



# Curriculum



# Workbook 1

Introduction to the  
Job Broker Curriculum

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# CHAPTER 1

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Welcome to the Job Broker Curriculum Programme!

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## 1. WELCOME TO THE JOB BROKER CURRICULUM PROGRAMME!

### 1.1 Introduction

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

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

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

### 1.2 Background

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

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

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

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

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### 1.3 What is a Job Broker?

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

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

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

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

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

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

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

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

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

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

The ability to operate successfully as a Job Broker can involve having to know ‘something’ about a lot of things, such as human resources and recruitment, employment law, the local employment market and sectoral knowledge. It can require skills such as marketing and sales, equal opportunities and diversity and project management, quality assurance and health & safety) and an increasing set of new skills including effective negotiation, interviewing skills, communication, time management, development of job descriptions and person specifications, etc. Working as a Job Broker may mean operating management information systems and problem-solving, combining an empathy and understanding for the job-seeker with being able to establish credible and sustainable relationships with companies and businesses.

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

#### 1.4 What is the Curriculum Programme?

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

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

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

The Job Broker Occupational Profile was designed following **an extensive programme of needs analysis-based research** to identify the range of contexts in which the Job Broker role occurs in a number of European Union countries. During the needs analysis Job Brokers were interviewed,



as well, in order to formulate a more precise profile. It also explored the requirements, including competences, of staff working in the various settings in which public programmes have been organised to ‘broker’ the needs of job-seekers and employers, and recorded a number of case studies that illustrate the kind of provision being offered by vocational education and training providers and employment support organisations.

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

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

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

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

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

### 1.5 The benefits of a Curriculum Programme for Job Brokers

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

peer exchanges through shared learning experiences. It is also intended that the Curriculum Programme will encourage existing Job Brokers to continue to develop their skills by sharing best practice and networking with other professionals.

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

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

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

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

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








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


### 1.6 Using the learning materials

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

The material comes in the following forms:

	<p>CASE STUDY - of individuals, services or situations are provided in the learning material. Case studies are normally followed by specific exercises for you to complete, based on your observations of the case.</p>
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	<p>EXAMPLE - When discussing concepts or issues, there is sometimes no better way of illustrating the point than to provide an example!</p>
	<p>ASSIGNMENT - Now its time to work – when you see this symbol, you will be asked to complete an assignment, normally in the form of a written statement or exercise.</p>
	<p>RESEARCH - you will be asked to investigate a topic and conduct your own research into the topic under consideration.</p>
	<p>GROUP DISCUSSION – you will be asked to consider questions or topics and discuss them together with the others in your group.</p>
	<p>ROLE PLAY – in this situation you will be asked to work in pairs or small groups where one or more of you are asked to adopt a specific role</p>
	<p>IDEA – we present a problem – can you come up with any ideas to solve it?</p>
	<p>LISTS – here you will be presented with a list and you will be asked to choose which apply, or describe strengths and weaknesses or other characteristics that apply to those points on the list</p>

	<p>FEEDBACK – after completing some of the activities listed above, the learning materials will summarise points of feedback to consider.</p>
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The learning materials also include an **Initial Needs Assessment**, which you will find as part of Chapter 2. The purpose of this Initial Needs Assessment is to help you to identify the extent to which you have specific development areas in relation to the Occupational Profile, and the learning objectives in the Development Curriculum.

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

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

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## CHAPTER 2

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# Development of the Curriculum

## 2. DEVELOPMENT OF THE CURRICULUM

### 2.1 The Modules

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

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

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

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

4. Effective Project Management. Finally, an important aspect of the Job Broker's work is Project Management. As the JB has to combine multiple tasks and stakeholders, and on the same time to meet all deadlines this module will provide guidance on how to plan and prioritize work, categorize target groups, reflect on the Job and improve, promote teamwork etc.

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

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

	<b>1. Current EU labour market context and employment opportunities</b>
1	Describe current labour market information in terms of trends and needs
2	Identify education or training and employment support schemes, incentives, internships, and other specialist support
3	Identify policies and resources for the identification of relevant labour market information
4	Describe relevant public policies and priorities in relation to the funding and organisation of job-brokering services
5	Understand the interface between the employer, job-seeker and funder in job-brokering
6	Specify and explain the relevance to job brokering of key employers' associations, sector bodies or industry specialists
	<b>2. Working Effectively with Employers</b>
7	Combine “EMPLOYERS” and “JOB SEEKERS” needs with existing supporting schemes
8	Identify possible solutions in problems with employers or customers and apply decision making techniques to evaluate options to arrive at the best solution
9	Instructing employers towards understanding and matching of their recruitment needs
10	Demonstrating the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous customer service quality improvement
11	Recruiting methods (direct, indirect, third party methods, etc) to reach to potential candidates and to establish contact with both job- seekers / employers
12	Support clients’ expectations, profiling and needs (job seekers and employers) in identifying and exploring the best solutions for recruitment among the different recruiting methods to match them
13	Communication's techniques in terms of communicating instructions, providing feedback and listening for understanding ("interviewing")
14	Make use of collaboration principles to achieve best possible results for employers (collaborative and cooperative working - networking)
	<b>3. Working with Job Seekers</b>
15	Explain the Empowerment approach – working with strength of the client not with the weaknesses – knowledge of methods
16	Knows coaching techniques and clarification of roles and principles of co-operation (profiling, assessment of jobseekers, self – assessment techniques)



<b>3. Working with Job Seekers</b>	
17	Knows interviewing and conversation techniques
18	Knows current support programmes and funding schemes
19	Knows other institutions and persons offering related support counselling and guidance services
20	Knows the specific abilities and needs of different job seeker groups
21	Knows conflict management and de-escalation techniques
22	Knows and is aware of diversity issues (Charter of Fundamental Rights/ Lisbon Treaty)
23	Able to encourage and stabilise the client
24	Able to self-reflect his/her work
25	Able to acquire and recruit job seekers
26	Able to communicate effectively and to resolve conflicts (Active listening, inspiring conversation)
27	Able to match skills of job seekers to corresponding job vacancies
28	Able to develop an action plan together with the job seekers
29	Able to network
30	Able to work in a team
31	Able to motivate and to empower young people in a responsible and professional manner
32	Able to work autonomously and simultaneously as team player and networker
<b>4. Effective Case Management</b>	
33	Demonstrate effective case management by responding to the needs of service users and providing effective follow-up
34	Explain the main principles of time management in relation to the role of the job broker
35	Describe principles of effective teamwork and how this may impact on your role as job broker
36	Identify suitable referral partners for signposting and progression
37	Categorize different target groups of job seekers/employers and their specific needs.
38	Develop effective procedures, protocols and standards to ensure high quality service provision

4. Effective Case Management	
39	Plan the day by prioritizing all your tasks to ensure you meet all deadlines
40	Utilize relationships to other stakeholders and especially other job brokering providers in order to concentrate organisational resources and to develop job brokering services that best serve the needs of specific target groups.
41	Evaluate yourself based on the self assessment criteria and decide on improvement.
42	Demonstrate the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous customer service quality improvement

## 2.2 Where do you stand? An Initial Needs Assessment

### Training Needs Analysis Tool

Major tasks of position	Training/skills development required?		
	Yes	To some extent	No
<b>EFFECTIVE COMMUNICATION</b>			
• Knowledge of written communication, verbal communication and ICT communication to simplify and clarify all communication with jobseekers and employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Knowledge in the field of human resources to be able to help the jobseekers in a professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Knowledge of the labour market; how to read the current and future situation to help employees hire and train jobseekers in the appropriate fields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Knowledge of coaching; to help jobseekers improve, develop, learn new skills, find personal success and achieve their aims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Interviewing skills; active listening, inspiring conversation and problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Communicational skills with different nationalities, different mentality and different religion to avoid prejudice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major tasks of position	Training/skills development required?		
	Yes	To some extent	No
• Sales skills; to be able to convince both jobseekers and employers to look at opportunities concerning the labour market in a broader spectrum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Skills of reading facial expressions and body language to understand better the real messages that both jobseekers and employers are giving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• To manage emotions of jobseekers and thus moving them in the desired direction to achieve intended goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• To be initiative and organized working with a broad spectrum of jobseekers and employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ENGAGEMENT</b>			
• Knowledge of marketing policies and networking techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recognize the current labor market information in terms of trends and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Knowledge of the education or training and employment support schemes incentives internships and other supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Have knowledge of several recruiting methods (direct, Indirect, third party methods, etc) to reach to the potential candidates and to establish contact with both job- seekers / employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Have knowledge of the recruitment & selection hiring process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major tasks of position	Training/skills development required?		
	Yes	To some extent	No
• Describe basic employment law rules and prerequisites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Design, conduct and participate in networking events and activities aiming to develop strong links for the clients (jobseekers – employers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Design and actions to engage employers in different activities to enhance effectiveness of labour market entry to job openings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Combine clients' needs with existing supporting schemes for both job seekers and the employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Apply several recruiting methods to match employers' recruitment needs with jobseekers' profiling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Identify new business opportunities and convert into vacancies effectively, based on recruitment needs and expectations of employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Monitor the employment processes that connect the job seeker with potential employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Instruct employers towards understanding and matching of their recruitment needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>ACCOUNT MANAGEMENT</b>			
• Select – Knowledge on how to select the important information about the job seekers and the labour market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Summarize – Have knowledge on how to summarize all the knowledge and information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major tasks of position	Training/skills development required?		
	Yes	To some extent	No
• Interview – Conduct an interview with job seekers and employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Support – Have knowledge for optimally support the job seekers and employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assess – Knowledge for assessing the needs of job seekers and employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Estimate – Knowledge which on how to assess the situation on the labour market and the position of the job seeker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assess – Assess the personal characteristics and needs (jobseeker profiling).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Balance – Balance the clients' needs (job seekers and employers) choosing their funding routes carefully to ensure that contractual obligations do not take them into areas they know little or nothing about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Compare – Compare the potential of each individual job seeker with the wishes and expectations of the employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recommend – Recommend the job seeker tailor made proposals for the right placement in the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Support – Support clients' expectations and needs (job seekers and employers) in identifying and exploring the best solutions for recruitment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Propose – Propose the job seekers the right steps for action planning (information management), best measures on the way to the job and the right job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Organize – The ability to organize himself, his work, everything what the job seekers and the employers need for the successful job placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major tasks of position	Training/skills development required?		
	Yes	To some extent	No
• Solution – Finding the best solutions for clients (job seekers and employers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COACHING AND MENTORING</b>			
• Knowledge and understanding of personal career consulting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Knowledge and understanding of communication in terms of communicating Instructions, providing Feedback and listening for Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Knowledge and awareness of performance improvement for the user by setting Performance Goals, working in reflection – clarification of those goals, rewarding Improvement, dealing with failure through motivation and assessing Strengths and Weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Knowledge and understanding relationships in terms of empathy by building trust, motivating the users, working with each one personal issues and confronting difficult situations in the right way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Understanding how to execute management by responding to concrete requests of the users and do the following through	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Provide guidance, feedback, and direction to ensure successful performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Establish and clarify goals with the user	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Develop a plan to accomplish the tasks and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major tasks of position	Training/skills development required?		
	Yes	To some extent	No
• Ensure members / people have a clear definition and understanding of their roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Align expectations with members / people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Encourage and provide feedback for improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Motivator for job seekers to get defined objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Empathy - Emotional Bluetooth/Intelligence with both job seekers and employers to achieved and align their aims	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>PARTNERSHIP WORKING</b>			
• The existing support programmes & services for Job Seekers as well as funding schemes for support of job seekers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The business sectors or specific employers that offer job opportunities for (disadvantaged) job seekers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other providers of job brokering services in the region and compare their provision of services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Categorize different target groups of job seekers/employers and their specific needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Distinguish different stakeholders (job seekers, companies, providers of job brokering services & support measures for job seekers, VET-institutions, public-funding bodies etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Major tasks of position	Training/skills development required?		
	Yes	To some extent	No
and their different rationales.			
• Identify specific target groups, possible cooperation partners and/or competitors and niches on the labour market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Build up long-term relationships to possible cooperation partners and/or funding bodies for support measures for job seekers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Utilize relations to other job brokering providers, funding bodies etc. in order to identify gaps in job brokering service provision for (disadvantaged) job seekers and specific group of job seekers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Discuss with other job brokering providers about on which specific target groups of job seekers and/or employers the different services should concentrate on and to adapt the services of the own organisation in order to optimize it for specific needs or target groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Jointly develop of communication processes, work procedures and standards as basis for high quality job brokering services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Being responsible for building up long-term relationships and cooperation with other job brokering providers, companies, and providers of support measures for job seekers, VET-institutions, public-funding bodies etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Being responsible for utilizing relationships to other stakeholders and especially other job brokering providers in order to concentrate organisational resources and to develop job-brokering services that best serve the needs of specific target groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major tasks of position	Training/skills development required?		
	Yes	To some extent	No
<b>PROFESSIONALISM</b>			
• Explain what is meant by professional manners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• List possible professional values (e.g. accountability, responsibility, integrity, confidentiality etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Recall and explain advanced customer care principles and techniques (e.g. active listening and empathy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• List techniques for building up self-confidence for greater success at work as a job broker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe the tone of voice and body language that should be used in the case of conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Define workplace culture and list some of its characteristics. Explain why it is important to be aware of the workplace culture when you have the role of the job broker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• List main principles of time management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Describe principles of effective teamwork (e.g. team as an entity, value each member, clear roles, team goals, effective communication, initiative and reward, team working as a learning process etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Set criteria for self-assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Apply advanced customer care principles and techniques such as active listening and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major tasks of position	Training/skills development required?		
	Yes	To some extent	No
empathy in order to ensure customer satisfaction			
• Assess customers 'expectations using tools and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Carry out business communication and transactions in line with ethical frameworks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Apply successfully conflict resolution principles to resolve issues with employers and customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Identify possible solutions in problems with employers or customers and apply decision making techniques to evaluate options to arrive at the best solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Make use of collaboration principles to achieve best possible results for employers and customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Plan the day ensuring that one meets all deadlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Evaluate yourself based on the self-assessment criteria and decide on improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate organisational commitment both to employers and customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Demonstrate the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous customer service quality improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Appreciate the importance and demonstrate awareness of workplace culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Action Plan

*Now that you have completed this exercise, you have the start of an 'action plan' - telling you the areas against the Job Broker Occupational Profile for which you need work experience, professional development or training.*

*The next step is to review the materials in the Curriculum Programme. This will help do two things: (a) you will be able to review those competences that you feel you already have, but work through relevant materials to 'check', and (b) identify those which seem the most relevant to the gaps that you have identified above.*

*At the end of the process, when you have completed the Curriculum Programme, re-assess the TNA above - and advise us on any areas that you have identified as needing development which you feel the Curriculum does not cover.*

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