



Curriculum



Workbook 4

MODULE 3 – WORKING WITH
JOB-SEEKERS

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MODULE 3 – WORKING WITH JOB-SEEKERS

3.1 What is this module about?

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

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

Guiding principles of empowerment are:

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

Empowerment can be described as a process that aims to empower individuals or groups to shape their living conditions and to achieve greater self-determination. Through the empowerment approach, individuals or groups should be encouraged to use their own (often

spilled) personal and social resources as well as their abilities to participate in order to regain (again) control over the design of their own social '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 clients with appreciation and at eye level, clients are regarded as experts in their own situation.
- Process: Reflection and knowledge transfer, without prejudice encounter, Support management
- Structure and result: Opening up opportunities that allow for a self-determined shaping of the world of life, Empowerment, gaining power and influence on own life.

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

3.2 Learning Objectives

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

- Explain the Empowerment approach – working with strength of the client not with the weaknesses – knowledge of methods
- Knows the specific abilities and needs of different job seeker groups
- Able to encourage and stabilise the client
- Able to self-reflect his/her work
- Explain the Empowerment approach – working with strength of the client not with the weaknesses – knowledge of methods
- Knows coaching techniques and clarification of roles and principles of co-operation (profiling, assessment of jobseekers, self – assessment techniques)
- Knows interviewing and conversation techniques
- Knows conflict management and de-escalation techniques

- Able to communicate effectively and to resolve conflicts (Active listening, inspiring conversation)
- Able to develop an action plan together with the job seekers
- Able to acquire and recruit job seekers

3.3 Job Broker as “Carer”

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

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

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

ACTIVITY 3.3.1



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

ACTIVITY 3.3.2**Case description:**

Kevin has been searching for a job for a long time. So far he had no chance. He wrote two dozen applications. It was all in vain. No employer wants to get to know him. He 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 in counselling? How would you proceed? Write down your approach in key words.



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

→ Needs analysis:

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

→ Action Plans:

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

→ Prepare job-seekers for work:

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

3.4 Counselling interviews

Counselling job-seekers is a process that often consists of individual counselling interviews (alternative counselling formats include group sessions, counselling by phone, web counselling, etc.). Therefore, job brokers working with job-seekers have to guide and lead the counselling session: Guiding means to show compassion, to understand and to allow; leading, on the other hand, means to interrupt, to intervene, 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. Clients may not have voluntarily sought for counselling and may have troubles being in the position of a person in search of advice. It is crucial to use well-chosen ways of communication and 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 client's motives and background, but also the scope of his or her actions. They have to keep in mind that each and every person constructs his or her own reality and bases his or her decisions and actions on the resulting worldview.

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

ACTIVITY 3.4.1

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

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



Consulting attitude and dialogue control:

Consulting attitude:

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

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

Empathy, interest and appreciation are crucial when it comes to motivate people to cooperate. These are reflected in body language, eye contact and intonation as well as in wordings, phrasings and modes of communication. When clients get the feeling they aren’t taken serious or their fears and wishes are seen as “wrong” or “problematic”, they aren’t prone to open up and cooperate. Whenever possible, counsellors should choose positive formulations that empower and motivate people seeking advice. The client’s strengths and accomplishments – such as social competencies, job experience, 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. They should be voiced explicitly in the course of the counselling interview (“I can easily understand that [...]”, “I can imagine that [...]"). In addition to that, posing questions is a simple way of showing that you are sincerely interested in the client’s situation and that you seek to understand his or her emotional reactions.

Speed of counselling:

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

Gender sensitivity and gender-sensitive language:

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

Posing questions:

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

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

Keeping in mind nonverbal communication:

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

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

Active listening:

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

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

Staying objective:

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

Defining boundaries:

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

Last but not least:

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

ACTIVITY 3.4.2

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

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

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

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

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

Finally, repeat a role play with opposite roles!

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

ACTIVITY 3.4.3

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

Questions for discussion:

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

Have you experienced problems? What can you do different?

What did you learn for your work with clients?



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

The following basic principles are necessary:

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

Here are some key questions for professional support:

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

3.5 (Skill) Assessment, goal setting and action plan

Tools and tests used to help people understand how their interests, aptitudes, skills, personality and preferences influence their potential for success and satisfaction in a particular career, or line of work, are collectively known as career assessments. Over the last one hundred years, career assessments have greatly influenced career development in the United States and impacted the economy. Career and occupational assessments are typically employed by career counsellors in high schools and universities, vocational rehabilitation counsellors, executive coaches, work force service 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 Careerscope are general assessments designed to be applied in virtually any market. Other assessments are designed for specific industries and markets.

ACTIVITY 3.5.1

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

- Profilpass: www.profilpass-international.eu/files/pp_english.pdf [18.03.17]
- Skills Profiler: www.careerinfonet.org/skills/default.aspx?nodeid=20 [18.03.17]
- Motivated Skills Inventory: www.seriousjobseeker.net/exercise/skills.php [18.03.17]
- The method „My learning experiences“:
<http://www.naviguide.net/methods/mhbshow.asp?id=513&sid=&look=0&oberthema=9&unterthema=0&zielgruppe=0&art=0&dauer=0&akt=0&zz=25&lang=353&SPage=8&sort=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. While we can control internal factors – which means to strengthen positive ones and to reduce negative ones -, external factors are out of our reach of control.



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

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

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

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

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

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

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

ACTIVITY 3.5.2

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

Agreed goals should be formulated as **SMART** goals, which means that the goals should be **Specific** (is the goals formulated in a concrete way or is it to general?), **Measurable** (can the target achievement be controlled?), **Accepted** (is the client 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 client to come to an assessment on how realistic are his/her goals for future career by themselves. Possible Questions are: Which of these goals are really essential? Is the expected income sufficient (for instance if client is only interested in a part time job)? How realistic is it to find a job near to his/her home? Is the job compatible with family duties?

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

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

ACTIVITY 3.5.3

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



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

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

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

ACTIVITY 3.5.4

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

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

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



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

Example Questions to elaborate action plan with client:

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

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

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

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

Who or what could help or support you?

Example Methods for goals setting and action planning:

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

Method “Job search as project”:

<http://www.naviguide.net/methods/mhbshow.asp?id=510&sid=&look=0&oberthema=0&unterthema=0&zielgruppe=0&art=0&dauer=0&stw=job+search&stwcomp=job+search&aktt=0&zz=25&lang=353&SPage=8&sort=titelauf&Page=1&index=9>)

3.6 Job Broker as recruiter and acquirer

ACTIVITY 3.6.1



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

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

Analysis – http://www.projectsgallery.eu/job-broker/wp-content/uploads/2017/04/Job-Broker_Report_Analysis_Final.pdf specifically the chapter for your own country

ACTIVITY 3.6.2

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

Four basic rules of networking:

Determine the goals.

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

Class instead of mass.

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

First give, then take.

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

Stay on the ball.

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

ACTIVITY 3.6.3

Exercise: Check your basics.

Determine the goals:

Write down what you expect from contacts in your network?

What do you want to achieve with these contacts?

Define your goals for your networking and write them down.

Class instead of mass:

Check your network?

Write on who belongs to it.

Who is still missing?

First give, then take:

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

Stay on the ball:

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

ACTIVITY 3.6.4



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

Put together what you know:

How to recruit the job-seekers?

How good are your networks?

How can you help each other?

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

3.7 Conclusion

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

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

LEARNING OBJECTIVES	ACTIVITY												
	1: Research	2: Case Study	3: Research	4: Role Play	5: Group Discussion	6: Example	7: Lists	8: Idea	9: Assign. /Gr. Disc.	10: Research	11: Example	12: Assignment	13: Group Discussion
Able to develop an action plan together with the job seekers						x		x	x				
Able to network	x	x					x	x		x	x	x	x
Able to work in a team					x		x						x

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Annexes

Annex 1

Method: Methods in general vocational orientation

Main topic: Skills and potential analysis

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

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

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

Kind of exercise: Individual work

Goal: Identification of strengths as well as weaknesses

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

Description:

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

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

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

Which conclusions can be drawn based on the evaluation? Which strengths can be identified?

Which weaknesses? Based on that, which segment of the labour market comes to mind?

Duration: 2 hours

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

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

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

Target group: All target groups

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

Feature cluster 1:

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

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

Feature cluster 2:

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

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

Feature cluster 3:

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

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

Feature cluster 4:

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

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

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

Feature cluster 5:

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

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

Feature cluster 6:

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

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

Feature cluster 7:

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

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

Evaluation

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

Feature cluster 2 (autonomy):

Feature cluster 3 (decision-making behaviour):

Feature cluster 4 (performance motivation):

Feature cluster 5 (self-control and energy):

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

Feature cluster 7 (general essential features):

Annex 2

Title: The Educational Path

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

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

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

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

Description:

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

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

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

Duration: 2-3 hours

Materials: Pens and paper

Remarks: At the time we make an educational or vocational decision, we often aren't aware of the advantages and disadvantages of that very decision. Reflecting on one's educational and

vocational path helps to understand the common themes in one's life. Knowing our past is an essential prerequisite to accept the present and to plan our future autonomously.

Target group: All target groups

Annex 3

Method: Method in vocational orientation of the elder generation

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

Title: Setting Goals – Goal-Check

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

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

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

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

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

Duration: 1,25 hours

Materials: Copies of the attached handouts with key questions

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

File(s): Below

Attachment for „Setting Goals – Goal-Check“

Guidelines for individual work

My goal to _____ till _____

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

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

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

Guidelines for the interview

Ask each other the following questions:

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

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

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

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

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