the research will be implemented.

So here we just provide some feedback on how to proceed in order to identify these stakeholders.

- Internet search especially for the public stakeholders such as Public Employment Services and VET Policy-makers is always a good start. Use your computer, mobile or tablet to search online.
- Networking events including press conferences, closing events of publicly funded programmes, conferences etc. are always useful to meet the contacts you need.
- Networking with other Job Brokers also helps.
- Have a conversation with your colleagues and ask for tips
- Have in mind when you are listing up these stakeholders that they can be situated both Nationwide as in your local surroundings, have in mind the big picture!

4.3 Categorize different target groups of job-seekers/employers and their specific needs.

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.

Why?

Because categorization has the following benefits

1. Easier searching for possible matching (especially if you are dealing with volumes of data)
2. Easier matching between job-seeker and employer
3. More effective (and it saves time)
4. Gives you a more clear picture of the labour market
5. Gives you a more clear picture of different groups of job-seekers

ACTIVITY 4.3.1



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 exercise you need to categorize job-seekers and employers.** 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		



Possible categories for Job Broker are:

- By age
- By level of education
- By Languages they speak
- By skills and competences
- By type of job they are looking for
- By where they live
- By long term vs. short term job seeking

Possible categories for Employers are:

- By sector
- By size of company
- By types of openings they have
- By employer branding
- By Local or international company
- By company with CSR schemes or company without CSR schemes

ACTIVITY 4.3.2



ESCO is a multilingual classification system for European skills, competences, qualifications and occupations. By providing a common reference terminology, ESCO can enhance the way the labour market functions help to build an integrated labour market across Europe and help to bridge the communication gap between the world of work and the world of education and training.

Is your institution/company using the ESCO classification system? If so, when was it implemented and what is the experience of the system until now?



Get to know ESCO:

<https://www.youtube.com/watch?v=HnREEetR87s>

<https://www.youtube.com/watch?v=fhtVlnFg9p8>

<https://www.youtube.com/watch?v=60HIqBe7nlw>

Do you think ESCO can help your institution/company to fill the skills gap that is emerging in sectors as healthcare, ICT and engineering?

Do you think ESCO will help increasing labour mobility, especially in fields with persistent job vacancies and skills mismatches?

Do you think ESCO will be an important tool for Job Brokers working with refugees?

ACTIVITY 4.3.3



EURES, the European Job Mobility Portal is created to help jobseekers around Europe finding Jobs and to help companies around Europe finding candidates. In practice EURES provides its services through the portal and through a human network of around 1000 EURES advisers that are in daily contact with jobseekers and employers across Europe.

Is your institution/company using the EURES Job Mobility Portal?

Are you as a Job Broker an active user of EURES in your cooperation with jobseekers and employers?



Get to know EURES:

https://www.youtube.com/watch?v=1I_dJdKZCBo

<https://www.youtube.com/watch?v=pVZkQRk0W24>

<https://www.youtube.com/watch?v=5wBTTP4NuEw>

Do you think EURES can help increasing labour mobility, especially in fields with persistent job vacancies and skills mismatches?

Does your institution/company have experience with labour mobility through EURES? And if so, in which sectors?

Is there any particular category of Job-seekers using the EURES portal more than other?

4.4 Develop effective procedures, protocols and standards for all phases of the brokering process including follow-up activities after the initial placement.

Job brokering is a process that can be demonstrated by the diagram below

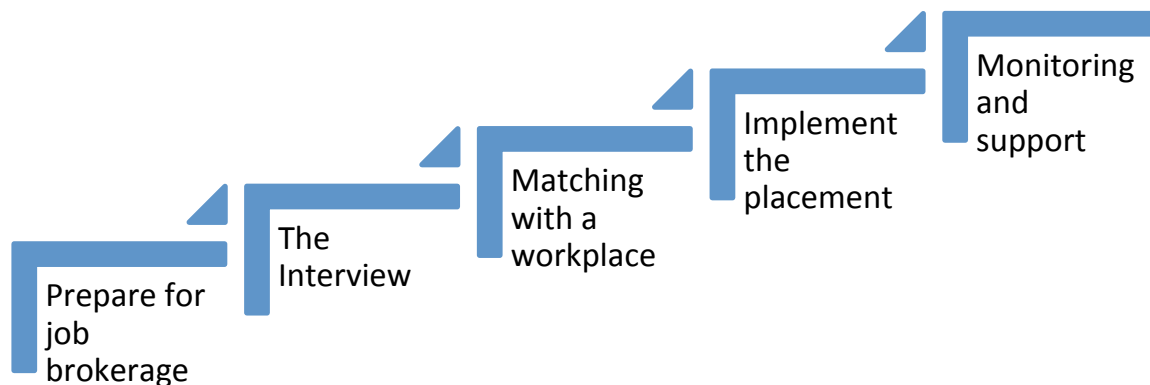


Figure 1 (above): The process of Job Brokerage

Each of the above main stages involves several activities.

Stage	Activities
Prepare for Job Brokerage	<ul style="list-style-type: none"> - Prepare the templates you will use for documenting the information you receive from the job-seeker - Prepare yourself (have the relevant skills and competences to do the job) <ul style="list-style-type: none"> ○ Time management skills ○ Interviewing skills ○ Body language skills
The Interview	<ul style="list-style-type: none"> - Introduction <ul style="list-style-type: none"> ○ builds rapport, credibility and trust ○ develops common ground ○ establishes a working relationship ○ clarifies respective roles and agenda

Stage	Activities
	<ul style="list-style-type: none"> - Information Collection - Identification of Needs and Propositions to meet them <ul style="list-style-type: none"> o Summarise the important points that the job-seeker has made o Explain what will happen next o Make proposals (if possible) - Consolidation and Action Planning <p>Note: The first three parts of the process are dealt with in section 4.1</p>
Matching with a workplace	<ul style="list-style-type: none"> - Categorize job-seekers - Categorize employers - Do all possible matching - Select the most appropriate matching to propose first to employer and job-seeker - Get agreement from both Job Broker and job-seeker
Implement the placement	<ul style="list-style-type: none"> - Implement the placement including any necessary documentation - Be there during the first day of the placement
Monitor and support	<ul style="list-style-type: none"> - Measure the satisfaction of the job-seeker - Measure the satisfaction of the employer - Support both in the process

These activities will be further analysed through the following activities.

ACTIVITY 4.4.1

This activity relates to the first stage of the Job Brokerage process namely: Prepare for Job Brokerage



In this activity you are required to develop a protocol for job-seeker-focused service 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 job-seekers. 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). 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 here:

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

Which are the five more important pieces of information do you think you need to have for a Job Broker?

1.	
2.	
3.	
4.	
5.	

TASK 5

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.

	1.
	2.



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)*

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

TASK 2

All information is relevant

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.)
- Health issues

TASK 4

- Qualifications
- Previous experience
- Age
- Interests
- Needs

TASK 5

Example:

CATEGORY	INFORMATION
FAMILY	1. Married
	2. 2 children

In general: The objective of this exercise is to sensitize you on the fact that you need to have specific templates to work with to ensure that you receive all the information you need for each of your job-seekers. These templates will ensure that you will collect all necessary information you need to be effective at your job.

ACTIVITY 4.4.2



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.	1. 2.

	3.	3.
	4.	4.
Not Important	1.	1.
	2.	2.
	3.	3.
	4.	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 (e.g. requiring favours)

In general: This activity sensitizes you on the importance of time management. Time management skills are important for each Job Broker

ACTIVITY 4.4.3



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

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”
	<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.

ACTIVITY 4.4.4



In this activity you are asked to investigate important activities that the Job Broker may implement just after the placement.

1.
2.
3.
4.
5.
6.



This entails identifying and

- facilitating natural workplace supports including mentoring
- addressing work incentives
- fostering relationships with employers.

In terms of activity we could say

1. Ensure that you visit the employer together with the newly hired job-seeker during the first day of the placement. Do the introductions and facilitate the icebreaking
2. Provide constant mentoring to the job-seeker addressing work incentives and assisting in solving problems
3. Measure the satisfaction of the employer
4. Measure the satisfaction of the job-seeker

ACTIVITY 4.4.5



In this activity you are asked to develop procedures and tools concerning stakeholder satisfaction.

TASK 1

Identify the job-seekers (Stakeholder types, e.g. job-seeker, funder, employer 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 job-seeker 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:	a. Average waiting time in the lobby should be less than 20 min.	JOB-SEEKERS		
	Reporting should never be delayed beyond		FUNDER	

	deadlines			
--	-----------	--	--	--

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



The important element of this exercise is that it will help you to identify the indicators based on which you will do your self-evaluation

ACTIVITY 4.4.6

Based on what aspects you identified as important in the previous activity, can you create tools (e.g. questionnaires) that measure job-seeker satisfaction? Keep 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 one questionnaire for each of the stakeholder groups your organisation works with. Each questionnaire should contain at least 10 questions. They can be Likert scales (e.g. choosing from 1-5), open-ended, multiple choice etc.



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

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

Below you can see some questions that you could provide to the job-seeker:

	Strongly disagree 1	2	3	4	Strongly Agree 5
1. The job description as described during the placement/recruitment process was honest and accurate.					
2. I feel that the qualifications I have are suitable for the job					
3. I feel that this job fits my desires and inspirations					
4. My financial needs are satisfied with this job					
5. My other needs (social, job satisfaction etc) are satisfied with this job					
6. Overall, I have been given enough training to do my job well.					
7. I have received all necessary information					
8. I fit with the culture of the organisation					
9. I have supportive co-workers.					
10. I feel welcome and part of the team.					

	Strongly disagree 1	2	3	4	Strongly Agree 5
11. I regularly receive useful feedback from my manager about my performance and progress.					
12. My manager is supportive of my development and work.					
13. I understand how my work will be measured or evaluated.					
14. I have the tools needed to do my job well.					
15. The workload required of me is achievable.					
16. I have a clear understanding of my objectives and tasks and what I am expected to accomplish.					
17. I understand my organization's goals.					
18. I understand how my role contributes to the organization's goals.					

4.5 Utilize relationships to 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.

Working with other providers is a big part of the job of a Job Broker. Examples include Public and Private Employment Services, Vet providers etc. The quality of working relationships is vital for the success of Job Brokerage services.

Job brokers should:

- Ensure that they understand and appreciate the role of other stakeholders and ensure that their own role is clearly understood
- Demonstrate courtesy and respect for other's viewpoints
- Maintain level of confidentiality
- Communicate clearly and effectively using verbal and non verbal communication
- recognise and work with linguistic, social and cultural differences

- develop working relationships that are ethical, effective and work-focused.

As far as the communication with job-seekers is concerned Job Brokers should:

- Demonstrate empathy, truthfulness and discretion
- Show respect and self determination
- Show motivation to help (I want to help, not I am obliged to help)
- Be simple and brief. Use easy language and avoid jargon (and speak the same language as the job-seeker)
- Identify and work with linguistic and cultural differences

ACTIVITY 4.5.1

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 organizational 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.



You will not be presenting your presentation for an audience, but prepare it as if you were. Be creative in your presentation using text, pictures, links and logos that describe best your professional environment and the recourses that it offers. Keep in mind the big picture and present it as you see it. Check the time limits and prepare yourself by recording the presentation live, in your office or at home.

ACTIVITY 4.5.2



Effective team work is an important part of a Job Broker's profession. In this learning activity you need to write down the main principles in order to develop rapport with the job-seeker. Also write down how you would introduce yourself and the interview process.



The main principles for building rapport are:

- Observe the job-seeker. Try to understand how they are feeling, Show interest and listen carefully. Communicate your desire to have a helpful interview that will eventually lead them back to the labour market
- Be open and sincere with the job-seeker. This is also what you expect from them. Otherwise your motives may be questioned.
- Don't be judgemental. First impressions can be powerful but there could be valid reasons why the job-seeker is aggressive, withdrawn, unkempt etc. Your interest should be to find out why that is, so you can best help that individual through the many options open to you.

Here is an example on how the interview could begin:

Hello my name is Andrew Jones. Welcome! So this is your first visit here? Did you find us easily? My role is to help get you back to work. I see this is the first time at the office; did you have any problems it?.....My role is to help you get back to work and I think this is your goal too. So in order to achieve our common goal I need you to answer some questions about you, your skills, employment history, where you want to go etc. This will take approximately 30 minutes. All information is confidential and I will just use it to help you find the best suitable job for you. To ensure that I do not miss anything important I will take notes. Is that ok? Together we will then work on a plan to get you back to work. How do you feel about that?

4.6 Self-evaluate and reflect about the own professional practice as a mean for continuing professional development and psycho hygiene.

The evaluation of self is an important factor in any study. It is used for a variety of purposes and helps an individual or an entity to reflect on its performance to gauge the strengths and work on the weaknesses. The situation is the same in the case of Job Brokers. Job brokers need to identify their self evaluation criteria and reflect on them. Such criteria are:

- Their ability to assist the job-seeker to enter the labour market
- The duration of the employment i.e. are the results short or long term
- The degree of satisfaction of employer and job-seeker
- The time needed for a successful matching
- The quality of the network developed and the degree of support the Job Broker receives.
- The quality of the communication with the job-seeker

ACTIVITY 4.6.1



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.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**

Procedure for self-evaluation

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

4.7 Progress Assessment – Learning Need Analysis

And now that you have completed the activities and exercises in this Chapter and reviewed all the Feedback, let's return to the Learning Needs Assessment that you completed at the start of the Chapter. In the table below, repeat the self-appraisal of your knowledge, skills and understanding in this area. As before, estimate your 'level' in each case.

Reminder of the scale: Using a scale where **1 = poor (development fully needed)**, **5 = fair/satisfactory (development partially needed)** and **10 = excellent (no development needed)**, estimate your 'level' in each case:

Job requirement	Level of knowledge, skills, experience or understanding (as appropriate).									
Explain the job-seeker-focused approach in Job Brokerage	1	2	3	4	5	6	7	8	9	10
Define and describe pros and cons of a case management approach vis a vis a traditional one-fits-all approach in Job Brokerage services	1	2	3	4	5	6	7	8	9	10
Prepare and implement an interview with job-seekers, focusing on their peculiarities, needs and desires, which can help you formulate your job-seeker-focused approach	1	2	3	4	5	6	7	8	9	10
Describe the needs of a specific job-seeker (based on the results of the interview)	1	2	3	4	5	6	7	8	9	10
Prepare and implement an interview with employers, focusing on their peculiarities, needs and desires, which can help you formulate your job-seeker-focused approach	1	2	3	4	5	6	7	8	9	10
Describe the needs of an employer (based on the results of the interview)										
Identify providers of related support services (such as the Public Employment Service, VET Providers, Career Advising Companies etc) and all other possible service providers in your district.	1	2	3	4	5	6	7	8	9	10

Job requirement	Level of knowledge, skills, experience or understanding (as appropriate).									
Describe the type of support you seek from each provider of related support services	1	2	3	4	5	6	7	8	9	10
Describe different characteristics of jobseekers and employers	1	2	3	4	5	6	7	8	9	10
Identify ways of categorising employers and job-seekers	1	2	3	4	5	6	7	8	9	10
Describe the main stages of effective Job Brokerage	1	2	3	4	5	6	7	8	9	10
Design and describe the effective procedures that should be in place for a Job Brokerage service to be effective	1	2	3	4	5	6	7	8	9	10
Describe important follow-up activities which should take place after the initial placement	1	2	3	4	5	6	7	8	9	10
Develop and maintain strong relationships with different stakeholders that may support you in the Job Brokerage service	1	2	3	4	5	6	7	8	9	10
Self evaluate and reflect on your own professional service	1	2	3	4	5	6	7	8	9	10

Now, compare your two sets of scores – those you did ‘before’ and those you did after working through this part of the Guide. What are your main conclusions?

Would you say that, based on having used the material in this Chapter, you under-estimated or over-estimate your skills, knowledge, understanding and/or experience the first time you did this assessment?

So, if you scored some requirements lower after finishing – is that because you realise you still have areas to develop?

If you scored some requirements higher – is this because you feel more knowledgeable or confident after completing the exercises?

Would you say that the Chapter confirmed your original estimates – or were there any surprises?

Can you identify areas where you still need to seek out further professional support or development?

4.8 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 summarized below:

Case management seeks to make service delivery:

- ... Integrated
- ... Job-seeker-Centred
- ... Coordinated
- ... Goal Oriented
- ... Accountable
- ... Flexible
- ... Sequenced
- ... Cost-Effective
- ... Sustained
- ... Comprehensive

Notes

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