#



**Training Needs Analysis Tool**

| Major tasks of position  | Training/skills development required? |
| --- | --- |
| Yes | To some extent | No |
| Effective Communication |  |  |  |
| * Knowledge of written communication, verbal communication and ICT communication to simplify and clarify all communication with jobseekers and employers
 | [ ]  | [ ]  | [ ]  |
| * Knowledge in the field of human resources to be able to help the jobseekers in a professional manner
 | [ ]  | [ ]  | [ ]  |
| * Knowledge of the labour market; how to read the current and future situation to help employees hire and train jobseekers in the appropriate fields
 | [ ]  | [ ]  | [ ]  |
| * Knowledge of coaching; to help jobseekers improve, develop, learn new skills, find personal success and achieve their aims
 | [ ]  | [ ]  | [ ]  |
| * Interviewing skills; active listening, inspiring conversation and problem solving
 | [ ]  | [ ]  | [ ]  |
| * Communicational skills with different nationalities, different mentality and different religion to avoid prejudice
 | [ ]  | [ ]  | [ ]  |
| * Sales skills; to be able to convince both jobseekers and employers to look at opportunities concerning the labour market in a broader spectrum
 | [ ]  | [ ]  | [ ]  |
| * Skills of reading facial expressions and body language to understand better the real messages that both jobseekers and employers are giving
 | [ ]  | [ ]  | [ ]  |
| * To manage emotions of jobseekers and thus moving them in the desired direction to achieve intended goals
 | [ ]  | [ ]  | [ ]  |
| * To be initiative and organized working with a broad spectrum of jobseekers and employers
 | [ ]  | [ ]  | [ ]  |
| ENGAGEMENT |  |  |  |
| * Knowledge of marketing policies and networking techniques
 | [ ]  | [ ]  | [ ]  |
| * Recognize the current labor market information in terms of trends and needs
 | [ ]  | [ ]  | [ ]  |
| * Knowledge of the education or training and employment support schemes incentives internships and other supports.
 | [ ]  | [ ]  | [ ]  |
| * Have knowledge of several recruiting methods (direct, Indirect, third party methods, etc) to reach to the potential candidates and to establish contact with both job- seekers / employers
 | [ ]  | [ ]  | [ ]  |
| * Have knowledge of the recruitment & selection hiring process
 | [ ]  | [ ]  | [ ]  |
| * Describe basic employment law rules and prerequisites
 | [ ]  | [ ]  | [ ]  |
| * Design, conduct and participate in networking events and activities aiming to develop strong links for the clients (jobseekers – employers)
 | [ ]  | [ ]  | [ ]  |
| * Design and actions to engage employers in different activities to enhance effectiveness of labour market entry to job openings
 | [ ]  | [ ]  | [ ]  |
| * Combine clients’ needs with existing supporting schemes for both job seekers and the employers
 | [ ]  | [ ]  | [ ]  |
| * Apply several recruiting methods to match employers’ recruitment needs with jobseekers’ profiling
 | [ ]  | [ ]  | [ ]  |
| * Identify new business opportunities and convert into vacancies effectively, based on recruitment needs and expectations of employers
 | [ ]  | [ ]  | [ ]  |
| * Monitor the employment processes that connect the job seeker with potential employers.
 | [ ]  | [ ]  | [ ]  |
| * Instruct employers towards understanding and matching of their recruitment needs
 | [ ]  | [ ]  | [ ]  |
| ACCOUNT MANAGEMENT |  |  |  |
| * Select – Knowledge on how to select the important information about the job seekers and the labour market.
 | [ ]  | [ ]  | [ ]  |
| * Summarize – Have knowledge on how to summarize all the knowledge and information.
 | [ ]  | [ ]  | [ ]  |
| * Interview – Conduct an interview with job seekers and employers.
 | [ ]  | [ ]  | [ ]  |
| * Support – Have knowledge for optimally support the job seekers and employers.
 | [ ]  | [ ]  | [ ]  |
| * Assess – Knowledge for assessing the needs of job seekers and employers.
 | [ ]  | [ ]  | [ ]  |
| * Estimate – Knowledge which on how to assess the situation on the labour market and the position of the job seeker.
 | [ ]  | [ ]  | [ ]  |
| * Assess – Assess the personal characteristics and needs (jobseeker profiling).
 | [ ]  | [ ]  | [ ]  |
| * Balance – Balance the clients’ needs (job seekers and employers) choosing their funding routes carefully to ensure that contractual obligations do not take them into areas they know little or nothing about.
 | [ ]  | [ ]  | [ ]  |
| * Compare – Compare the potential of each individual job seeker with the wishes and expectations of the employers.
 | [ ]  | [ ]  | [ ]  |
| * Recommend – Recommend the job seeker tailor made proposals for the right placement in the job.
 | [ ]  | [ ]  | [ ]  |
| * Support – Support clients’ expectations and needs (job seekers and employers) in identifying and exploring the best solutions for recruitment.
 | [ ]  | [ ]  | [ ]  |
| * Propose – Propose the job seekers the right steps for action planning (information management), best measures on the way to the job and the right job.
 | [ ]  | [ ]  | [ ]  |
| * Organize – The ability to organize himself, his work, everything what the job seekers and the employers need for the successful job placement.
 | [ ]  | [ ]  | [ ]  |
| * Solution – Finding the best solutions for clients (job seekers and employers).
 | [ ]  | [ ]  | [ ]  |
| COACHING and MENTORING |  |  |  |
| * Knowledge and understanding of personal career consulting
 | [ ]  | [ ]  | [ ]  |
| * Knowledge and understanding of communication in terms of ccommunicating Instructions, providing Feedback and listening for Understanding
 | [ ]  | [ ]  | [ ]  |
| * Knowledge and awareness of performance improvement for the user by ssetting Performance Goals, working in reflection – clarification of those goals, rewarding Improvement, dealing with failure through motivation and assessing Strengths and Weaknesses
 | [ ]  | [ ]  | [ ]  |
| * Knowledge and understanding relationships in terms of eempathy by building trust, motivating the users, working with each one personal issues and confronting difficult situations in the right way
 | [ ]  | [ ]  | [ ]  |
| * Understanding how to execute management by rresponding to concrete requests of the users and do the following through
 | [ ]  | [ ]  | [ ]  |
| * Provide guidance, feedback, and direction to ensure successful performance
 | [ ]  | [ ]  | [ ]  |
| * Establish and clarify goals with the user
 | [ ]  | [ ]  | [ ]  |
| * Develop a plan to accomplish the tasks and responsibilities
 | [ ]  | [ ]  | [ ]  |
| * Ensure members / people have a clear definition and understanding of their roles and responsibilities
 | [ ]  | [ ]  | [ ]  |
| * Align expectations with members / people
 | [ ]  | [ ]  | [ ]  |
| * Encourage and provide feedback for improvement
 | [ ]  | [ ]  | [ ]  |
| * Motivator for job seekers to get defined objectives
 | [ ]  | [ ]  | [ ]  |
| * Empathy - Emotional Bluetooth/Intelligence with both job seekers and employers to achieved and align their aims
 | [ ]  | [ ]  | [ ]  |
| PARTNERSHIP WORKING |  |  |  |
| * The existing support programmes & services for Job Seekers as well as funding schemes for support of job seekers.
 | [ ]  | [ ]  | [ ]  |
| * The business sectors or specific employers that offer job opportunities for (disadvantaged) job seekers.
 | [ ]  | [ ]  | [ ]  |
| * Other providers of job brokering services in the region and compare their provision of services.
 | [ ]  | [ ]  | [ ]  |
| * Categorize different target groups of job seekers/employers and their specific needs.
 | [ ]  | [ ]  | [ ]  |
| * Distinguish different stakeholders (job seekers, companies, providers of job brokering services & support measures for job seekers, VET-institutions, public-funding bodies etc.) and their different rationales.
 | [ ]  | [ ]  | [ ]  |
| * Identify specific target groups, possible cooperation partners and/or competitors and niches on the labour market.
 | [ ]  | [ ]  | [ ]  |
| * Build up long-term relationships to possible cooperation partners and/or funding bodies for support measures for job seekers
 | [ ]  | [ ]  | [ ]  |
| * Utilize relations to other job brokering providers, funding bodies etc. in order to identify gaps in job brokering service provision for (disadvantaged) job seekers and specific group of job seekers.
 | [ ]  | [ ]  | [ ]  |
| * Discuss with other job brokering providers about on which specific target groups of job seekers and/or employers the different services should concentrate on and to adapt the services of the own organisation in order to optimize it for specific needs or target groups.
 | [ ]  | [ ]  | [ ]  |
| * Jointly develop of communication processes, work procedures and standards as basis for high quality job brokering services
 | [ ]  | [ ]  | [ ]  |
| * Being responsible for building up long-term relationships and cooperation with other job brokering providers, companies, and providers of support measures for job seekers, VET-institutions, public-funding bodies etc.
 | [ ]  | [ ]  | [ ]  |
| * Being responsible for utilizing relationships to other stakeholders and especially other job brokering providers in order to concentrate organisational resources and to develop job-brokering services that best serve the needs of specific target groups.
 | [ ]  | [ ]  | [ ]  |
| PROFESSIONALISM |  |  |  |
| * Explain what is meant by professional manners
 | [ ]  | [ ]  | [ ]  |
| * List possible professional values (e.g. accountability, responsibility, integrity, confidentiality etc.)
 | [ ]  | [ ]  | [ ]  |
| * Recall and explain advanced customer care principles and techniques (e.g. active listening and empathy)
 | [ ]  | [ ]  | [ ]  |
| * List techniques for building up self-confidence for greater success at work as a job broker.
 | [ ]  | [ ]  | [ ]  |
| * Describe the tone of voice and body language that should be used in the case of conflict.
 | [ ]  | [ ]  | [ ]  |
| * Define workplace culture and list some of its characteristics. Explain why it is important to be aware of the workplace culture when you have the role of the job broker.
 | [ ]  | [ ]  | [ ]  |
| * List main principles of time management.
 | [ ]  | [ ]  | [ ]  |
| * Describe principles of effective teamwork (e.g. team as an entity, value each member, clear roles, team goals, effective communication, initiative and reward, team working as a learning process etc.)
 | [ ]  | [ ]  | [ ]  |
| * Set criteria for self-assessment.
 | [ ]  | [ ]  | [ ]  |
| * Apply advanced customer care principles and techniques such as active listening and empathy in order to ensure customer satisfaction
 | [ ]  | [ ]  | [ ]  |
| * Assess customers ‘expectations using tools and techniques
 | [ ]  | [ ]  | [ ]  |
| * Carry out business communication and transactions in line with ethical frameworks.
 | [ ]  | [ ]  | [ ]  |
| * Apply successfully conflict resolution principles to resolve issues with employers and customers
 | [ ]  | [ ]  | [ ]  |
| * Identify possible solutions in problems with employers or customers and apply decision making techniques to evaluate options to arrive at the best solution
 | [ ]  | [ ]  | [ ]  |
| * Make use of collaboration principles to achieve best possible results for employers and customers
 | [ ]  | [ ]  | [ ]  |
| * Plan the day ensuring that one meets all deadlines
 | [ ]  | [ ]  | [ ]  |
| * Evaluate yourself based on the self-assessment criteria and decide on improvement.
 | [ ]  | [ ]  | [ ]  |
| * Demonstrate organisational commitment both to employers and customers
 | [ ]  | [ ]  | [ ]  |
| * Demonstrate the ability to deliver, monitor and evaluate customer satisfaction as a means of continuous customer service quality improvement
 | [ ]  | [ ]  | [ ]  |
| * Appreciate the importance and demonstrate awareness of workplace culture
 | [ ]  | [ ]  | [ ]  |
|  |  |  |  |

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.*