Practitioners' guides on employment service centres

Training of trainers on operations, counselling, and employer services

Volume 1

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(Volume 1)

Donna C. Koeltz and Carmela I. Torres

Preface

Public employment services (PES) have been recognized in the mandate of the ILO since its creation. The ILO Convention on Unemployment, 1919 (No. 2) recognized the role of employment services and promoted the establishment of national employment services in all member States. The role of public employment services was fully elaborated at the international level with the adoption of the ILO Employment Service Convention, 1948 (No. 88). Both jobseekers and employers are customers of employment services, both public and private, and most national employment services are guided by an advisory body that reinforces the principles of social dialogue between government, employers, and workers.

The *Practitioners' guides on employment service centres* (hereafter referred to as "the Guides") are designed to assist member States, including within Asia and the Pacific, to improve labour market efficiency and participation, reduce unemployment, and enhance linkages and information flows between jobseekers and employers. This is consistent with the core elements of the ILO's Decent Work Agenda, which emphasizes the creation of productive employment and skills development to increase the employability of workers, the competitiveness of enterprises, and the inclusiveness of growth.

The Guides draw upon content originally published in the *Facilitator's training guide on employment services* (2015), by the Employment Policy Department, with the

current Guides focusing more specifically on the practical operations of employment service centres and the delivery of employer and counselling services. The Guides also reflect the authors' professional experiences and international good practices of public employment services (PES) worldwide.

The Guides are a collection of resource manuals on public employment services delivery. There are four volumes in this collection. *Training of trainers on operations, counselling, and employer services (Volume 1)* is a companion to the three other procedural manuals on employment services: *Operating employment service centres (Volume 2)*; *Providing effective counselling services (Volume 3)*; and *Providing effective employer services (Volume 4)*.

It is hoped that the Guides will assist member States to enhance their employment services, a core component in the promotion of decent and productive work opportunities for women and men.

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Abbreviations and acronyms

ESC	employment service centre
ILO	International Labour Organization
ISCO	International Standard Classification of Occupations
ISIC	International Standard Industrial Classification
LMI	labour market information
LMIA	labour market information analysis
LMIS	labour market information system
NFPO	not-for-profit organization
NGO	non-governmental organization
NOC	national occupational classification
PrEA	private employment agency
PES	public employment services
SND	service needs determination

Introduction

Training of trainers on operations, counselling, and employer services (Volume 1), hereafter referred to as "Volume1", is a companion to the three procedural manuals on employment services, which are intended to provide guidance to management and staff in delivering effective and efficient services to their clients.

Volume 1 consists of 21 modules covering many aspects important to employment service centres (ESCs). Each module is designed to be useful as either a stand-alone session or as part of a larger workshop or training course. Many of the modules include interactive group activities either as part of a technical presentation or to reinforce or enhance a presentation.

Experience in delivering these training modules has demonstrated that the most successful and memorable training courses allow sufficient time for many group activities and tasks. These activities help to reinforce the technical presentations, highlight where more information is needed to ensure participants' understanding, and also help to keep the momentum and interest of trainees. It is therefore important to remember that when the course duration is shorter, what is normally reduced is the amount of time for group work, exercises, case studies, and role play.

While it is possible to use this guide as a self-instruction tool, it is recommended that all ESC staff have the opportunity to benefit from a formal training course, in order to learn

not only from the content provided in the modules, but also from the knowledge-sharing activities and good practices of other participants.

The modules can be utilized in a variety of ways. They can be used to deliver a five-day course using all three of the procedural manuals on employment services, at the district or regional level; to deliver a series of three shorter courses at the district or individual ESC level, focusing each short course on topics covered in one of the procedural manuals; or training can be delivered one module per week or bi-weekly, at the individual ESC level. It is important to note that if training is delivered at the individual ESC level, the number of participants will be lower, and therefore group exercises may need to be conducted as individual exercises.

Trainers should have experience both as trainers and facilitators, as well as having a strong knowledge of the subject of employment services. During training courses, the materials in the manual should be complemented by experiences that the trainers bring to the course, as well as tapping into the experiences of participants. Similarly, exercises and other group activities may need to be modified from time to time in order to reflect the needs of particular groups of trainees.

Finally, it is important to note that this guide is intended to complement materials in the three procedural manuals on employment services, not to replace them. It is therefore important to ensure that all ESC staff have ongoing access to these manuals. The electronic version of the PowerPoint presentations is provided in the CD that accompanies the *Practitioners' guides on employment service centres* collection.

1. Overview of employment services

Learning objectives
By the end of this session, participants will have a common understanding of:
a. the internationally accepted mandate of public employment services (PES);
b. the core functions of PES as outlined in the Public Employment Services Convention, 1948 (No. 88);
c. who the beneficiaries of PES are, and what services they can expect to receive; and
d. how the current situation in their country compares to the internationally accepted principles of PES.

Delivery time
• 60 minutes.

Electronic file reference
• S1 pres – Overview of Employment Services.pptx

• S1 group work – Overview of Employment Services.pptx

Activities
• Interactive discussions based on individual reflection during the presentation.
• A group exercise to identify the employment services provided to both jobseekers and employers within the participant's country.

Materials
• Instructions and worksheet for group exercise.

When we begin to speak about PES within any country, it is important that everyone has a clear understanding of what this involves. Often we find that the expectations of clients of the PES

are not realistic, which can lead to frustration and disappointment on their part regarding the services they receive. However, government officials and even the staff of the PES do not always have a clear understanding of their role within the labour market, and may also have a misconception of the mandate of the PES.

Slide 1.1

MANDATE

To facilitate the matching of job seekers who are looking for employment with enterprises who need workers to fill their job vacancies

Slide 1.1 states the mandate of PES in its simplest form, and reflects the intentions of the Public Employment Services Convention, 1948 (No. 88). While the statement itself is concise, there are three key words, highlighted in blue, which are particularly important in defining clear expectations for PES.

As we review the mandate, we can readily identify the two principal clients of the PES – jobseekers and enterprises – and this defines who will be the target of the PES activities. However the third key word, "facilitate", is perhaps the most critical word in the mandate. The

word facilitate is derived from the Latin word *facilis* ("easy"), and means to make something easier or more likely to occur. Putting this into the context of the work done through PES, this means that services are provided to make it easier for jobseekers to find work, and for enterprises to find the best qualified workers to fill their vacancies. It can mean empowering jobseekers to increase their employability, in order to be well-prepared for job opportunities as they arise. It can also mean assisting enterprises in advertising their vacancies in a way that will guarantee they find workers with the most essentials skills for their positions. It does not mean that the PES must find work for every jobseeker, nor does it mean that the PES must find workers for all vacancies within enterprises. This is an important distinction, and, when clearly understood by both the staff and the clients of the PES, will result in realistic and achievable goals.

Slide 1.2

Individual Reflection

1. Take two minutes to think how this mandate is reflected through the work that you do in your Employment Job Service Centre.

2. Are there gaps between what you do now and what you feel should be done?

3. Let's talk about it…

Let us pause now to consider how this mandate is currently reflected in the work you do within your employment centre. Do you feel that the services you now provide through your office are in line with this mandate, or are there gaps in your services? What more could you do or offer to your clients, both jobseekers and enterprises, to more closely reflect this mandate? Briefly write down your thoughts so that we can discuss.

Now let us consider the types of services that PES can offer in order to fulfil this mandate. Slide 1.3 illustrates the five core functions that should be available through PES. This is a graphical depiction of the services that are mentioned as part of the ILO Public Employment Services Convention, 1948 (No. 88) or Convention No. 88. You will notice that the services are shown as a cycle, and this is intentional in order to emphasize that while many services may be offered, they all have as the ultimate goal the successful placement of jobseekers.

Slide 1.3
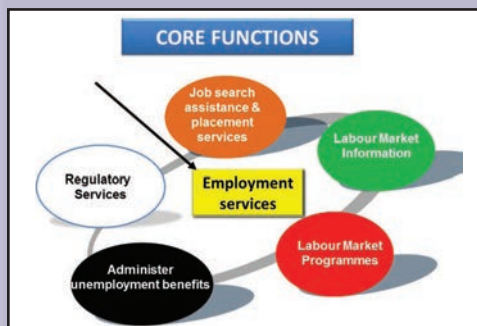
It is important to note that when a country first begins to establish PES, it will often not have the capacity to offer all five core functions; however, these services will evolve over time. Generally, the first of the core functions to be available will be the job search and job placement services shown at the top of the slide. This involves offering registration options to both jobseekers looking for work, and enterprises who wish to list job vacancies. It can also include additional services such as job-search techniques.

Information contained in the jobseeker registrations and on the job vacancy notices from enterprises will begin to provide important data on the labour market. This information, when combined with other statistical data available from other sources, will provide the basis for labour market information (LMI), which often is shared through the PES.

When the LMI is analysed to establish trends and to facilitate medium- to long-range forecasts, it is possible to more accurately identify gaps between the supply and demand sides of the labour market. This in turn can lead to decisions related to developing and implementing special labour market programmes and services to help address this imbalance.

These first three functions should all be available as soon as possible once PES are established in a country; however,

the remaining two functions may take considerable time in implementing.

Many countries do not yet have unemployment insurance schemes; however, in most countries where there is some form of income support for unemployed jobseekers, the PES will have a role in it is administration.

As a minimum, PES will often be the office responsible for providing general information on the unemployment insurance programme and how to apply for benefits. In some countries, PES are also involved in determining the eligibility of clients for benefits, and in other countries the PES may also actually issue the payments.

PES also perform regulatory services. This has become more important in countries where third-party agencies are providing services on behalf of the PES, in order to ensure that services are delivered according to a common standard.

However, even when all functions are delivered directly by the PES, they will provide information on rights and obligations related to labour laws to both enterprises and jobseekers. They will also ensure that jobseekers are aware of their obligations related to continued eligibility for unemployment benefits, when applicable, as well as participation in active labour market measures.

Slide 1.4

Individual Reflection

List these core services in order of the priority they have in your ESJC.

#1 has the highest priority

#5 has the lowest or no priority

Let us pause again, to list, in order of priority, core services currently offered through your PES. The service ranked in first place will be the service given the highest priority or most time and attention, and that ranked fifth will be the service receiving the least or no attention.

Now let us consider who the beneficiaries of these services are. The mandate specifies both jobseekers and enterprises, so that is the starting point. But let's look more closely at each of those two main categories and see what characteristics define which jobseekers and which enterprises will in fact receive services from your employment centres (slide 1.5).

Slide 1.5

Who are the jobseekers who receive employment services in your offices?

Unemployed jobseekers, those who are still actively looking for work, are universally entitled to services offered through PES. But what about **underemployed** jobseekers? These are people who currently have a job but are looking for something more suited to their qualifications or financial requirements. Their current job may be part time, or temporary, or it may be a job requiring lower qualifications than the person has achieved. They may also be working in a job at a far lower rate of pay than they need in order to maintain a reasonable lifestyle.

Some countries have policies in place that restrict these jobseekers from anything other than the basic services of the PES. However, when many countries are also introducing "work first" policies, meaning that jobseekers are obliged to accept the first job they are offered if they

are collecting unemployment benefits, denying them the full services of the PES once they accept a job may only increase the degree of skills mismatch within the labour market.

Other potential clients might need to **change careers** and require career guidance and counselling advice in order to make informed choices. In many countries, these jobseekers are not entitled to these services while they are still employed, yet it may be far better to provide assistance to these individuals to prevent unemployment, or to at least shorten the length of unemployment.

Finally, there are jobseekers who have **withdrawn from the labour market** for a period of time and who are thus no longer considered to be unemployed. This could include women who have taken time off to care for young children or ageing parents; it might include older workers who wish to re-enter the workforce after a period of retirement; and it can include discouraged jobseekers who stopped looking for work due to lack of job opportunities.

As you can see, there are a number of categories of potential jobseekers who may require the services offered by your employment office. Now let us consider which enterprises can benefit from the services offered by the employment centre.

Generally, all countries provide a full range of employer-related services to small and medium-sized businesses. Many of these enterprises cannot afford to maintain their own human resources department, nor can they afford to pay private employment agencies to handle their recruitment needs. But as is the case with jobseekers, there are other categories of enterprises that may or may not be entitled to PES services in some countries. These may include **multinational enterprises**, particularly if their head offices are located abroad. Yet these enterprises may offer the best jobs within the area, both in terms of working conditions and salary, as well as in promotional opportunities. **Enterprises based overseas** looking for foreign workers may not be entitled to directly provided services from the PES, and therefore will be forced to work through intermediaries, which in turn can increase the difficulty in regulating hiring practices for migrant workers.

Many countries restrict access to PES services for **private recruitment agencies**, including the basic services of access to information on job vacancies and other LMI. Yet, experience has shown that employment offices that work collaboratively with private agencies are able to offer a more comprehensive service to both their employer and jobseeker clients by opening more job opportunities as well as providing more complete local LMI.

Finally, **informal enterprises**, those entities that avoid registration and other legal requirements to establish a business, also do not have access to the services offered through PES. In some countries where there is a high level of informality, this has a significant impact on the credibility of the LMI, and also limits the ability to fully regulate the labour market.

While many of these issues must be decided at the policy level within the country, it is worth considering the degree to which this applies within your country, since you can affect these decisions based on informed recommendations to the decision-makers.

Group work (slides 1.6 and 1.7)
- Divide the participants into logical working groups determined by the composition of the class (i.e. by country or office). There should be a maximum of four or five groups.
- Allow a total of 14 minutes for discussion, with seven minutes for jobseekers, then seven minutes for employers.
- Each group will have four minutes to report back to the plenary. Groups should listen carefully to each presentation, and **only add new points** to the services mentioned for jobseekers and employers.
- Each group should indicate which additional service they feel would

be important for their employment centre to offer to each client.

- Collect all worksheets at the end of the module, and display them on a flip chart page on the resource wall.

Slide 1.6

Group Exercise

1. List the main services that your ESC currently provides to Jobseekers in the space provided on the work sheet, then do the same for services currently available to Employers.
2. Discuss as a group and rank these services with #1 being the most frequent service provided for each client group.
3. Finally indicate one additional service that you feel your ESC should offer to each client group.

Slide 1.7

The Dual Role of Employment Service Centres

Services for Job Seekers	Services for Employers
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____
❖ _____	❖ _____

2. Essential logistical elements

Learning objectives
By the end of this session participants will have a common understanding of:
a. the essential areas to be included when designing the ESC layout ; and
b. features each area should include.

Delivery time
• 60 minutes.

Electronic file reference
• S2 pres – Essential Logistical Elements.pptx

Activities
• Technical presentation.
• Opportunities for group discussions the presentation progresses.

Materials
• PowerPoint presentation.

The ESCs are the most visible part of a country's PES. In order to fulfil the obligation of offering a service that is national in scope and accessible to all citizens, these offices should be located throughout the country. Slide 2.1 outlines some of the key points to consider when establishing these offices.

Slide 2.1

General Guidelines

Employment Service Job Centres should be:
• Located at ground level with easy access for persons with mobility limitations
• Well designated with adequate signs on the exterior of the building as well as at the entrance to the office
• Located in areas serviced by public transportation
• In areas that are accessible to both women and men

Whenever possible, the ESC should be located in a ground level office, providing easy access for clients who have mobility limitations. If such a space is not available, care should be taken to ensure that the ESC is still easily accessible to all clients by providing an elevator as well as ramps into the building.

Offices need to be easy to locate in order to be effective, and this requires adequate signage leading to the location of the building, as well as signs on the exterior of the building that are clearly visible to people approaching the building. Signage should continue inside the building, to identify the exact location where the office can be found, and also within the office to indicate the overall layout of the ESC.

Since many clients may not have their own transportation, it is important to ensure that the office is located in an area that is served by public transportation, as well as having adequate parking capacity for those who may drive. It is also important to locate the office in an area where both men and women, young and older workers, are comfortable frequenting. This is particularly important in some cultures where there are restrictions on the movement of some groups of people.

While it is not possible to have every ESC designed in exactly the same way, slide 2.2 illustrates a recommended office layout that can be considered.

Slide 2.2
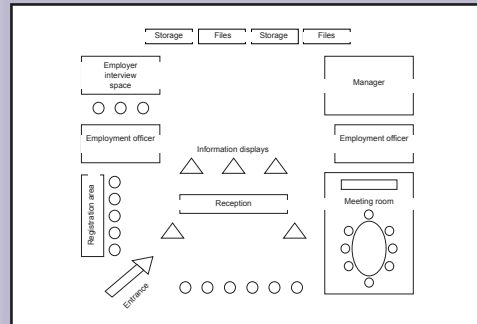
It is important to organize the office space in a way that facilitates the smooth flow of clients for the type of services they require. It is also important to ensure that when privacy is required, the office layout accommodates this requirement.

The rest of this module will look at the overall layout and design of the office in more detail.

Slide 2.3
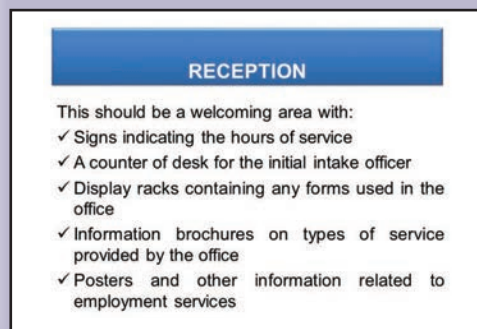
When clients arrive at the ESC, their first impressions will be created by the reception area. This should be a

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welcoming environment that tells them they have arrived at the correct place. They should immediately see a counter or a desk where an initial intake officer is available to serve them.

There should be signs indicating the hours of service; display racks containing forms used in the office; and information brochures on types of service provided by the office. The reception area can also have posters and other information related to employment services on display.

Slide 2.4

REGISTRATION AREA
This area should contain:
✓ Seating and work space for job seekers to complete registration forms
✓ Computers with internet access and printing capability
✓ Information brochures and posters on local training programs, job search tips etc.
✓ Electronic or physical job vacancy postings
✓ Street maps of the local area; information on public transportation etc.

The reception area should lead to an area where jobseekers are able to complete their registration; where they can access the Internet and view current job vacancies; and where they are able to sit and wait to see an employment officer. This area should contain adequate seating and work space for jobseekers to complete registration forms; computers with Internet access and printing capability; and electronic or physical job

vacancy postings. Jobseekers should also be able to review information brochures and posters on local training programmes, job-search tips, street maps of the local area; information on public transportation; and other useful materials as part of the self-service features of the ESC.

As part of the self-service options, many centres offer some group information sessions (GIS) on topics such as effective job-search habits, or on particular training courses that are popular in the local area. To accommodate this service, it is advisable to have a meeting room located near the front of the office.

Slide 2.5

MEETING ROOM
This room should be equipped with:
✓ A number of tables and chairs offering flexible arrangements for group information sessions and staff meetings
✓ A white board / flip chart (s) and projection screen
✓ Projector
✓ Information and promotional posters
✓ Storage cabinet for paper, pens and other materials needed for workshops and group information sessions

The meeting room should be equipped with a number of tables and chairs offering flexible arrangements for GIS and staff meetings; a white board or flip chart; projection screen; and a projector. Information and promotional posters will help to reinforce the messages presented during the GIS. The room

should also contain a storage cabinet for paper, pens, and other materials needed for workshops and GIS, making the set-up for such sessions less cumbersome.

While many of the clients approaching the ESC will choose the self-service options when they first register for assistance, some may find that they require more individualized services provided by employment officers. These services will normally be by appointment only, and will be covered in more detail in the modules covering counselling services. Employment officers will be situated in the back end of the ESC, away from the common reception and registration areas of the office, in a location that is quiet and offers privacy.

Slide 2.6

EMPLOYMENT OFFICER'S OFFICE

The employment officer's office should:
- ✓ Be located in a quiet area which offers privacy
- ✓ Create an atmosphere which puts clients at ease
- ✓ Contain all the necessary files, forms and information materials which may be needed during an interview or counseling session
- ✓ Have simple and functional furniture including one visitor's chair

While the office should contain all the necessary files, forms, and information materials that may be needed during an interview or counselling session, the space should be uncluttered, with simple and functional furniture including

one visitor's chair. Efforts should be made to avoid having items that may be distracting to the client. Furniture should be arranged so that the jobseeker is seated at the side of the desk rather than across the desk from the employment officer. This will create an atmosphere designed to put clients at ease.

Slide 2.7

MANAGER'S OFFICE

The manager's office should be located in a quiet, private area while being within easy reach of the Employment Officers.

It should contain one or two extra chairs for visitors and be furnished in a professional style

The manager's office should also be located in a quiet, private area while still being within easy reach of the employment officers.

Since managers will be responsible for networking with other stakeholders within the community, and acting as the liaison between the ESC and other agencies, their office should contain one or two extra chairs for visitors, and be furnished in a more upscale, professional style. In this case, visitors should be seated across the desk from the manager, in order that they may maintain direct eye contact during meetings.

While it may not be possible due to space limitations, ideally the ESC should also set aside a small office area for use by employers who choose to interview potential job candidates outside of their own premises. This can provide a valuable service to employers who may be setting up a new facility within the community, or who do not have a designated human resources area within their enterprise.

Slide 2.8

The room need only be large enough to contain a small table with three or four chairs. It should be comfortable and well lit, and should be located in a quiet area of the office. As is the case with the offices for employment officers and the manager, the employer interview room should also offer privacy to both the job applicants and the employer.

Finally, every ESC should have an area set aside in the back end of the office for storage of personnel files, jobseeker registrations, and employer registry records.

Slide 2.9

This area should have cabinets for storing extra informational brochures, pamphlets, and general office supplies; and a photocopier, office printer, and other office equipment. Many offices also set aside space for a staff restroom, a small kitchen area, and a coffee room.

Again, the extent to which these features are included in the overall layout of the ESC will be dependent on the amount of space available, as well as the general configuration of the space. However it is important to make the office as comfortable and welcoming as possible, while also respecting the need for confidentiality and privacy.

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3. Managing performance

Learning objectives

By the end of this session, participants will have a common understanding of:

a. the importance of measuring performance in ESCs;
b. the key questions that performance management should address;
c. the elements that should be included in a performance management system; and
d. the details on each of these elements.

Delivery time

• 90 minutes.

Electronic file reference

• S3 pres – Managing Performance.pptx
• S3 pres – Instruction for group exercise.pptx

Activities

• Interactive discussion, facilitated by opportunities throughout the technical presentation, for group reflection, snap reactions, and group tasks.
• A final group exercise to conclude the module.

Materials

• Instructions for the group activity.

One of the key elements that must be in place when establishing a national PES in any country is a credible performance management system. It is through this system that policy-makers, ministry officials, and ESC managers will be able to determine if they are fulfilling the mandate of PES.

Slide 3.1

> ### WHY IMPLEMENT PERFORMANCE MANAGEMENT?
>
> - It is important to remember the adage... **If it cannot be measured, it doesn't count**...
> - A good performance management system makes it possible to assess how well the employment service office is meeting its mandate
> - Also used to assess the internal performance of the PES and their staff
> - Used to continuously improve services provided through the employment office

It is very important to remember the old adage that things that cannot be measured do not count.

Performance management systems should be developed in a way that ensures that both external services of the PES and the internal functioning of the ESC can be assessed at regular intervals. This includes measuring the performance of individual staff within the ESC. It is also true that the quality of services provided by any organization will be directly affected by the quality of staff responsible for the delivery of these services.

Performance management systems should not be seen as punitive measures, nor should they be used in a way that appears to criticize performance. Instead, they should be viewed by all staff as a means to continuously improve services through regular monitoring of key results. With this in mind, an effective performance management system should provide insight into four key questions related to PES activities.

Slide 3.2

> ### PERFORMANCE MANAGEMENT SHOULD ADDRESS FOUR BASIC QUESTIONS?
>
> ✓ Do all clients have fair and equitable access to the services?
>
> ✓ Are the desired outcomes being achieved?
>
> ✓ Are both job seekers and enterprises satisfied with the services?
>
> ✓ Are services delivered efficiently?

Do all clients, both jobseekers and enterprises, have equal access to the services? Or do those in rural areas have less access than clients living in more urban locations? Are the services accessible to persons with mobility limitations? Are the offices equally accessible to women and men? And beyond the issue of access, are all clients satisfied with the services offered?

Client satisfaction, while an important indication of how well the PES is fulfilling its mandate, is not in itself sufficient. It is important to be able to determine if the desired outcomes of the PES are being achieved. Are clients achieving improved employability through the services of the PES, and are enterprises able to successfully fill their job vacancies?

Finally, a performance management system must examine if the services of the PES are being delivered efficiently since the cost and benefit of the offices will be under constant scrutiny by both the government and the general public.

Slide 3.3

Group Reflection

Take five minutes to consider these four questions related to how your offices are currently performing.

Do you feel that your office is able to credibly measure performance related to these four questions?

We will pause here to allow you to consider these four questions more carefully in relation to your own employment office, and decide on the best answer to the question on the slide (slide 3.3).

A good performance management system within the ESC will have a number of key components. Each of these elements plays a specific role in making it possible to respond to the four questions mentioned earlier, and we will cover each of these elements in more detail during the remainder of this module.

Slide 3.4

Key Elements in a Performance Management Structure

Work Plan

Indicators | Reports

Job Descriptions | Employee Performance | Staff Training and Development Plan
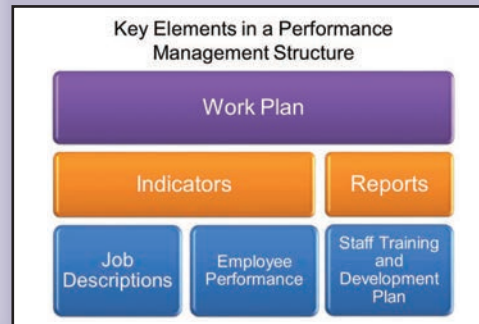
The first thing that needs to be in place for a performance management system to be possible, is a work plan.

Slide 3.5

Work Plans

• Well developed work plans form the basis for measuring performance.

• The key components of a work plan should include long range **Impact**; expected **Outcomes**; intermediate **Outputs** and the **Inputs** required for successful implementation.

• Key **performance indicators** should also be included in order to facilitate ongoing monitoring / assessment of the plan throughout the implementation period

The work plan will form the basis for measuring performance. The key components of a work plan should include a long-range **impact** statement; expected **outcomes**; intermediate **outputs**, and the **inputs** required for successful implementation.

Key performance indicators should also be included, in order to facilitate

ongoing monitoring and assessment of the plan throughout the implementation period. To put this more clearly into the context of the ESC and its functions, consider the following example: If the ESC wants to reduce the overall number of unemployed youth within the office area, this might be the **impact** statement.

It is expected that this will take some time, perhaps two or three years, before any significant results will be observed. In order to work towards this goal, the ESC may commit to increase the employability of young men and women between the ages of 20 and 29 within a two-year period. This will be an **outcome**. It is important to note in this example that increasing the employability of this group of jobseekers may not be all that is required in order to reduce levels of unemployment, and there may need to be additional outcomes also working towards this same impact statement.

To continue the example, the ESC will now need to decide upon a number of activities, programmes, and services to introduce for this group of young men and women. Perhaps it will offer information sessions on job-search techniques, or short workshops on how to work under supervision. It may also provide opportunities for on-the-job training for unskilled youth, or internship or wage subsidy positions for young jobseekers with skills but no practical experience. Each of these specific activities will

become **outputs** that are linked to the outcome of increasing jobseekers' employability.

Of course, many of the outputs will require time and financial resources in order for them to be implemented, and these necessary elements will be listed as inputs for the specific outputs.

The ESC work plan should be developed in consultation with all staff within an ESC, ensuring that they have input related to the outcomes and outputs established. This will not only ensure full commitment to achieving the plan, but will more importantly assist staff members in defining their role related to the work plan. This is critical to the achievement of excellent results, as well as necessary in order for them to succeed in their individual performance.

When developing a work plan, it is important to set "SMART" outcomes (objectives).

Slide 3.6

Characteristics of Good Work Objectives	
Specific	The work objective is a clear statement of expectations describing an observable action or achievement.
Measurable	There is a way to assess and describe the result in terms of quality, quantity, cost or time.
Attainable	The work objective is realistic and achievable and is neither set too high nor too low.
Relevant	The work objective is consistent with the overall vision of the plan
Time Bound	There is a time limit for achieving the work objective.

SMART is an acronym that signifies the objective is:

- **Specific** about the result, not the way it is achieved, and is a clear statement of expectations describing an observable action or achievement.
- **Measurable** – providing a way to assess and describe the result in terms of quality, quantity, cost, or time. Some work results are measured easily; others may need to be verified or observed.
- **Attainable** and reasonable. The best objectives challenge employees but are not extreme. That is, they are neither out of reach nor below standard performance. Objectives that are set too high or too low become meaningless and will not be a source of motivation but a source of frustration.
- **Relevant** and consistent with the overall vision of the plan.
- **Time-bound** with a specified time limit set for achieving results.

Now let us get some practice with this....

Slide 3.7

And another quick test…

Slide 3.8

Once you have agreed upon outcomes and the outputs you will use to achieve these results, you will need to identify a way to determine if the desired results are achieved within the specified time frames. Performance indicators describe how an observer can tell that results have been achieved. They define standards for the expected level of achievement of results, including timing, and can be qualitative or quantitative.

Slide 3.9

It is time now to work in small groups to practice writing a couple of good performance indicators to measure results of a SMART outcome (objective). Once you have selected the indicators, decide on the types of statistics you will need to report on these indicators.

Slide 3.10 provides the complete instructions for the exercise.

Slide 3.10

Once the work plan has been developed and indicators of performance have been set, the performance measures should be organized into a framework that can facilitate establishing causal connections between the inputs, outputs, and outcomes.

Slide 3.11

This is particularly helpful to ESC managers as well as senior advisors within the ministry when it is time to make decisions related to allocating resources to the operations. Whenever possible, it is desirable to be as specific as possible when establishing these linkages.

Slide 3.12 shows one example of a possible template for developing a management framework.

Slide 3.12
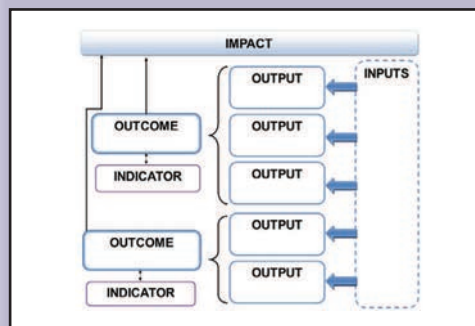
You will note that indicators are only set at the outcome level. This is one of the

factors that makes an outcome-based performance management system a popular choice. While outcomes must remain fixed after they have been articulated in a work plan, there remains considerable flexibility as to the outputs that will be implemented in order to achieve the outcome. Since measurement will only occur related to the outcome based on the stated indicators, outputs may be changed according to interim results.

When developing the plans and management framework, it is also possible to include intangible outcomes, such as the one mentioned in the outcome above. Increased employability is not something that can be seen, but rather assumed, if levels of unemployment decrease amongst the target group.

Finally, it is important to always remember that performance data alone can easily be misunderstood. Often it will be necessary to include additional broader explanatory commentary, research, and evaluation when reporting on the results of performance management.

In summary, there are some important points to remember when designing a performance management system.

Slide 3.13

IMPORTANT PRINCIPLES IN DESIGNING
PERFORMANCE MEASUREMENT SYSTEMS

- Performance measurement should be based on robust data
- Managers, decision-makers and staff need to believe that the data is accurate
- Decision-making requires data which is both comprehensive and timely
- The relative cost and benefit of performance measurement and the collection of data needs to be carefully assessed
- Performance measurement needs to avoid generating perverse incentives
- Must bear in mind variation at different levels of analysis – some operate differently at different organizational levels

Performance measurement should be based on robust data that is credible, timely, and comprehensive. Managers, decision-makers, and staff need to believe that the data is accurate, and the information must be presented in a usable format for all levels of the organization. For example, decision-makers will need a different level of analysis than front-line staff, and a good performance management system will be flexible enough to accommodate both needs.

It is also important to avoid situations where an indicator may lead to undesirable incentives where staff will focus more on quantity of outputs rather than the quality of these activities. Even when measurement occurs at the outcome level, this focus on numbers rather than results can persist. And finally, as is the case with all operations, performance measurement can be time-consuming and costly, and it is extremely important to be able to strike a balance

between the cost and benefits of the data collection required to support the system.

It is clear that measuring the results is extremely important for ESCs, and in order to maximize these efforts, it is also important to regularly report on these results. ESC reports are useful in a number of ways.

Slide 3.14

Reporting Results

Employment Office Reports can be useful to study:
➢ trends in the numbers of jobseekers and job vacancies;
➢ trends in the job vacancies for employers in different sectors and different countries;
➢ the relationship between job vacancies and jobseekers in different occupations; and
➢ the effect of migration on the local labour market and human resources

By reporting on the number of new registrants and new job vacancies, it is possible to identity workforce trends. Depending on how the office chooses to record the data, this may be broken down by various age groups, industrial sectors, or geographical sectors. It can also indicate trends in the types of jobs that frequently become available, as well as the types of skills that are most in demand.

All of this is useful information both for the ESC management and staff, as well as policy- and decision-makers within the government.

Reporting on the average time taken to fill job vacancies, or the duration that jobseekers are registered for work, can also provide insight into the effectiveness of the ESC. In many countries, the ESCs will also record the number of jobseekers accepting overseas employment, as well as the number of employers who are recruiting workers to go overseas. When this data is linked to the skills being sought for migration purposes, and compared to the skills in demand locally, it is possible to assess the effect migration is having on the local labour market.

While the frequency and type of reports required will be determined at the national level in each country, in general reporting should be directly linked to the work plans, and specifically the agreed-upon performance indicators.

So far we have focused on performance management related to the operations and services of the ESC, but there is one additional element that must be considered when developing a comprehensive performance management system.

As mentioned, the quality of services provided by the ESC, or any organization, will be directly related to the quality of staff who deliver the services. Therefore, when measuring the performance of the ESC, it is essential to include in the system tools to assess the performance of individual staff.

Slide 3.15

Slide 3.16
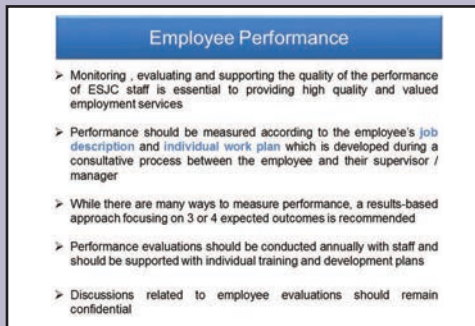
While there are many ways to measure employee performance, a results-based approach, focusing on three or four expected outcomes, is recommended. This will then make it possible for employees to readily understand the link between their performance and the overall work plan for the office. In order to be meaningful, these evaluations should be conducted annually, should be kept confidential, and should be supported with individual training and development plans.

The starting point, therefore, for employee evaluations, is a clearly understood job description, which is linked in turn to an organizational chart for the ESC.

Slide 3.16 illustrates the recommended minimal requirement for an organizational structure for an ESC. Depending on the country, as well as the location within the country, there may be variations in the job titles (but not functions), as well as the number of staff assigned to each position title. Slides 3.17 to 3.19 provide general indications of the types of duties normally associated with each position indicated on the organizational chart. While there may be some variation in these tasks, depending on the country, in general this information is universally accepted.

Slide 3.17

Slide 3.18

Employment Officer	Provide Job search and placement services, counseling and career information to job seekers
	Provide advice on managing human resources and assistance in recruiting new staff to enterprises
	Collect labour market information related to job seekers, enterprises and training institutions and share this information with all who can benefit from it
	Provide career and occupational information to underemployed workers and those who wish to advance in their occupational field.

Slide 3.20

Staff Training and Development Plans

- Should be individualized; based on the outcome of the employee performance review; and mutually agreed upon

- Staff training plans can focus on orientation to a new job; new duties within the current job; increasing performance in the employee's current job; or professional development leading to a promotion

- Plans should be realistic and actionable within the performance review period

Slide 3.19

Initial Intake Officer	• Welcome jobseekers and employers • Provide information on ESJC services • Answer questions and complaints
	• Maintain information in resource area • Maintain jobseeker records • Follow up with employers on job vacancies
	• Deal with all aspects of jobseeker registration process including review and verification of information provided • Arrange appointments between jobseekers and employment officer
	• Produce regular reports on administrative data • Assist employment officers as required

Staff training and development plans should be completed for each employee based on their performance evaluation. They should reflect observations contained within the evaluation related to their strengths, weaknesses, and interests, and should be mutually agreed upon.

Depending on the circumstances of the employee, the training plan can focus on orientation to a new job, new duties within the current job, increasing performance in the employee's current job, or professional development leading to a promotion.

Similar to the way the performance measurement system should be viewed as a way to continuously improve the ESC operations and services, so should the employee performance reviews focus on staff development. To this end, a staff training and development plan is a very useful instrument to complement the staff appraisal process.

It is important to be selective in identifying items to include in the plan, ensuring that it is both realistic and actionable within the performance review period. It is also very important to ensure that all employees at all levels of the organization receive equal priority in benefitting from training and professional development opportunities.

To conclude this module, we will once again divide into groups for the task that listed in slide 3.21.

Slide 3.21

Group Task

Identify an appropriate action for the staff training and development plan of four different employment officers related to each of the following categories:

1) orientation to the job for a new employment officer;
2) new duties within their current job;
3) increasing performance in the employee's current job;
4) professional development leading to a promotion

4. Collaborating with stakeholders

Learning objectives

By the end of this session, participants will have a common understanding of:

a. the various stakeholders who are present within their labour markets; and

b. the types of services these stakeholders provide in relation to the core employment services.

Delivery time

• 60 minutes.

Electronic file reference

• S4 pres – Collaborating with stakeholders.pptx
• S4 stakeholder worksheet – municipalities government mapping.doc
• S4 stakeholder worksheet – private recruitment mapping.doc

• S4 stakeholder worksheet – training institutions NGO NFP mapping.doc

Activities

• Stakeholder mapping exercise.

Materials

• Introduction and instructions for the mapping exercise.
• Stakeholder worksheets.

Earlier we discussed the core functions of the ESC and how these evolve over time as the ESC matures.

Slide 4.1

Slide 4.2
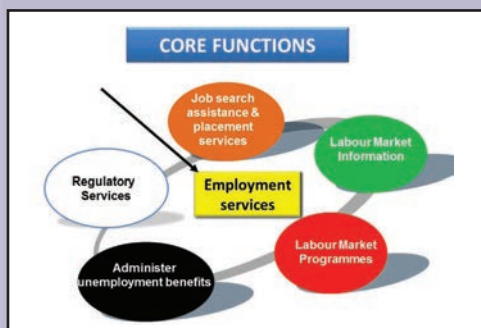
As a reminder, the functions are job search and placement assistance; provision of LMI; delivery of one or more labour market interventions or programmes; provision of some form of income support, such as unemployment insurance benefits; and undertaking a regulatory function to ensure that services are delivered equitably and fairly.

This has provided you with a clearer understanding of the scope of the ESCs' work in fulfilling their mandate. However, it is important to remember that while the ESCs play a significant role in the labour market, there are a number of other agencies and organizations that also offer some or all of these services, albeit in slightly different contexts.

We can categorize many of the other stakeholders under two broad areas – private employment agencies (PrEAs); and non-governmental organizations (NGOs) and not-for-profit organizations (NFPOs).

Whereas ESCs (PES) are expected to offer these services to all who request assistance, PrEAs will focus primarily on the employer clients who are the source of their income; and NGOs and NFPOs focus primarily on jobseekers.

Also, while facilitating the matching of jobseekers and employers is the principle mandate of the PES, both PrEAs and NGOs and NFPOs may have somewhat different principal mandates, with the matching as a secondary outcome.

ESCs will have the broadest overview of the labour market; however, PrEAs will most likely have a much greater knowledge of the specific industries or geographical areas in which they

specialize. NGOs and NFPOs, on the other hand, will most likely have a greater understanding of the needs of the specific target group of clients they serve.

While ESCs will have access to government-funded programmes to assist jobseekers increase their employability, and to encourage enterprises to offer opportunities to less-qualified workers, PrEAs may provide low-cost or free training specifically related to the industrial sector for which they recruit workers. Their more in-depth knowledge of these sectors will prove valuable in this area, and can also contribute to more focused programme delivery by the ESCs. Similarly, many NGOs and NFPOs will offer workshops and seminars on life skills, CV preparation, and other job-search training, as part of the general services they offer to their clientele.

Again, while only ESCs will have the ability to provide income support such as unemployment insurance benefits or free health care while unemployed, PrEAs, NGOs, and NFPOs can also offer financial assistance in other ways. As an example, they may provide the basic tools required in order to work in certain occupational fields, or they may provide a suitable outfit for the jobseeker to wear to job interviews. They may also offer free child care when a client has a job interview.

Finally, many of these agencies have established codes of conduct and are self-regulating, either as individual entities or as an industry, in order to ensure that workers are protected from exploitation and abuse.

Another very important group of stakeholders is training institutions, both public and private. Again, these institutions offer a range of employment services, normally focused primarily on job search and placement assistance for a distinct group of clients – in this case, students and recent graduates of their institute. However, they will have a rich supply of information related to the supply side of the labour market in terms of new entrants to the labour market by industry, as well as the projected supply in the short term, based on their current student enrolment.

Understanding that there is the potential for a wide range of stakeholders who take some role in providing employment services within your office area, it is important to identify these organizations.

Group task: stakeholder mapping
Participants will be divided into a maximum of four groups of equal size and based on geographical area.

Slide 4.3

This worksheet should be retained, as it will be used as a reference when developing the action plan at the end of the training course.

Using the stakeholder worksheet, they will list various organizations, agencies, and training institutions that they feel offer at least some of the core functions related to employment services as part of their work.

Each organization listed should be identified by category, i.e. PrEA, NGO, NFPO, or training institute.

After the list is completed, participants should indicate on the worksheet which of the core functions attributed to employment services each organization offers. In situations where the organization or agency offers an employment-related service not included in the five core functions, this should be listed under "Other services" on the worksheet.

At the conclusion of group work, each group will be given five minutes to report to the plenary.

5. Target groups

Learning objectives

By the end of this session, participants will have a common understanding of:

a. what we mean by "target groups";
b. the main characteristics, and challenges, of the most common target groups; and
c. how PES can help jobseekers who belong to one or more of these target groups.

Delivery time

• 30 minutes.

Electronic file reference

• S5 pres – Target groups.pptx
• S5 instructions – for argument map. pptx
• S5 poster – Perception and reality argument map.docx
• S5 work sheet - argument map.docx

Activities

• Technical presentation.
• Group activity on perception versus reality argument mapping.

Materials

• Introduction and instructions for the mapping exercise.
• Perception versus reality argument map worksheet.

When we talk about target groups in employment services, we are referring to a group of persons who may experience a higher level of difficulty in the labour market than the average jobseeker. Different countries may place an emphasis on different target groups, and some countries may not include as many groups in their list, but generally the groups are listed in slide 5.1.

Slide 5.1

WHAT ARE TARGET GROUPS?

A group of persons who may experience a higher level of difficulty in the labour market:

➢ Youth
➢ Persons with Disabilities
➢ Migrant workers
➢ Older workers
➢ Women
➢ Long term unemployed

Let's take a quick look at each of these groups now.

Slide 5.2

YOUTH

• Countries vary considerably in their definitions of youth

• The definition for youth is affected by factors such as the average age at which young people complete education and initial training and the average age at which they are expected to start playing adult roles in the community.

❖ Age 15 – 24*

❖ Age 15 – 29

❖ Age 15 – 35

Countries vary considerably in their definitions of **youth**, with ages ranging from 15 to 24 (the official United Nations definition), to 29, or, in some cases, 35 years of age. The definition for youth is affected by factors such as the average age at which young people complete education and initial training, and the average age at which they are expected to start playing adult roles in the community.

Young people face a variety of issues when they are looking for work. They may have good skills but no practical work experience; or they may have withdrawn from the educational system at an early age and have no skills to offer. Young people often have limited job-search skills, and also have little understanding of the realities of work.

Young people represent the highest percentage of migrant workers, and are also affected by the socio-economic environment from which they come. Since youth are not a homogeneous group, it is difficult to design programmes that will meet all of their needs successfully, making the challenges even greater.

Slide 5.3

PERSONS WITH DISABILITIES

➢ **Over a billion people, or about 15% of the world's population,** live with some form of disability

➢ **A large percentage are working age**

➢ Rates of disability are **increasing worldwide** due to population **ageing** and the global increase in **chronic health conditions**

➢ People with disabilities are the **world's largest minority** and **most people will experience disability** at some point in their lifetime

World Disability Report (WHO & World Bank, 2011)

Persons with disabilities also face significant challenges in the labour market. People with disabilities are the world's largest minority, and most people will experience disability at some point in their lifetime. It is estimated that more

than a billion people (15 per cent of the world's population) live with some form of disability, and a large percentage of these are of working age.

Rates of disability are increasing worldwide due to population ageing and the global increase in chronic health conditions.[i]

As employment officers, it is important to remember that not all disabilities are obvious. Some disabilities are not visible – for example, a learning disability – and many jobseekers may be reluctant to self-identify as a person with a disability. In fact, people with disabilities are a diverse group, including women and men of all ages, living in urban and rural settings, with different personalities, abilities, aspirations, and desires. As such, they also differ significantly in their service needs.

In addition to the regular services provided by ESCs, employment officers can help disabled persons identify work and jobs they are able to do; assist them to find ways of overcoming obstacles they may face when seeking employment; advocate with employers to encourage them to employ disabled workers, including providing information on financial assistance and legal obligations they have; and build linkages with other agencies for other kinds of support that their clients may need, and which fall beyond the scope of the ESCs.

Slide 5.4

MIGRANT WORKERS

What is Migration?

- It is the geographical movement of persons : rural to urban; urban to rural; international

- The reasons for migration may vary: for employment, change in residence, retirement, etc.

- The reality is that it is becoming an established feature of many economies, and will continue to grow in the future

Migration is a growing issue worldwide, which is expected to continue into the future. It includes any type of geographical movement of individuals – from rural to urban settings, or vice versa; as well as cross-border migration. While the overall objectives for migration can vary, with some people relocating for retirement, it often involves employment-related issues.

Issues related to migrant workers include the growth of irregular migration, where workers enter a country under a tourist visa and remain to work without proper documentation. This contributes to the exploitation of labour migrants, which is also compounded by recruitment abuses in the countries of origin. Even when migration is done legally, there is still an issue of the social costs involved, such as children left with only one parent while the other works abroad, sending remittances home to support the family. ESCs can play an important role in combatting these issues, both at the time

that migration is being considered as an employment option, as well as when the worker returns to his or her country of origin and seeks assistance to find work locally in order to avoid cyclical migration patterns.

Slide 5.5

There has been an increased emphasis on this group since 2008, when many older workers found that they needed to come out of retirement in order to replenish savings that were negatively affected by the global financial crisis. This group is normally defined as workers 45 years or older. Older workers can often find themselves competing with youth for the same jobs

As with the other target groups, older workers also face challenges including lacking current job-search skills, and possessing technical skills that in many cases may be outdated. Compounding these issues is the fact that older worker maybe reluctant to consider retraining, choosing instead to work for the short

period of time they may wish to remain in the active labour market.

Slide 5.6

This group mainly consists of two categories: young women who are seeking their first job, and women wishing to return to the workforce after a period of time away. While youth is already considered to be a target group, young women often experience more difficulty finding their first job than young men.

Some of the challenges women may experience include social or cultural taboos; a need to balance family and paid work responsibilities; occupational segregation, which contributes to wage and income gaps amongst women; and additional barriers to starting their own business. These challenges often result in lower participation and employment rates, and higher unemployment rates, for women in many countries.

And finally, the last possible target group are the long-term unemployed.

Slide 5.7

> **LONG TERM UNEMPLOYED**
>
> ➢ Persons who have been actively looking for work for twelve months or longer
>
> ➢ This can include youth... older workers... women... persons with disabilities ... or anyone who finds themselves unable to make a quick transition from unemployment to a new job.

Slide 5.8

> **SOLUTIONS...**
>
> • Early interventions
> • Job Seeker Classification or Profiling
> • Customizing existing programmes to address specific needs of long term job seekers
> • Targeting
> • Rigorous monitoring and evaluation of programme results
> • Regular follow up with job seekers to ensure they are provided with all the support they may require
> • Continue to provide services even after job seekers find employment

These jobseekers are defined as persons who have been actively looking for work for 12 months or longer. This can include youth, older workers, women, persons with disabilities, or anyone who finds themselves unable to make a quick transition from unemployment to a new job.

Their specific challenge is that the longer they are out of the workforce, the more difficult it is for them to find employment. Lengthy periods of unemployment can lead to many side issues such as poor health due to stress, and lack of income to maintain proactive health practices; low self-esteem; loss of financial well-being and stability; as well as a myriad of psychological and social issues. All of these can affect the jobseeker's overall employability, creating more difficulty in their finding employment.

With so many target groups to consider, employment officers might feel overwhelmed as to how to best assist them with their labour market transitions. Some suggested ways to help deal with these challenges include the earliest possible intervention to providing assistance, which may be facilitated through jobseeker classification or profiling.

Customizing existing programmes to address specific needs of long-term jobseekers can make speedy interventions.

37

6. Understanding the labour market

Learning objectives
By the end of this session, participants will have a common understanding of:
a. what needs to be in place to develop a good understanding of the labour market;
b. the definition of LMI and other components required for a relevant labour market information system (LMIS);
c. the beneficiaries and sources of LMI;
d. why and how LMI is analysed; and
e. the challenges and lessons learned in developing a strong LMIS.

Delivery time
• 90 minutes.

Electronic file reference
• S6 pres – Understanding the labour market.pptx

• S6 instructions – LMI exercise.pptx
• S6 banners – LMI exercise.docx
• S6 cards – LMI exercise.pptx

Activities
• Presentation.
• Interactive group exercise midway through the presentation.

Materials
• LMI cards.
• User banner groups.

One of the key qualifications for all staff working in an ESC is to have an understanding of the labour market. In fact, the provision of most of the core services mentioned during Module 1 are directly affected by the degree of LMI available.

Slide 6.1

To truly understand the labour market, it is necessary to have a clearly defined occupational classification system to ensure that all statistics and data collected will be comparable both at the local and national levels, as well as internationally. It is also necessary to have robust, timely, and credible LMI that is combined with a system to analyse and disseminate this information.

Slide 6.2
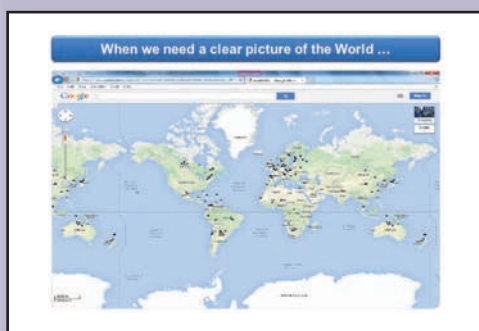
When we want to understand the world, we will often consult a map of the world

as a key reference and starting point for more in-depth exploration.

Similarly, when we need to develop a clearer understanding of the world of work, the International Standard Classification of Occupations (ISCO) is a key resource available for our use.

Slide 6.3
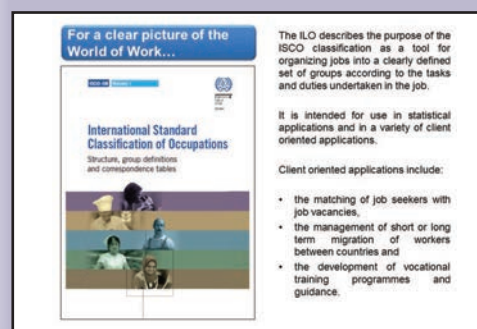
The focus of this module will be on LMI, with a later module of the course focusing on ISCO and other helpful international classification tools.

Slide 6.4

Let us begin by considering one definition of labour market systems in order to ensure a common understanding of this rather complex topic.

According to the G20 Training Strategy, 2010, published by the ILO, "Labour market information systems generate, analyse, update, and disseminate information on past, current, and future skill needs."

During this module, we will examine each of these activities within the context of the role that ESCs can have in this overall process.

Slide 6.5
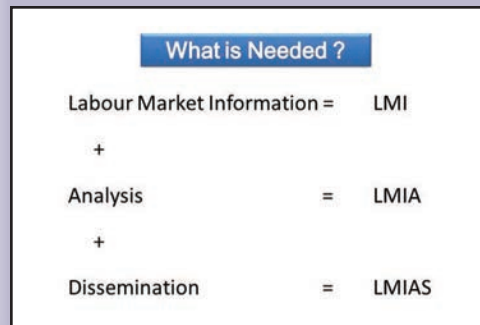
We will begin by talking about LMI and what is meant by that term; why it is important; and the users and sources of the information. Then we will discuss analysis in terms of why it is important. Finally, we will look at what is involved in the dissemination of the information, including reviewing examples of international practices.

Slide 6.6
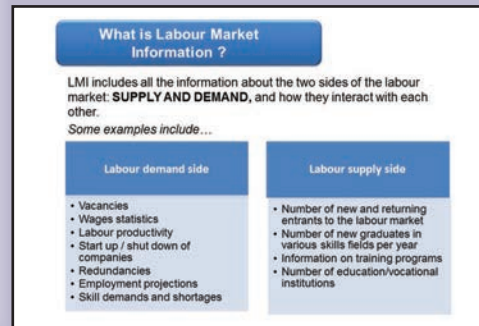
LMI in its simplest form is data related to both the supply and demand side of the labour market, and the interaction between the two.

Demand-side data includes information on vacancies, wage statistics, labour productivity, the start-up or closure of businesses, redundancies, employment projections, and skills demands and shortages.

Supply-side data may include statistics related to the number of new and returning entrants to the labour market, the number of recent graduates in various skills fields each year, information on training programmes, and the number of education or vocational institutions

These are just examples, and it is important to know that any data on the supply of available workers and skills will be classified with the supply side, and all data related to the need for skills and workers will fit within the demand side.

Slide 6.7

All of this can provide us with a picture of ...

- National economy
- Sectors
- Industries
- Value chains
- Regions
- Occupations
- Jobs
- Qualifications
- Competences
- Tasks

Slide 6.8

Why do we need Labour Market Information?

Labour Market Information/analysis assists in :
➤ Evaluating and monitoring the functioning of the labour market

➤ making informed decisions in terms of career, training and other investment choices

➤ efficiently allocating and using resources (times and funds)

➤ formulating and assessing economic and employment related policies and interventions

As this information is collected, even in its most basic data form, it can provide us with an overview of the national economy, as well as individual sectors, industries within the sectors, and value chains that result from the various industries.

It can also provide us with a clearer understanding of the labour market situation in particular regions of the country, as well as focusing attention on specific occupations and jobs within these occupations. Depending on the amount and type of data available, it will also be possible to have a better understanding of the types of qualifications and competencies required to obtain various jobs, and to enter specific occupational fields.

This will already begin to illustrate how valuable the basic information can be as you do your work at the ESC. However, there are many other reasons why credible LMI is so important to the delivery of ESC services.

Labour market information analysis (LMIA) can assist ESCs evaluate and monitor the functioning of the labour market, making it possible to measure, analyse, and gain a better understanding of the dynamics of the labour market. This in turn can lead to greater opportunities to correctly diagnose labour market problems, and therefore can assist in making informed decisions in terms of career, training, and other investment choices.

LMI and analysis can also assist ESC managers to efficiently allocate and use resources, both time and funds. Ministry officials will also benefit from LMIA when formulating, and subsequently assessing the impact of, existing policies and programmes.

As we discover the many applications where LMIA contributes to ESC delivery, we should also consider who will benefit from this information. As in all areas of activity within the ESC, it is important

to balance the cost of collecting a wide array of data, and the benefit that proper analysis of this data can offer.

Slide 6.9

While the needs of the various users may vary, there will be many beneficiaries of a timely and credible LMIA service.

Employers will benefit from information on wages, working conditions, and general labour market conditions, in order to ensure that they remain competitive within the market. They will also need to be aware of the available labour supply within their area, particularly if they are considering expanding a current business line, or adding new products and services. Similarly, trade unions will benefit from information related to wages, etc., as it will strengthen their bargaining position as they represent their members.

Training institutions of all types – at the elementary, secondary, and post-secondary level, and whether publicly or privately funded – will also benefit from credible LMI. Being aware of potential new business start-ups, or down-sizing of enterprises, will help them to prepare in advance for increased training capacity. Not only will they need to ensure that they are able to accommodate additional training requirements, they will also need this information to ensure that their curricula of existing courses remain relevant, and when it will be necessary to offer new courses.

Young people and their parents, as well as all jobseekers, will want to know what jobs and skills are currently in demand, and which of these skills are forecasted to be in demand in the future. This will assist them in their career and educational planning.

Finally, policy-makers will benefit from sound LMI as they determine gaps between the supply and demand within the labour market, and look for ways to reduce the impact of such discrepancies.

From this, it is clear that the ESCs will also need access to the LMIA as they provide services to employers, jobseekers, and youth. Later modules in this course will frequently make reference to LMIA in relation to the various services of the ESCs.

Now it is time to give you a chance to work with examples of the types of LMI data that is typically collected by

ESCs, and to also become more familiar with the specific needs of the various beneficiaries we have just discussed.

Slide 6.10

- Participants will be divided between four groups.
- Each group will be assigned one or two specific LMI users (listed in slide 6.11) and a collection of LMI cards.
- Considering the needs of their users, each table will select three or four cards from the collection of cards that represent the most important LMI their users will need. Please note that you will select a total of three or four cards; therefore if you have more than one user group, you will need to agree upon which cards best represent the needs of the combined users.
- The group will select a spokesperson to present their choice of cards, with an explanation of why each was selected.
- The total time for this exercise will be 30 minutes, with 15 minutes for

group work, followed by a total of 15 minutes for plenary discussion. Each of the four groups will have three minutes to present their work, with the remaining time for any comments or questions.

Slide 6.11

Now that we have determined what types of information will be most useful for each of the different beneficiaries, we will turn our thoughts to the sources of this information.

Slide 6.12

Not surprisingly, the sources of this information are very similar to the beneficiaries. Information on wages, working conditions and layoffs, or new start-ups will come from the employer community represented by chambers of commerce, sectoral committees, individual enterprises, and business associations.

Trade unions and other worker organizations will also be in a good position to contribute to this information.

Educational institutions at all levels will be able to provide in-depth information on upcoming graduates and the skills they will be offering.

Development agencies and many different government ministries and agencies will have considerable information to contribute on the level of unemployment, and the particular situation of various specialized groups such as youth or migrant workers.

Statistical offices can add general population information, making it possible to compare the working population as a percentage of the full population. This data will make it possible to determine if there are large numbers of people of working age who have, for some reason, withdrawn from the labour market. This could be an indication of discouraged workers or, perhaps, informality.

This leads to the question of how to collect all this information that is available through so many different sources.

There are two categories of data: quantitative and qualitative. These are not mutually exclusive, and you will find that many sources of LMI have certain features of both categories.

Slide 6.13
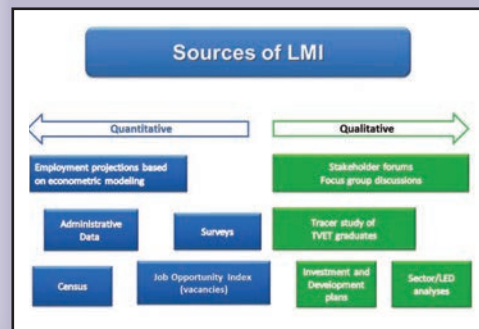
Qualitative data is generally descriptive in nature and, as such, can be more difficult to analyze than quantitative data. Examples include inputs to stakeholder forums or focus groups, the findings of tracer studies, the contents of local economic development plans, or the investment and development plans of an industrial sector.

Quantitative data are definitive in nature and expressed as numeric variables. Quantitative data is more easily verified and manipulated, based on specific interests. Examples include results of labour force surveys, national

census data, or the administrative data collected by the ESCs, such as number of jobseekers or number of vacancies registered in a specific time frame.

Robust and credible LMI is drawn from as many different sources as possible, and is a combination of both quantitative and qualitative data.

Slide 6.14

Labour Market Information and Analysis?

Labour Market Information assists us in…

✓ ANALYSING THE PAST…

✓ UNDERSTANDING THE PRESENT…

✓ PLANNING FOR THE FUTURE

To summarize, LMI and analysis helps us to analyze the past, to understand the present, and to predict and plan for the future in terms of labour market requirements.

It is evident that many different groups of people can benefit from this information, and that while each of these beneficiaries can contribute information to create a very large database, they will only benefit if someone takes responsibility for compiling it, arranging for the analysis of the data, and then undertakes to share the results with everyone. The ESCs can have a significant role in this,

and indeed it is one of the core services of the ESCs to collect and disseminate LMI. While it is rarely the role of ESCs to actually analyse the information, labour ministries in some countries have established separate departments for this purpose.

ESCs are in an ideal position to act as catalysts to encourage many of the sources of LMI, such as enterprises, educational and training institutions, and other agencies, to share this information they collect. ESCs themselves should recognize the value of the administrative data they are collecting as they register jobseekers and job vacancies.

Once this data is collected, it will need to be analysed by staff with entirely different characteristics and qualifications than those working in the ESC. However, once the data has been analysed and the results tabulated in labour market bulletins and reports, the ESC is once again in an optimal position to disseminate the information to the broadest audience.

ESCs in many countries share this information on the websites they have developed to promote all of the ESC services and to provide information on all aspects of the labour market.

For example:

Slide 6.15

PES EXAMPLE: XXXXXX

Country Flag | Provide a Summary of the Features to be covered in this section

Provide details of the Features here

(Note: Trainers can add one or two country examples using the template shown in slide 6.15. The top right hand section can contain one or two sentences stating a particular feature of the overall LMI for that country, and the bottom half of the screen can list the key points related to that service, to demonstrate what it is used for and why it is important. Since websites and information related to countries change over time, it is recommended that trainers prepare these examples just before delivering the training. Information should be readily available by using any popular search engine – for example, Bing or Google – and typing in the key words "labour market information through the public employment services in [name of country]".)

While it is true that ESCs are in a very favourable position to take a leading role in providing sound LMI to many different beneficiaries within the country, they also face a number of challenges and suffer from several weaknesses.

Slide 6.16

Challenges and Weaknesses

➢ Lack of reliable and timely statistics or discrepancies between various statistical providers
➢ Limited capacity for a full LMIA system
➢ Diverse needs of stakeholders
➢ Absence of a culture of information use
➢ Lack of mechanisms to connect policy practice to changes in the labour market
➢ Inbalance between the quantitative and qualitative information
➢ Informality

As has been mentioned throughout this module, reliable and timely statistics are key to the success of an LMIA, yet many countries lack this information, or experience discrepancies between various statistical providers. Some countries do not believe in a culture of sharing information, and instead keep it closely guarded and available to only a few key persons. This, coupled with the diverse needs of various stakeholders, and limited capacity for a full LMIA system, often leads to the need to prioritize the type of data to be collected, and how it will be shared.

Issues of high levels of informality also plague many countries, creating a situation where the overall integrity of the information is drawn into question.

As was also mentioned earlier, the best systems combine qualitative and quantitative data; however, striking a balance is also difficult. It is much easier and less costly to acquire and analyse quantitative data, however often the qualitative information has a significant impact on the overall conclusions to be drawn.

Finally, without the mechanisms in place making it possible to connect policy practice to actual changes in the labour market, one of the strongest benefits from an LMIAS may not be realized. Nonetheless, this is an important area of work that many countries are now focusing their resources on, in order to enhance their current systems and address identified gaps.

To conclude, let us consider some lessons learned as countries struggle to develop stronger and more comprehensive LMIS.

Slide 6.17

Lessons Learned

✓ Effective career counselling depends on timely and credible labour market information as well as accurate occupational information

✓ Effective LMI systems are relevant, widely accessible, flexible, diverse and cost effective

✓ No single institution can provide all the information necessary for a good LMI system

✓ Existing institutions should work together to establish a system which is regularly updated

✓ PES is a key institution for gathering information through interacting with businesses, job seekers and other labour market partners

✓ Links must be established with social partners and the educational sector

It is clear that no single institution can provide all the information necessary for a good LMIS. It is evident that existing institutions must work more closely together to establish a system that is regularly updated and accessible to everyone. This will also require the adoption of a standard classification of occupations and industries, in order to guarantee transferability of information between parties.

PES can be a key institution for gathering information through their regular interactions with businesses, jobseekers, and other labour market partners.

At the same time, the PES, through the operational offices (ESCs), must take a leading role in establishing links with their social partners and the educational sector. This is particularly important, as effective career counselling depends on timely and credible LMI as well as accurate occupational information.

And finally, it is important to remember that the most effective LMIS are relevant, widely accessible, flexible, diverse, and cost-effective.

7. Tools in the world of work

Learning objectives
By the end of this session, participants will have a common understanding of:
a. two key tools that are important for ESCs; and
b. how these tools are used in an ESC.

Delivery time
• 60 minutes.

Electronic file reference
• S7 pres – Tools in the world of work. pptx

Activities
• Presentation.

Materials
• PowerPoint presentation.

In Module 9, on the initial intake process, it is mentioned that, following a careful review of the jobseeker's registration form, and, based on their qualifications, past work experience, and future aspirations, it is necessary to code their application based on a suitable occupational classification. The recommended approach to assigning occupational codes is to use either a national occupational classification if it is available, or to use as a guide, the ISCO.

Slide 7.1
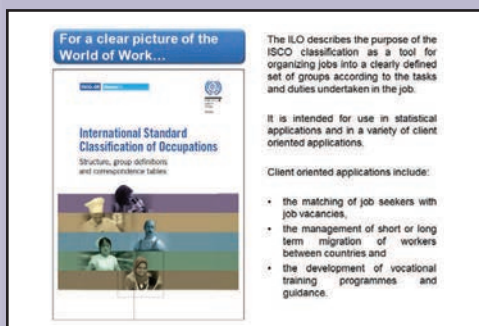
ISCO is, as the title suggests, the international reference for occupational classification, and it is suggested that all national classification systems be based as closely as possible on this model. The ILO, which is the organization responsible for its oversight, describes the purpose of the ISCO as a tool for organizing jobs into a clearly defined set of groups according to the tasks and duties undertaken in the job. It is intended for use in statistical applications and in a variety of client-oriented applications.

Client oriented applications include:
a. the matching of jobseekers with job vacancies;
b. the management of short- or long-term migration of workers between countries; and
c. the development of vocational training programmes and guidance.

Recognizing that individual countries may have a national occupational classification (NOC) system, with their own differences according to country needs, we will base our discussion during this module on the international standard represented by ISCO.

Let us look more closely at the structure of ISCO.

Slide 7.2
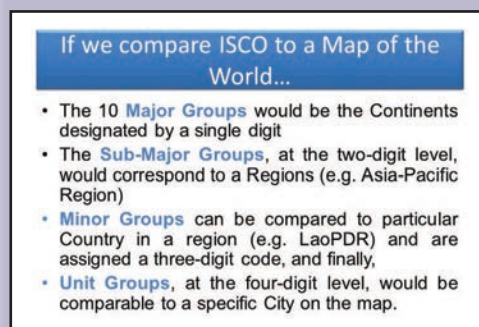
To put this into an easily understood context, let us consider ISCO to be comparable to a world map. If we wanted to understand the world, or a specific part of the world, we would most likely consult a map of the world. Similarly, when we want to understand the world of work, we might wish to consult ISCO.

However, ISCO is a complex document that covers many different occupations, and we need to understand the structure in a way that makes our use of the instrument as easy as possible.

ISCO classifies all occupations into **ten major groups** that would be comparable to the continents on our world map. Each

of these major groups is assigned a single unique digit.

Within these ten major groups, there are a number of related occupations, classified as **sub-major groups**, which are also designated by a unit digit to the right of the major group designator. These sub-major groups would be comparable to particular regions within any of the continents.

Depending on your purpose in consulting ISCO, this level of occupational classification may be sufficient to meet your needs, but with each successive level within the classification system, more specific information is provided on each occupation.

Within the sub-major groups, you will also find a number of occupations listed as **minor groups**, again assigned unique numbers and added to the classification code to the right of the first two digits.

Finally, ISCO provides a fourth category of occupations, **unit groups**, which are related to each of the minor groups. These unit group occupations are assigned the fourth code, which is again unique to the specific unit group occupation, and is added to the right of the first three digits of the code.

ISCO stops at the four-digit level; however, many countries, in developing their NOC systems, have added additional digits to

the right of the decimal place, in order to be even more specific with the list of occupations related to each classification level.

Slide 7.3

4 digits vs 6 or 8 digit coding

- With each additional digit added to the occupational code, there is more detail provided for a particular occupational classification
- National classification systems modelled after ISCO, include up to four additional digits to the right of the decimal place, to provide even greater specificity for a single occupation
- While for some applications this specificity is of value, it is necessary to balance the greater amount of details on a particular occupation with the corresponding loss of flexibility and transferance between occupations when classification codes become too complex.

There are advantages to having longer occupational codes, as with each additional digit added to the occupational code, there is more detail provided for a particular occupational classification. This can be particularly useful for some applications, such as to more closely match specific qualifications of jobseekers and job vacancies. More detailed and precise job descriptions for related occupations can also be very helpful when using this instrument to provide insight to occupations in a career counselling context.

Different countries have developed their systems based on their particular needs for information, and at the present time there are examples of NOC systems based on six, and, in one case, eight digits.

As mentioned, for some applications this specificity is of value; however, it is necessary to balance the greater amount of details on a particular occupation with the corresponding loss of flexibility and transference between occupations when classification codes become too complex. Therefore, different levels of classification may be used for different purposes – for example, using four- or six-digit coding to classify jobseekers and vacancies, while using the more specific eight-digit coding for career counselling purposes.

Slide 7.4

> ### Conceptual Framework of ISCO-08
>
> The framework used for the design and construction of ISCO-08 is based on two main concepts: the concept of the kind of work performed or *job*, and the concept of *skill*

The framework used for the design and construction of ISCO-08 is based on two main concepts: the kind of work performed, or job; and the concept of **skill**.

Slide 7.5

> ➢ A *Job* is defined in ISCO-08 as a 'set of tasks and duties carried out, or meant to be carried out, by one person for a particular employer, including self employment'.
>
> ➢ An *occupation* is defined as a *set of jobs* whose main tasks and duties are characterised by a high degree of similarity.
>
> ➢ *Skill* is defined as the ability to carry out the tasks and duties of a given job.

To ensure better understanding, ISCO-08 defines these terms as follows:[ii]

- A **job** is defined as a "set of tasks and duties carried out, or meant to be carried out, by one person for a particular employer, including self-employment".
- An **occupation** is defined as a set of jobs whose main tasks and duties are characterized by a high degree of similarity.
- **Skill** is defined as the ability to carry out the tasks and duties of a given job.
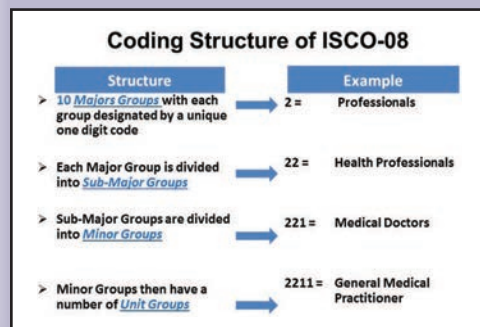
When assigning an occupational code to a jobseeker, it is possible to do so based on the main job they currently hold, a second job, or a job previously that they held sometime in the past.

It is also important to remember that in ISCO, two dimensions of skill are used to arrange occupations into groups. These are **skill level** and **skill specialization**.

Let us take a look now at an example of one occupation and examine it in terms of the various levels in the ISCO structure, and how it leads to the final four-digit code.

Slide 7.6

Coding Structure of ISCO-08

Structure		Example	
➢ 10 *Majors Groups* with each group designated by a unique one digit code	➡	2 =	Professionals
➢ Each Major Group is divided into *Sub-Major Groups*	➡	22 =	Health Professionals
➢ Sub-Major Groups are divided into *Minor Groups*	➡	221 =	Medical Doctors
➢ Minor Groups then have a number of *Unit Groups*	➡	2211 =	General Medical Practitioner

In this example, we are looking for the code for a general medical practitioner, or, as they are often called, a family doctor. We begin by looking at the ten major groups and determine that this occupation will most likely fall within the Category 2 of "Professionals".

When we turn to that section of ISCO, we will discover a number of occupations at the sub-major group level that are all related to professional occupations, and we see that "Health Professionals" are designated by the digit 2. So we now know that the job title we are looking for can be found in the section containing information on Sub-Major Group 22.

As we continue examining that section of ISCO, we see that within this sub-major group there are again a number of

occupations in the minor group category, and we find that "Medical doctors" have been assigned the digit 1 within this group.

Finally, when we look at the Minor Group 221, we discover only two categories of occupations at the unit group level: "General medical practitioners" (1), and "Specialized medical practitioners" (2). Therefore, we have arrived at the four-digit code for the occupation (2211), and are able to review the job description, including skill levels and normal duties that are available for that job title.

However, this example demonstrates another point that was made earlier. By stopping at the four-digit coding level, we have still not gone far enough into specific requirements for all occupations within the category of doctors. Particularly under specialized medical practitioners, there are many occupational choices – for example, paediatrician, obstetrician, or oncologist, to list a few. Someone who is interested in pursuing a career in any one of these occupations will most likely need more specific details on the types of work involved, as well as specific prerequisites for entry into the field, than is provided at the four-digit level.

There is one additional aspect of ISCO that is very useful when discussing occupational choices during a career counselling session, as well as when trying to determine the most

suitable occupational code to assign to a jobseeker or job vacancy. This is particularly important for occupations where there may be various entry levels based on specific skills.

As already mentioned, ISCO classifies all occupations into ten major groups, each of which is designated by a unique one-digit code. These are listed under column A in slide 7.7.

Column B shows the relationship between the ten major groups and the four skill levels used throughout ISCO. These skill levels are cross-referenced in column C to the educational levels according to UNESCO's International Standard Classification of Education (ISCED-97).[iii]

It should be noted that in all cases but two, the major groups in ISCO are associated with only one skill level. As educational levels of achievement are much more readily available when interviewing a

jobseeker or when taking a job vacancy notice from an employer, this chart will facilitate a much faster zeroing-in on the most appropriate major group to search when looking for a specific occupational code.

Up to this point in the module we have been focusing on classifying jobseekers and the job vacancy notices. ISCO or an NOC system should facilitate the smooth job-matching process, whether done manually or electronically.

We will now turn our attention to the demand side of the labour market, and specifically to how to appropriately classify the enterprises that will be providing the job opportunities for our jobseekers.

We are once again fortunate to have access to an international classification system to assist us with this task.

The International Standard Industrial Classification (ISIC) Rev. 4[iv] is a standard classification of economic activities arranged so that entities can be classified according to the activities they carry out. It is a basic tool for studying economic phenomena, fostering international comparability of data, providing guidance for the development of national classifications, and for promoting the development of sound national systems.

ISIC combines the activities of producing units according to similarities in the character of goods and services produced; the uses to which they are put; and the inputs, process, and technology of production. This instrument was first adopted in 1948, with the most recent revision (4) valid since 2008.

The framework for ISIC is more complex than that of ISCO, based on the much larger number of industrial sectors involved.

Slide 7.9

Based on this, ISIC designates each industrial sector by a unique alphabetic code.

Finally, let us take a brief look at how an ISIC code is developed.

Slide 7.10
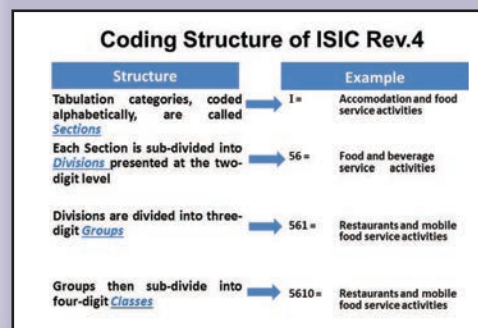
As mentioned, the broadest category (representing various industrial sectors of the economy) are coded alphabetically and referred to as **sections**.

For this example, a mobile food service facility, such as a food cart, we will first look under the category of "Accommodation and food service activities", coded I.

Turning to that part of ISIC, we will then review the various industrial **divisions** listed under Section I, and will find the most related classification being 56, "Food and beverage service activities".

This will then lead us further into Section I to review the various **groups** listed under Division 56. Within the three-digit

classifications at the group level, we find code 561, "Restaurants and mobile food service activities".

Looking further into the four-digit level (referred to as **classes** under ISIC), we discover the same industrial title of "Restaurants and mobile food service activities" now assigned the four-digit code of 5610.

It is not important for you to be an expert in either ISCO or ISIC, but it is necessary for you to understand the role these tools can have in the work you will be undertaking as an ESC officer. It will also be helpful for you to have a basic understanding of the structure of each of these instruments, and an awareness of how the codes are developed, as this will assist you as you search for specific codes or occupations in your day-to-day activities.

End notes

i. World Disability Report (WHO & World Bank, 2011)

ii. ISCO-08 in its entirety can be found at: http://www.ilo.org/public/english/bureau/stat/isco/isco08/ (link valid as of 30/12/2015)

iii. More detailed information on ISCED can be found at: http://www.uis.unesco.org/Library/Documents/isced97-en.pdf (this link is valid as of 30/12/2015

iv. More detailed information on ISIC can be found at: http://unstats.un.org/unsd/cr/registry/isic-4.asp8.

8. Using ISCO in employment services

Learning objectives
By the end of this session, participants will have a common understanding of how to practically apply ISCO or a similar NOC tool in the daily work of the ESC.

Delivery time
• 60 minutes.

Electronic file reference
• S8 instructions – ISCO exercise.pptx
• S8 worksheet – Using ISCO in ES.pptx

Activities
• Practical exercise on assigning occupational codes.

Materials
• Instructions for the exercise.
• ISCO worksheet.
• Pages 72–83 inclusive of ISCO-08.

This module is a continuation of the previous Module 7, on "Tools in the world of work", and will consist of practical work only. It is intended to provide participants with the opportunity to directly apply the learning from the first module as they identify appropriate classification codes for a variety of occupations.

It is essential that ESC staff develop a high level of proficiency in this activity, as it is related to services they provide to both jobseekers and employers.

Slide 8.1

**S8
Group Exercise**

- Decide the Major Group for each of the occupations on your list

- Using the list of ISCO -08 codes provided select the most suitable occupational code for each occupation

- Record your answer on the sheet

Participants will be divided into groups according to the table where they are seated.

They will have 40 minutes to work on the exercise following the instructions outlined on the slide. At the end of their working time, the session will resume in full plenary to discuss the answers to the exercise.

9. Initial intake

Learning objectives
By the end of this session, participants will have a common understanding of:
a. what is meant by the initial intake process in an ESC;
b. the key types of services available to all clients of the ESC;
c. what is meant by a multi-channelled approach to delivering services; and
d. delivery options available through ESCs in a variety of countries.

Delivery time
• 90 minutes.

Electronic file reference
• S9 pres – Initial Intake.pptx
• S9 instructions – website suggestions for Initial Intake exercise.docx

Activities
• Technical presentation.
• A group exercise – Internet world café.

Materials
• Instructions and materials for the website group task.

Whenever a client approaches an ESC for services, they will benefit from an initial intake process. While there may be some variation in how this is managed in various countries, and even between offices in a particular country, the process should include some basic elements, as illustrated in the first slide.

Slide 9.1
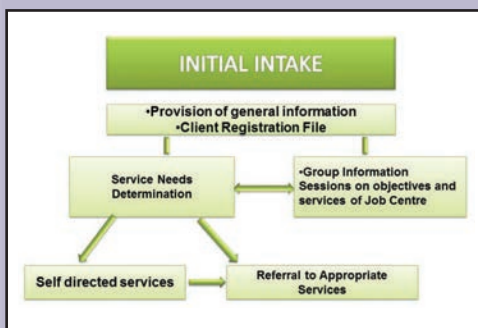
The initial intake process provides jobseekers with the opportunity to register for the services of the ESC, and allows enterprises to register their job vacancies. While both jobseekers and enterprises benefit from the initial intake, we will focus on jobseekers in this module. Later in the course, we will discuss the vacancy notification and processing in greater detail.

Slide 9.2
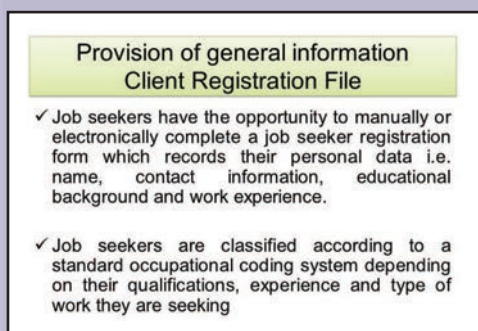
Depending on the office, the registration process may be completed manually, with jobseekers filling in a hard copy of the registration form, or in various levels of automation. Some offices may begin with a hard copy application form, and then one of the staff will enter the key information into a computer database at a later point. In other offices, jobseekers may be able to complete their registration on a computer set up in the registration area. Yet other offices that have more advanced access to technology may offer the ability to complete registration forms online, and even offer remote access.

Regardless of the methodology used, the jobseeker registration form will record personal data such as name, contact information, educational background, and work experience. Following a review of this information to ensure its accuracy and completeness, each jobseeker is classified according to a standard occupational coding system based on their qualifications, experience, and type of work they are seeking.

As the name implies, this is the first contact that the jobseeker has with the ESC, so it is important that they are also provided with basic information on the services of the office, as well as their obligations, in order to benefit from these services. Often, this general information is provided during a GIS.

Slide 9.3

Group Information Sessions on
objectives and services of Job Centre

- Orientation session on what can be expected
  from the Job Centre and the obligations of the
  job seeker
- Information session on various training
  courses available in the area
- Information on special programmes and
  possible financial assistance
- Sessions on Creative Job Search Techniques

Slide 9.4

Service Needs Determination

EMPLOYABILITY DIMENSIONS

| Personal / Environmental Factors | Clear Job Objective | Skills & Requirements to perform the job | Job Search Skills | Ability to maintain a job |

In addition to using the GIS to provide basic information on ESC services, these sessions may also be offered to provide information on various training courses available in the area, and details on special programmes and possible financial assistance. Many offices also routinely provide group sessions on creative job-search techniques, and other informative sessions on how to proceed with an effective job search.

All of these features are provided to facilitate a self-directed job search; however some jobseekers may benefit from more individual counselling assistance, in order to more rapidly make their labour market transition. The process used to determine which type of service might be most effective in ensuring a smooth labour market transition is often referred to as service needs determination (SND).

The SND model will be covered in more detail during the next module, so for now it will suffice to indicate that there are basically five employability dimensions that should be assessed when making a decision on the type of service to provide to the jobseeker. These dimensions are shown on slide 9.4.

The service needs determination process is similar to "profiling" jobseekers, and is primarily used to identify potential barriers they may have in finding employment. This process is given different names in various countries; however, the purpose of the process remains the same, regardless of the terminology used.

Slide 9.5
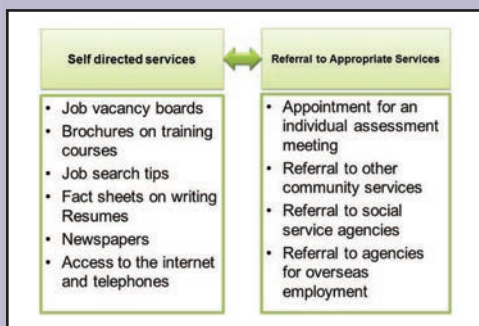
Depending on the outcome of the SND process, jobseekers may choose different levels of service from the ESC. If it is felt that they have few, if any, employability barriers, they may, at least in the early stages of dealing with the ESC, choose to make use of the self-directed services such as job listings; printed information on popular training courses; tips on how to look for a job, complete applications, and prepare competitive CVs; and access to newspapers, telephones, and computers with Internet capacity.

As time passes and the jobseeker remains unemployed, or if it appears from the SND that the jobseeker has employability issues that will need to resolved before successfully transitioning to the labour market, it may be decided to schedule an appointment with an employment officer for an individual assessment meeting. In some cases, and depending on the issues faced by the jobseeker, it might be deemed more appropriate to refer them to other community services. This

might include referrals to social service agencies, specialized centres dealing with particular target groups such as persons with disabilities, or to agencies that specialize in recruiting workers for overseas employment.

So far we have talked about the basic services provided by the ESC for all clients who wish to access them. However, in many countries, ESCs have experienced times when it has been difficult to attract the clients who could benefit from these services. Clearly it is important not only to have the capacity to deliver these services to jobseekers, but also to have a means of reaching those most in need of services. In order to do this effectively, an ESC, like any organization providing a service, needs to consider the most appropriate channels to use.

Slide 9.6
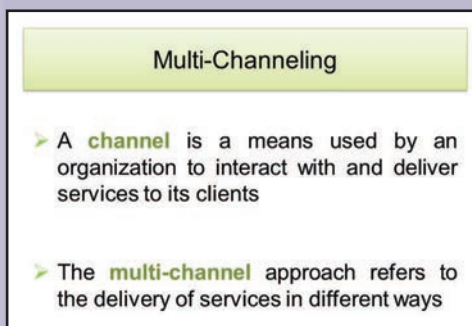
A **channel** is a means used by an organization to interact with and deliver services to its clients. It is most effective when organizations, including ESCs,

are able to utilize a variety of channels in order to reach the widest range of clients with diverse needs. This process of delivery services in a variety of ways is often referred to as a **multi-channel** approach.

Slide 9.7

Employment Service Channels

In the past, the most typical channels used by ESCs included face-to-face interviews between jobseekers and employment officers, with follow-up contact via telephone and regular mail, but, over the years, and with the development of new technologies, this changed.

Slide 9.8

Increasingly, ESCs began to use computers in their offices, first for the employment staff, and later available in the reception areas for client access. In the beginning, these were "stand alone" computers requiring disks for file transfer between work stations, but when the Internet became more widely available, ESCs offered Internet access to both staff and clients.

With the Internet, programmes such as Google, Firefox, Internet Explorer, and so forth, made searching for information and sharing files much easier. Many ESCs then developed their own websites, providing easier access to the self-service types of information, as well as the capacity for jobseekers to register online from remote locations.

More recently, smartphones have become a common means of communication, and ESCs in a number of countries began to use mobile technology such as SMS to reach out to registered jobseekers.

With the widespread use of the Internet and smartphones, social media has blossomed, with Facebook, Twitter, LinkedIn, Flickr, and many other applications making connecting to others as easy as a tap of the screen.

While increased use of technology poses some issues such as a greater need to ensure secure transmission of information, increased awareness

63

of the continued need to maintain confidentiality of client information, and the need to respond much more rapidly than in the past, in general these innovations have made reaching out to clients much easier.

Use of technology to perform many of the basic functions of client registration, job matching through electronic job portals, and broadcasting of information through Twitter and so forth, has freed up more of the ESCs' time for more labour-intensive services that still need to be delivered face-to-face.

Slide 9.9

These more labour-intensive services include job fairs, career fairs, production of informative info-pieces to be broadcast via YouTube, and more. And as mentioned earlier, many ESCs have invested considerable time and resources in the development of websites that provide a wide range of helpful information for both jobseekers and enterprises.

Slide 9.10 provides one example of such a website, but one only needs to use a search engine such as Bing or Google to access the websites for PES in many countries around the world.

Slide 9.10
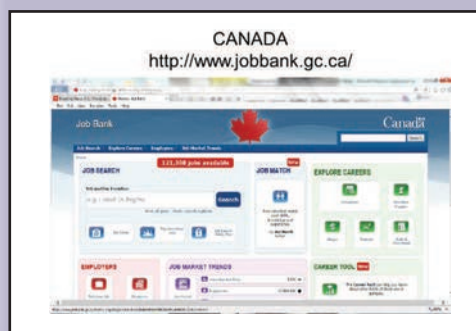
Looking at the example of Canada, it is possible to access information for employers, jobseekers, general LMI, information on all job vacancies currently listed, and also extensive information and self-help tools related to career guidance. Each country develops websites based on what is perceived to be the information needs of the client base, and depending on the labour market situation.

Now let us take a closer look at some other websites in smaller groups.

Group task

Slide 9.11

Group Exercise Internet Cafe

1. Each group should visit two of the six tables to browse the country websites.
2. Spend ten minutes reviewing the site and identifying both good and not so good features of the site. Consider what features, if any, could be adapted successfully in your country.
3. Return to the plenary prepared to discuss your findings

If conditions in the training room permit, six tables will be set up, each with a computer with Internet access. If this is not possible, then each group will be given hard copies of screenshots for two different countries. There will be a total of six country examples.

Each group will spend ten minutes reviewing and discussing each website, identifying both good and not-so-good features of the site. They should also consider if some or all of the features might be adapted for their country.

After 15 minutes of group work, they will return to plenary, and each group will briefly comment on their findings. It is important to emphasize that groups should not repeat what has already been reported to the plenary, but only add other comments they may have. Maximum reporting time per group will be four minutes.

10. Service needs determination

Learning objectives

By the end of this session, participants will have a common understanding of:

a. the SND model and how to use this model when dealing with jobseekers, and

b. the various techniques that can facilitate effective interviews.

Delivery time

- 90 minutes.

Electronic file reference

- S10 pres – Service needs determination.pptx
- S10 quiz – Service needs determination quick quiz.docx

Activities

- Presentation.
- Quick quiz.

Materials

- Trainee version of the quiz.
- Trainer's notes for the quiz.

During Module 9 on "Initial intake" we mentioned briefly the need for determining the appropriate type and level of service needed to address the specific transition to the labour market for individual jobseekers.

The first step in this process, which should normally occur at the time of registration, is often referred to as the SND interview. In this module, we will cover the six steps in such an interview process.

Slide 10.1

We will cover each of these steps in more detail as we proceed through the module.

During this presentation, we will also discuss some interviewing styles and techniques that you may find helpful as you complete this SND process.

The first step is obviously opening the interview in a positive way.

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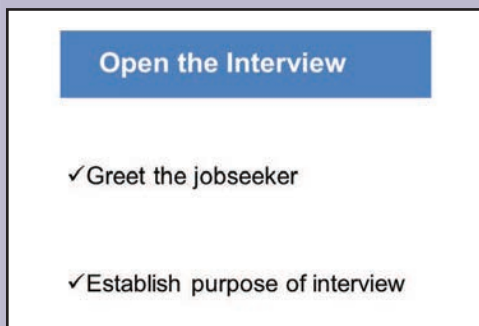
You should greet the jobseeker in a professional yet friendly manner. If possible, it is good to stand to greet the client. Always smile pleasantly and offer the jobseeker a seat. In general, ensure that you put the jobseeker at ease. Even if this interview is conducted by the initial intake officer in the public area of the office, it is important to provide sufficient privacy to ensure confidentiality. This will make it more likely that the jobseeker will be willing to share information that will assist in making an accurate service needs assessment.

It is also important to begin the interview with a brief explanation as to the overall goal of the interview. This will also encourage the jobseeker to be responsive to your questions and to respond in a positive manner.

Slide 10.3
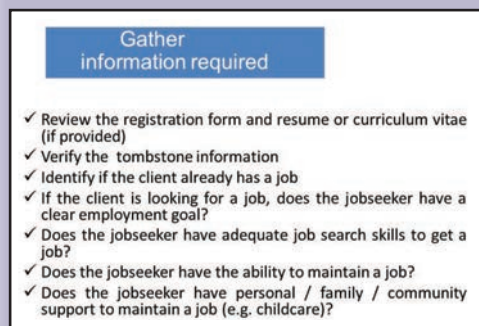
This next step will form the major part of the interview, and will normally take approximately ten to 15 minutes to complete. During this information-gathering phase of the interview, it is important to thoroughly review the

jobseeker's registration form and curriculum vitae, if one has been provided.

In reviewing these documents, it is important to verify the information, but it also provides the first opportunity to assess the jobseeker's ability to express themselves well both in writing and verbally.

This interview will also provide the opportunity to immediately identify whether the jobseeker is already employed and, if not, whether the jobseeker has a clear employment goal. If the jobseeker is employed, it will be necessary to explore the reasons for seeking assistance from the ESC. Are they seeking a more permanent job? Are they wanting to change occupations and, if so, do they know what areas they would be interested in pursuing? Or are they beginning to search for work in advance of an upcoming layoff from their present employer?

Answers to these questions will begin to provide insight into the types of services best suited to their needs.

Continuing through the information-gathering phase of the interview will assist you in determining if the jobseeker has adequate job-search skills. In fact, most jobseekers approaching an ESC will likely benefit from at least some assistance in this area.

As you review the registration form, you may note that the jobseeker has listed several jobs within a short period of time, which may indicate a problem in keeping a job. This will be an area that you will want to explore with the jobseeker by requesting more details on the reasons for changing jobs.

Finally, as you review the registration with the jobseeker and discuss their interests and goals, you will need to determine if the jobseeker may also have any personal issues that may affect their employability, and whether they have access to support from family, friends, or community agencies to assist them with these issues.

It is clear that the information-gathering phase of the SND interview will require strong interviewing skills in order to obtain all of the information needed to make an accurate assessment of the jobseeker's needs within a short period of time. The best way to achieve this will be to make effective use of questions.

Slide 10.4

Why Ask Questions?

✓ To Obtain Information
✓ To help maintain control of a conversation
✓ Express an interest in the other person
✓ To clarify a point
✓ To explore the personality and or difficulties the other person may have
✓ To test knowledge
✓ To encourage further thought
✓ In group situations

Questions are used in communications for many reasons. You may use them simply to gain information or to clarify a point made by the jobseeker either during the interview or on the registration form. You may use questions to steer the conversation back to the purpose of the interview if the jobseeker begins to get stuck on a point.

Questions can also indicate an interest in the jobseeker, encouraging them to expand on comments or think more deeply on a topic. Questions can assist in exploring the personality or difficulties the jobseeker may be experiencing, or to test their knowledge on relevant topics such as job-search techniques.

Depending on the purpose in posing a question, there are different types of questions that can be used during the interview.

Slide 10.5

- Closed Questions

- Open Questions
  - Leading Questions
  - Rhetorical Questions
  - Recall / Process Questions
  - Funnelling
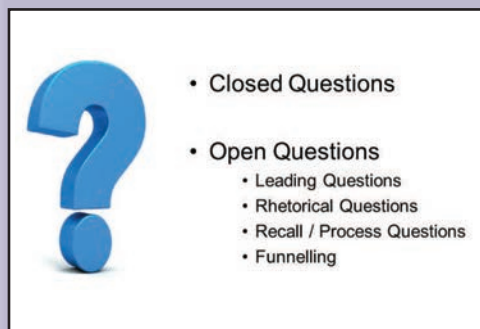
There are two general categories of questions: closed and open questions.

Closed questions are specific and require concise responses, often only one word. Closed questions are useful when beginning the interview, to put the jobseeker at ease. "Did you have any trouble in finding our office?" is an example of a closed question, as it requires a simple "yes" or "no" response, and will be something the jobseeker will readily answer. If the jobseeker responds by saying "No" it will be possible to proceed to the next topic; however, if the jobseeker responds "Yes" it may be necessary to ask a follow-up question to explore why the jobseeker had difficulty and perhaps how they felt about this. In this case, the use of an open question, which allows the jobseeker to express their feelings, as well as to expand on the subject, may be useful.

As you review the jobseeker's registration form, you may use a combination of open and closed questions. Closed questions can be useful in verifying the accuracy of facts such as name, age, address, etc. Open questions will be helpful in gaining additional insight into the jobseeker, and to fill in gaps in information provided on the form. For example, when reviewing work history, you may notice that there is a six-month gap. An open question such as "What were you doing from March to September 2014?" will provide you with more details.

One very effective style of open questioning when conducting an SND

interview will be the use of "funnelling". This style is, as the name suggests, one in which a series of related questions will gradually lead to a more complete response, with each successive question building upon what has already been said. This style of questioning will not only result in a more complete response, but will also show the jobseeker that you are paying attention to what they are saying.

When raising questions in the interview, it is also important to be aware of the various ways in which the jobseeker may respond.

Slide 10.6

Types of Responses

✓ A direct and honest response

✓ A lie

✓ Out of context

✓ Partially Answering

✓ Avoiding the answer

✓ Stalling

✓ Distortion

✓ Refusal
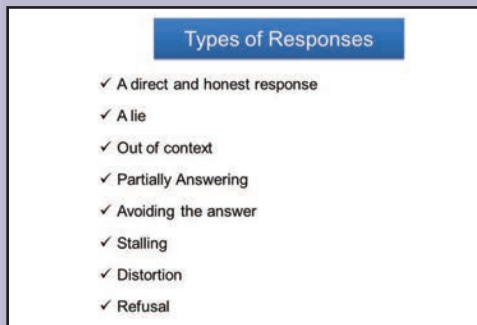
While we always hope that jobseekers will respond directly and honestly, some may not be truthful in their responses. This may be due to the fact that they are reluctant to reveal too much information for fear that it will affect their chances of finding work. They may also be embarrassed by past experiences, particularly if they have lost jobs due to poor performance.

Jobseekers may also try to avoid providing responses to questions that they are uncomfortable in answering, and they can do this in a variety of ways. They may avoid the question by asking a question of their own, or by answering out of context. They may provide a partial response to the question, only revealing information that they are comfortable sharing. They may fidget and stall in their response, hoping that you will move on to another topic. And in some cases they may simply refuse to respond to specific questions.

All of these reactions are problematic, in that you will be unable to make an accurate assessment of their service needs without having a complete picture of their current situation. It is therefore important for them to understand that all questions raised during the interview are important in making this determination. If this is covered appropriately during the initial stage of the interview, when discussing the purpose, you may need to remind them of this if you detect a reluctance to respond.

This leads to another vital skill that you must have in order to conduct an effective interview – to be a good listener. While many of the principles of being a good listener may be obvious, they still bear repeating.

Slide 10.7

Principles of Listening

✓ Stop talking and prepare to listen
✓ Put the speaker at ease
✓ Remove Distractions
✓ Empathise
✓ Be Patient
✓ Avoid Personal Prejudice
✓ Listen to the Tone
✓ Listen for Ideas – Not Just Words
✓ Wait and Watch for Non-Verbal Communication

listen

Slide 10.8

Summarize client/service needs

✓ Based on the information gathered, summarize and agree with the jobseeker on what they need to become re-employed.

✓ Identify if the jobseeker is job-ready. If the jobseeker is job ready there will be no need for referral to individualized counselling at this time.

Once you ask a question, remember to stop talking and prepare to listen to the jobseeker's response. Bear in mind that they may not be completely at ease with the situation, and may need some time to be able to respond openly.

You need to remain patient and avoid filling the silence with additional questions or conversation. Sit quietly, and wait for both verbal and non-verbal signals as to how they are reacting.

Listen not only to the words they are saying, but also to the tone of their voice, and consider the ideas that are coming through. Above all else, avoid any personal prejudices you may feel based on their appearance or mannerisms.

Once you have verified the information on the jobseeker's registration form, and gathered sufficient additional facts related to their situation, the next step will be to summarize your assessment of the jobseeker's service need requirements.

It will be important to reach an agreement with the jobseeker regarding what they feel is required in order for them to be successful in their labour market transition.

The agreement of the jobseeker is also essential to ensure their continued commitment to the transition-to-work plan that will be developed.

If, in your assessment, the jobseeker is job-ready, there will be no need at this point for a referral to individualized counselling, and the remainder of the interview can be used to describe the various self-directed services available through the ESC. It is also important, however, to ensure that the jobseeker is

aware that should they continue to remain unemployed following a period of self-directed job search, they should again consider meeting with an employment officer for more individualized assistance.

While many jobseekers may choose to begin their job search by making use of the self-directed options available through the ESC, there will be some jobseekers who will be identified during the SND process for immediate referral to individualized counselling.

Just as good listening skills are important as you conduct the interview, an awareness of these techniques will help you in assessing the jobseeker's reaction to your assessment of their needs. Being able to understand non-verbal reactions can assist you in determining both their commitment to the process, as well as their general frame of mind regarding their current situation.

There are a number of ways that people can demonstrate a lack of attentiveness to a discussion, through their actions, and this slide (slide 10.9) illustrates some of these. A reluctance to maintain eye contact can signal many things: a lack of honesty, shame, embarrassment, or disengagement from the discussion. Allowing oneself to be distracted by objects, other conversations, or even text messages or phone calls, demonstrates a lack of interest or a lack of respect for the other person. Inappropriate postures such as slouching or sitting partially turned away from the speaker, or use of inappropriate nods and facial expressions, can indicate a lack of interest or perhaps a lack of understanding during a conversation.

All of these non-verbal signals are equally important to be aware of, and to avoid, whether they are projected by the jobseeker or, unconsciously, by the interviewer.

Slide 10.9

Non-Verbal Signs of Ineffective Listening

- Lack of eye contact with the speaker

- An inappropriate posture

- Being distracted

- Inappropriate expressions and lack of head nods

Slide 10.10

Examine employment office service options

✓ Review Employment Office options outlining what services the jobseeker can access

✓ Assist the jobseeker in deciding which service options might be useful in their job search

✓ Depending on the labour market conditions and occupational goals of the jobseeker try to immediately identify one priority service referral

Once you have summarized your assessment of what ESC services are needed to assist the jobseeker have a successful transition into the labour market, it is time to examine and select the most suitable employment service options. This is the point in the interview where the roles of the participants will shift. The interviewer will review the various ESC options, outlining what services the jobseeker can access, and will assist the jobseeker in selecting the options which they feel will complement their current job search.

It may also be possible, depending on the labour market conditions and occupational goals of the jobseeker, to immediately identify one priority service referral; however, this will be only possible if the jobseeker has been assessed as job-ready.

Slide 10.11 lists a number of techniques that can be utilized by the interviewer to demonstrate active listening and a willingness to support during this process.

Slide 10.11

Paraphrasing, repeating back what the jobseeker has said; clarifying particulars points raised by the jobseeker; reflecting your understanding of the feelings being expressed in reaction to certain options; and summarizing the final decisions related to a plan of action, will lead to the next stage of the interview, where you will reach agreement with the jobseeker on the next steps in the process.

Slide 10.12

The outcome of the SND should lead to one of two general plans of action – conducting a self-directed job search, with the option of more assistance if required at a later date; or proceeding to individual counselling services to develop a plan to overcome identified job barriers.

In either case, it is vital to secure the agreement of the jobseeker. This will be facilitated by the fact that they are actively encouraged to consider and select the ESC service options they feel most appropriate to their needs.

Throughout this process, it will again be important to not only be attentive to what is being said, but to carefully observe the jobseeker for non-verbal signs of their reactions.

Slide 10.13

Non-Verbal Communication
✓ Posture
✓ Eye Contact
✓ Facial Expressions
✓ Closeness and Personal Space
✓ Physiological
✓ Pitch, Tone & Speed of Speaking

Signs of the jobseeker's level of comfort with the plan of action can be detected through the tone and pitch of their voice, their posture, degree of eye contact, other physiological signs such as a flushed face or excessive sweating, and also by their facial expression.

Other body language to be aware of may include the use of common gestures such as a "thumbs up" sign for "It's good", "I'm okay"; a shrug or yawn, which may be a sign of indifference or boredom; or nail biting or twisting one's hair, which may indicate nervousness or discomfort with the discussion.

Slide 10.14

Body Language
✓ Emblems
✓ Illustrators
✓ Regulators
✓ Adaptors

Since commitment to the plan will be essential to its successful implementation, it is very important that any non-verbal signs that conflict with what is being said, are explored before the end of the interview. The final step in the SND interview process is also a very important one.

Slide 10.15

Complete documentation

✓ Document the key points / outcomes of the Service Needs Determination interview either on the hard copy of the registration form or electronically.

After the interview is completed and the jobseeker has left, the employment officer should document a summary of the interview and the agreed-upon outcome. It is important that this be done

immediately after the interview, in order to ensure an accurate recollection of the discussions. This documentation is important to ensure that the jobseeker is not required to repeat this process in subsequent contacts with the ESC, regardless of whom he or she might speak with on future visits.

It is also important to ensure that appropriate follow-up occurs to verify that the required services are provided, and that they are effective in smoothing the jobseeker's transition into the labour market.

The final 40 to 45 minutes of this module will be spent on a quick quiz. The quiz is intended as a review of the materials covered in the technical presentation for the module, and should be completed individually by all trainees. Twenty minutes will be allocated for completion of the quiz, with an additional 20 minutes set aside for a group review of answers. Participants will be asked at random to provide answers to the questions, with the balance of participants invited to react to the answer.

In situations where there still appears to be confusion regarding the correct answer, more time will be spent to quickly review the topic, to ensure complete clarity of the point.

Slide 10.16

11. Individual counselling: Problem-solving process in employment counselling

Learning objectives

By the end of this session, participants will have a common understanding of:
a. the problem-solving approach to individual counselling; and
b. the five employability dimensions, and what each involves.

Delivery time
• 60 minutes.

Electronic file reference
• S11 pres – Individual counselling.pptx
• S11 Case study part 1.pptx
• S11 instructions – case study part 1.pptx

Activities
• Case study Part 1.

Materials
• Instructions on Case study Part 1.
• Scenarios for Case study Part 1.

You will recall that the final outcome of module 9 on the "Service needs determination" interview, is to select either self-directed ESC services or individual counselling as the best service approach for a jobseeker.

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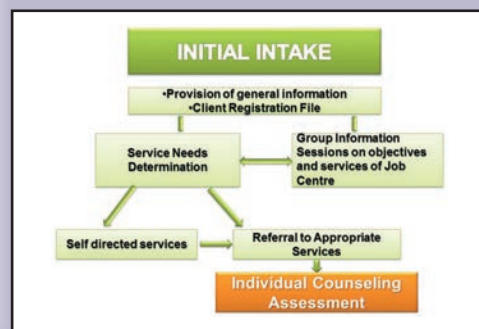
When using the problem-solving approach to counselling, the first step – that of identifying the employment difficulty, and establishing a collaborative working relationship with the ESC – will be completed as part of the SND interview.

Slide 11.2
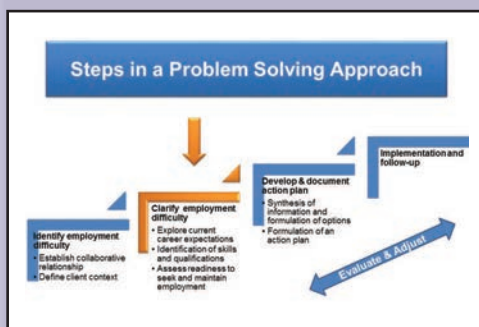
The individual counselling assessment is the second step in the process of assisting jobseekers who are not considered job-ready.

Slide 11.3
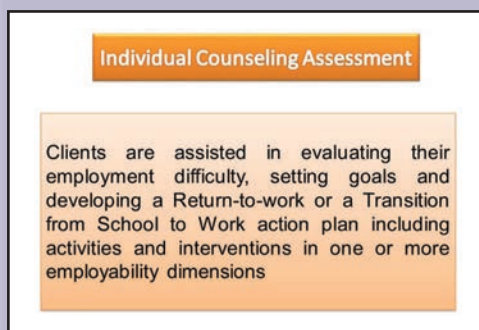
It is used to assist clients in evaluating their employment difficulty, setting appropriate goals, and developing a transition-to-work plan.

Often, these plans will include activities and interventions in one or more of the five employability dimensions.

The focus of this module will be on the individual counselling assessment, and how the problem-solving model is used to complete this task.

The assessment is based on a more in-depth review of the jobseeker's status in relation to the five key employability dimensions.

Slide 11.4
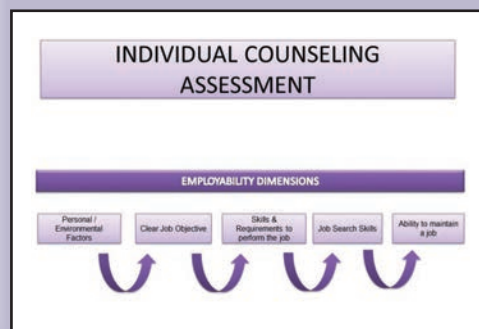
During the assessment interview, an employment officer will facilitate a discussion with the purpose of exploring each of these dimensions with the jobseeker. In most cases, this assessment will occur as a follow-up interview to the SND process; however,

depending on the level of the staff member who conducts the SND interview, the individual assessment may be combined with the initial intake discussion.

Regardless of when this discussion takes place, the outcome will be a clearer understanding of the employment barriers faced by the jobseeker, and a decision as to the best starting point for counselling assistance.

When using the employability dimensions as a guide to conducting the individual assessment, you will progress from left to right along the path illustrated in Slide 11.4, beginning with a review of the jobseeker's personal situation, as well as any environment factors that may affect their job choices.

Slide 11.5

| Personal /
Environmental
Factors | Determine if the job seeker has one or more personal or environmental factors which may present a barrier to a smooth and speedy transition into the labour market.
Examples may include:
× Responsibility for young children, an ailing family member or an elderly parent;
× Geographic location
× Intolerance for noise
× Colour blindness
× Significant financial obligations

If factors are identified, record them on the file for further exploration during Career Counselling |

This can involve a range of issues, many of which may not be recorded on the jobseeker's registration form. Utilizing good interviewing techniques, the employment officer will be able to

explore this area with the jobseeker, to identify these issues if they exist, and determine to what extent they have been addressed by the jobseeker. It is important to remember that even when these issues are present, the key factor in determining the jobseeker's employability is how well the jobseeker is able to manage the issue.

Examples of personal factors that may affect employability include the primary responsibility in a household for the care of young children, an ailing family member or an elderly parent, significant financial obligations, or a reliance on public transport to get to and from work.

There are also many environmental factors that may influence the jobseeker's employability in certain occupational fields. Examples include living in an area some distance from the most likely places of employment, particularly when this is coupled with a lack of their own means of transportation, or an intolerance for some working conditions such as noise, dust, or shift work.

Some jobseekers may also have certain physical conditions that will prevent them from being successful in particular occupations, and while these might not be considered to be disabilities, they may still limit their occupational choices. Examples could include being unable to sit or stand for long periods of time, or experiencing colour blindness.

All of these factors may affect the type of occupations that are suitable for the jobseeker.

If factors such as these are identified during the discussion, they should be recorded for further exploration during a career counselling session. During the module on career counselling, we will discuss these issues, as well as others, and consider how they affect employability, and how to manage these issues when making appropriate career choices.

Slide 11.6

While personal and environmental factors will often limit the occupational choices of jobseekers, there are also jobseekers who simply do not know what they would like to do, even with no obvious limitations to their choices. If the jobseeker is unclear on the type of job they would like to find, or if they are indicating that they will take anything that comes along providing it pays well, this may also affect their employability, and

should be flagged in the file as requiring some career counselling assistance aimed at narrowing their focus.

Slide 11.7

The third employability dimension relates to skills and other requirements, such as work experience, that are prerequisites to enter particular occupations. While the jobseeker may have resolved any personal factors and chosen an occupational area that fits with their aspirations, interests, and environmental and physical situation, they may lack the skills or experience required to enter that chosen field.

If this is the case, and the jobseeker could benefit from assistance in determining if they meet the market requirements for their chosen occupational field, or if they are experiencing a gap between their current skills and experience and what is required, make note of this for further exploration and action during a vocational counselling session.

Slide 11.8

Job Search Skills	Nearly all job seekers will benefit from some advice on how to conduct an effective and successful job search. Recruitment methods change over time, particularly in relation to increased use of technology. Well qualified and experienced workers may not have needed to update their job search skills in many years and as a result may not be using the best methods in the current labour market.
	If the jobseeker appears to need some job search tips to better market their skills to potential employers, make note of this for further action during an Employment Counselling session.

As you progress along the path of the employability dimensions, you may find that the jobseeker has all that is required to enter the occupational field of their choice but remains unable to successfully find a job. This is not uncommon, as most jobseekers will benefit from some advice on how to conduct an effective and successful job search.

Recruitment methods change over time, particularly in relation to increased use of technology. Well qualified and experienced workers may have had little need to update their job-search skills and, as a result, may not be using the best methods in the current labour market.

If the jobseeker appears to need some job-search tips to better market their skills to potential employers, make note of this for further action during an employment counselling session.

And finally, you may encounter jobseekers who are quite successful in obtaining job

offers but who are unable to maintain their jobs over a period of time.

Slide 11.9

Ability to maintain a job	This is often an aspect of employability that is overlooked or neglected by employment officers however particularly for some groups of jobseekers is a very important element. Jobseekers who are able to win job offers but then not remain in the job for long, quickly develop a reputation for "job-hopping" and will find it more difficult to find work. This is also an important element when jobseekers find that they need to accept jobs outside of their career objectives or at a lower level than desired.
	If keeping a job seems to be more of an issue for the job seeker than actually getting a job, make note of this for further discussion and advice during an Employment Counselling appointment.

There may be many causes for this, including some that relate to unidentified employability barriers in one or more of the earlier dimensions. However, there may also be reasons related to poor work habits, the inability to work under supervision, poor interpersonal skills, or dissatisfaction with the lack of opportunity within a particular occupational field or place of employment.

This is often an aspect of employability that is overlooked or neglected by employment officers; however, particularly for some groups of jobseekers, it is a very important element.

Jobseekers who do not remain in any job for long, quickly develop a reputation for "job-hopping" and will find it more difficult to find work over time. This is also an important element when jobseekers find that they need to accept jobs outside of

their career objectives, or at a lower level than desired.

If keeping a job seems to be more of an issue for the jobseeker than actually getting a job, make note of this for further discussion and advice during an employment counselling appointment.

The process of moving through the five employability dimensions with a jobseeker should take no more than 20 to 30 minutes to complete. As with all contacts with jobseekers, the final stage of this assessment interview should involve documenting the key points of the discussion, including recommended next steps in the process.

Returning to the problem-solving approach to counselling, we have now reached the third step in the process – that of developing and documenting an action plan.

Slide 11.10

As is the case throughout the process of assisting the jobseeker, the timing of this next step is dependent on the complexity of the jobseeker's situation. If the individual assessment identifies multiple obstacles to job readiness, and indicates the need for focused counselling assistance at one or more levels, the next step of developing an action plan may occur in a subsequent counselling session.

However, if the assessment identifies only one or several straightforward issues that can be readily addressed, and perhaps simultaneously, it may be possible to develop the action plan at the end of the assessment process.

Guiding principles in making this determination will include the distance the jobseeker currently is from being judged as job-ready; the amount of time available at the end of the interview, bearing in mind the 30-minute limit for the session; and the receptiveness of the jobseeker.

While not developing a complete action plan at this stage, it may be possible to provide the jobseeker with an interim task to complete, such as discussing the need for childcare support with family and friends, before scheduling a career counselling session.
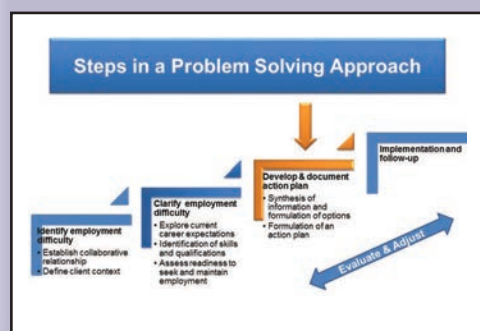
Slide 11.11
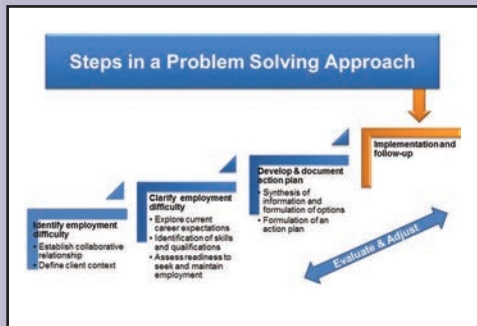
The final stage in the problem-solving approach to counselling services may well be the most lengthy one. This is the implementation phase of the action plan, and may involve several activities to be done consecutively or in parallel to one another. It will be important to continue to monitor the outcome of the various actions to assess if they are, in fact, properly addressing the issues, and to remain flexible if it becomes necessary to adjust the original plan.

We will cover the final two steps in the problem-solving approach to counselling in more detail when we address the various types of counselling services provided through ESCs.

Group task: Case study Part 1

Slide 11.12

Now you will have an opportunity to practice doing an individual assessment within your group.

Each group will work on one of the six jobseekers. You will have 20 minutes for this exercise, and will continue to work with this jobseeker throughout subsequent sessions.

The instructions are outlined on slide 11.12 are as follows:

1. Review the details provided on the jobseeker.
2. Consider questions that should be asked during the individual assessment interview.
3. Look for indications of their attitude and emotions from the available information (for example, facial expression) reflecting back on information provided in earlier modules of this course.

4. Identify possible employability issues faced by the jobseeker.
5. Outline your proposed plan of action for this jobseeker.

12. Employability improvement: Introducing the employability dimensions model

Learning objectives

By the end of this session, participants will have a common understanding of:

a. the types of jobseekers who need the services of the ESC;

b. the characteristics of these clients; and

c. a process that can help ESC staff deal effectively with all jobseekers.

Delivery time

- 60 minutes.

Electronic file reference

- S12 pres – Employability improvement.pptx

Activities

- A short illustrative technical presentation.

Materials

- Presentation.

Up to this point in the course, we have been discussing services provided to all jobseekers who approach the ESC. As we have seen, many of these jobseekers will decide at least in the early stages of unemployment to simply take advantage of the many self-help features available through the office. However, as we know, there will be jobseekers who require more individualized attention and assistance if they are to make a successful transition into a job.

In this module we will examine who these jobseekers are, and determine how we can best help them.

Slide 12.1

> Who are the JobSeekers?
>
> How can we help them ?

One of the underlying principles of PES is that they are free of charge and available to all people who wish to benefit from their services. As a result of this, jobseekers will represent a diverse cross-section of the population.

Jobseekers may come from rural areas or large urban centres. They may be young and looking for their first job, or they may be older and looking for a final job as they prepare for retirement. They may be male or female, a person with a disability, or they may be an average worker who has found themselves unemployed.

With such a broad range of potential jobseekers, the first question you may have could be: "How can we help them?"

We have already learned about the initial intake process where these jobseekers will be given basic information on the ESC. And we have also discovered how to facilitate a process where jobseekers can decide if they need individualized assistance or whether they can manage their own job search with access to some of the ESC's self-help tools. So again, we will focus primarily on those jobseekers who require a more individualized approach and are directed to some counselling services.

We will be looking at the three main types of counselling available within the ESC: career counselling, vocational counselling, and employment counselling.

First, let us look at what we might expect from the jobseekers, and how we can effectively provide services equally to such a diverse group of individuals.

It will be important to remember that regardless of the jobseeker and the route they may choose, we should always apply the principles of good communication techniques when dealing with them.

Slide 12.2

> **EXTEND A WARM GREETING**
>
> - Smile in a friendly manner
> - Stand up if appropriate
> - Shake hands firmly
> - Make the person feel welcome and comfortable

This means to extend a warm greeting when you first meet them, and at every subsequent contact with them. Always make them feel welcome and comfortable. Bear in mind that they may feel awkward in having to ask for help, and it is your job to ensure that they never feel as though they are imposing on you or your time.

Slide 12.3

BE AN ACTIVE LISTENER

- Be attentive
- Nod to show that you are following the conversation
- Smile pleasantly

Always ensure that you actively listen to what they are saying, and make use of the techniques you have learned to ensure that they know you are listening to them and are interested in what they have to say.

Not surprisingly, people who demonstrate good listening techniques will often find that the person with whom they are meeting will also listen more carefully to what they have to say.

Slide 12.4

BE MINDFUL OF FACIAL EXPRESSIONS

- Look interested
- Have a pleasant expression on your face
- Look serious but not stern

As you are listening to the jobseeker, always be mindful of your facial expressions. It is true that much can be interpreted by your expressions, and you will want to ensure that the message conveyed is always positive and encouraging.

Be particularly careful to never appear bored with the conversation. While what the jobseeker is expressing may be all too familiar to you, and it may be the tenth time you have heard the same thing that day, it is important to the jobseeker, and, therefore, must be treated accordingly.

Slide 12.5

BEWARE OF APPEARING BORED

- Don't yawn
- Maintain eye contact
- Don't fidget
- Avoid checking your watch or the clock
- Don't appear to be disengaged

This may be difficult at the end of a long day, or when you may not be feeling as well as you would like; however, part of being a professional is to be capable of setting these personal issues aside when dealing with others.

Slide 12.6

AVOID BEING DISTRACTED

- Do not check your cell phone or take telephone calls
- Discourage interruptions from co-workers
- Don't gaze out the window or look over the persons shoulder
- Don't appear to be interested in papers or other items on your desk

It is equally important that you pay attention to what the jobseeker has to say, so you need to give them your full attention, avoiding all distractions, and remaining engaged in the conversation

One way to convey this to the jobseeker is by expressing empathy during the conversation. However, this should never be confused with sympathy.

Slide 12.7

Empathy – or – Sympathy ?

Empathy is geared towards understanding, communication, facilitation, and is a more volitional, intentional, cognitive and affective response, answering a need to understand and to be understood.

Sympathy is a more automatic (involuntary) emotional response, answering a need for closeness and support.

A good way to avoid this will be to remember that the jobseeker has approached you in your professional capacity for assistance in making a labour market transition. Chances are they have friends and family who are able to provide the emotional support they need, but they are looking to you to understand the situation and their feelings in a way that will help them find solutions to their unemployed state.

Slide 12.8

MAINTAIN EYE CONTACT...

... but don't stare

REMEMBER TO SMILE

Another way to show the jobseeker that you are interested in what they are saying

is by maintaining eye contact. This will also make it possible for you to assess the credibility of what the jobseeker is saying. Often, when people are being less honest about a topic, they will avoid direct eye contact.

It is important to remember that while maintaining eye contact provides positive reinforcement to the jobseeker, and will encourage them to continue to talk, staring at them will produce the opposite result. This will make the jobseeker uncomfortable and may cause them to stop talking.

Fidgeting while the jobseeker is speaking will often produce the same result, and suggest to them that you are impatient and want them to stop talking.

One of the easiest ways to demonstrate that you are listening to the jobseeker and are interested in what they are saying is as simple as remembering to smile during the conversation. As with all facial expressions, it will be important not to smile too broadly or at inappropriate points in the conversation; however, maintaining a pleasant welcoming expression throughout the interview will encourage the jobseeker to relax and speak freely.

If you are to help the jobseeker, it will be important that you understand their frame of mind.

Slide 12.9

PAY ATTENTION TO THEIR MOOD

Jobseekers can be happy... or depressed
They may have low self-esteem...
They may be feeling despair...
And some jobseekers are angry

Identify Resistance... and Deal with it!

People tend to go through emotional stages when they lose their job, which is often likened to the emotional phases of grieving. Depending on what stage they are at, your approach to them may need to be adjusted to their mood.

Some jobseekers may view the loss of their job as an opportunity to look for something better, perhaps more in line with their interests, or something that pays better or offers more compatible working conditions. In this case, they may be upbeat and happy, looking forward to exploring new job options.

Others may be overcome with sadness, or even feel depressed. They may feel as though they have not only lost their job but also their friends and colleagues. They may have loved the work they did, and have little expectation that they will ever find something as rewarding again. And they may be concerned about their financial well-being without a regular income.

Many people identify themselves with their job, particularly when they work in occupations with some prestige attached. The loss of their job in this case will also create a loss in how they view themselves and present themselves to the world, creating a loss of self-esteem.

Others may feel that their position within their family and amongst their friends is diminished now that they are unemployed.

And in some cases, the jobseekers who seek your assistance may have been unemployed for a long period of time and reached a level of despair in ever being able to find another job.
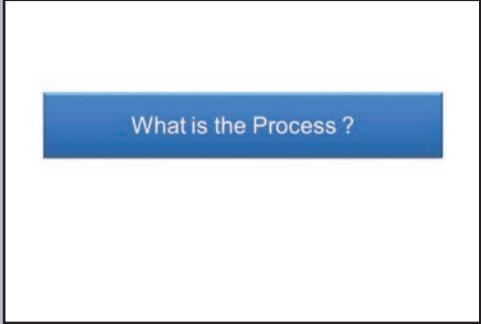
There will also be times when you encounter jobseekers who are very angry. They may feel betrayed by their employer; they may be angry that they no longer are able to afford the "extras" while they are not earning an income; they may even be angry that you have a job and they do not.

It is important to recognize and respond to these emotions in the jobseekers when they are present, since each of the emotions will affect not only their receptiveness to your assistance, but also their ability to get a new job. If you are able to detect these emotions, it will most likely be possible for potential employers to do so as well.

It is not enough to recognize these emotional responses in the jobseeker; you will also need to help them deal with them in a constructive way. You can provide them with the neutral space, away from family, friends, and potential employers, to vent their negative feelings.

Once these feelings are expressed, particularly to an empathetic listener, they may be able to move on, or at least recognize the harmful effects they may have as they conduct a job search. It is important that you help them set these feelings aside and focus on helping themselves move back into the labour market as quickly as possible.

Slide 12.10

What is the Process ?

This can seem to be a daunting task to many employment officers; however, there is a process that can provide a structured approach to dealing with this diverse group of jobseekers who may be exhibiting a wide range of emotional responses.

The process is based on the employability dimensions we have already discussed earlier in this course.

Slide 12.11
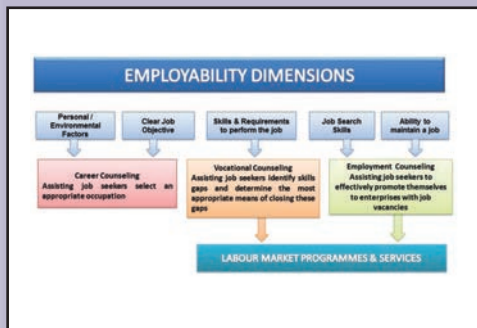
As you recall, there are five dimensions to consider when assessing the jobseeker's level of employability, and during the module on individual assessment, you were provided with some examples of what each of these dimensions involves.

Now we will consider which types of counselling will be best suited to addressing barriers within each of these dimensions.

Counselling services available through most ESCs will fall into three general categories. Career counselling will normally be the first assistance to be offered, and it is designed to assist jobseekers in making appropriate career choices.

Once the jobseeker has reached a decision on the type of occupational field

they would like to enter, it is important to identify any gaps in their skills and work experience that might prevent their successful entry, and help them choose ways to close these gaps. This process is vocational counselling.

There will be many jobseekers who do not require much, if any, assistance in choosing an occupational field; nor will they need to enhance their current skills or work experience. In theory, they should be able to enter to the labour market immediately, yet they are unable to market their skills and experience successfully to potential employers.

These jobseekers will need employment counselling to help them with their job search. Employment counselling may also be required even after some jobseekers have successfully transitioned into the labour market.

This is a part of the counselling service offered through the ESC that is often neglected or entirely overlooked. Yet with the increasing number of jobseekers who are accepting jobs with lower wages, or requiring skills that do not match their qualifications, it is important to assist these individuals in identifying a continued career plan, to ensure progression in their career.

The benefits to this additional counselling service should not be underestimated, as it may well prevent future unem-

ployment of workers who are dissatisfied with their current labour market position.

We will cover each of these types of counselling services in more detail in subsequent modules.

13. Career counselling

Learning objectives
By the end of this session, participants will have a common understanding of:
a. the purpose of career counselling in the ESC;
b. the factors to be considered when providing career counselling to a jobseeker;
c. how various factors may affect career decisions; and
d. the importance of occupational information in career counselling.

Delivery time
•   60 minutes.

Electronic file reference
•   S13 pres – Career counselling.pptx
•   S13 Case study part 2.pptx
•   S13 instruction – case study part 2.pptx

Activities
•   Case study Part 2.

Materials
•   Instructions on Case study Part 2.
•   Work completed by participants in Part 1 of this exercise.
•   Scenarios for Case study Part 2.

You are already familiar with the employability dimensions from previous modules in this course, and in the last module we began to explore how these apply to the various types of counselling available through the ESC.
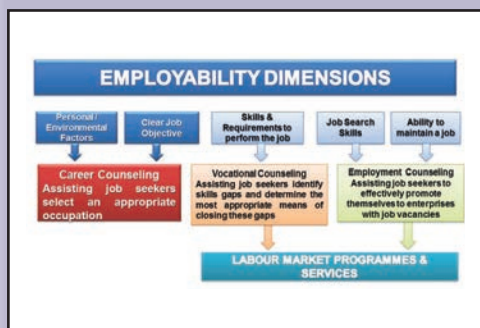
Slide 13.1

Now we will take a closer look at the first type of counselling – career counselling.

Slide 13.2

You will recall that this area of counselling assistance will be used to address any identified gaps or barriers in the first two employability dimensions. The overall goal of career counselling is to assist the jobseeker to select an appropriate occupation, leading to a realistic career goal.

In this module we will examine more closely the various factors that may

present obstacles to a jobseeker's employability, and consider how these factors and issues may affect their eventual career choice.

We will begin with the first dimension, personal and environmental factors.

Slide 13.3
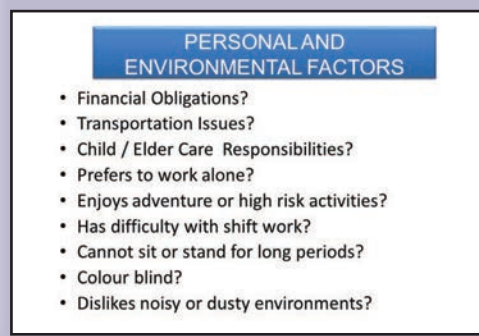
The first consideration in evaluating the jobseeker's employability is to identify any personal factors that may impede their chances of finding work. This will also be the first area that should be explored when assisting the jobseeker overcome barriers to the second employability dimension – having a clear job objective.

There are a number of factors to consider.

The reason that most people work is to earn an income; therefore, financial issues are important to consider when selecting a realistic goal. In career counselling, there are two areas that need to be considered when examining financial issues. First, it will be important

to determine if the jobseeker has obligations that will set a minimum salary they will be able to accept? The jobseeker should consider any outstanding debts they are currently carrying, such as student loan, mortgage, or other type of personal debt.

Jobseekers may also have other types of financial obligations that will need to be considered, such as the need to contribute to the overall family income, the need to have special equipment or clothing suitable for the occupation they choose, or the need to pay for childcare while they work, if they have young children.

Answers to these issues will lead to the second area of consideration linked to finances – can the jobseeker afford to participate in further education, or must they find work that they will be able to take on immediately? If the latter is the case, this will again put limits on the number of choices the jobseeker will have in terms of occupational fields, as well as specific jobs within the occupation.

Whether the jobseeker has their own transportation or relies on public transit is also an important consideration when exploring career options. Going into even more depth on this topic, the type of personal transportation they use will also determine the limits they may face when making occupational choices. While travel by bicycle, scooter, or even

on foot, may be fine if the job has regular daytime hours and is in an area close to the jobseeker's home, other occupational choices may result in the jobseeker needing to travel longer distances, do shift work, or have a vehicle for their work.

Family obligations beyond simply contributing to the household income can be another personal factor that may have a significant effect on the types of occupations open to a jobseeker. It will be important at an early stage in the career counselling interview to discuss if the jobseeker has family members who rely on their support, such as elderly parents, young children, or someone in ill-health.

Such obligations as these will not only determine the wage level that they will be able to accept in order to make working profitable, but may also limit where they are able to work; the hours of work they can accept; and also affect other conditions of work such as shifts, jobs requiring irregular working hours, or which require a willingness to travel away from home from time to time.

As the jobseeker considers these points, they may already find that they are able to narrow the occupational choices currently available to them. However, there are other factors that will help focus on a manageable number of choices for further research and consideration.

Many of these factors fall under the broad category of environment factors, and in considering these conditions more closely, it will be possible to construct a scenario that relates to the overall working conditions the jobseeker will find most favourable.

Some jobseekers prefer situations where they are able to work on their own rather than as part of a team. Many jobs offer these conditions, and for this type of jobseeker, those will be the occupations to consider first.

Other jobseekers may long for a job that offers excitement, adventure, or perhaps involves risk. They may be more interested in working night shifts so that they are able to care for a family member during the day while other members of the household are at work. They may prefer positions of authority.

In some cases it is possible to find jobs that offer both the opportunity to work alone but also provide a degree of excitement or risk – for example, the electrical lineman or the construction worker.

Some jobseekers will need to avoid particular jobs due to factors such as carpal tunnel syndrome, back problems that make sitting for long periods difficult, or an inability to work shifts due to family responsibilities or for physiological reasons. Jobseekers who suffer from

colour blindness, who are adverse to noisy environments, or are allergic to dust, may also need to eliminate some occupational choices from consideration. At a certain time in the jobseeker's working career, they may no longer be able to perform the duties of their normal occupation. As a teacher, they may find it increasingly difficult to stand for long periods of time; as a labourer, they may no longer be able to manage the heavy lifting that is part of their job. These are the jobseekers who will need assistance in making new career choices. While none of these conditions are normally considered to be disabilities, they are very real considerations to bear in mind when making occupational choices.

As the discussion continues and the jobseeker is encouraged to reflect on likes and dislikes, interests and aspirations, while also considering what they are capable of handling in a job, they will slowly develop a short list of possible occupations to consider.

Slide 13.4

CLEAR JOB OBJECTIVE?

- Understands their likes and dislikes
- Good self- awareness
- Clear focus on what they would like to do and what their occupational choice means in terms of working conditions, amount of educational preparation and earning potential

This takes them one step closer to reaching their realistic job objective, but there is still work to be done. This is the point in the interview when it will be appropriate to introduce the need for further research, in order to narrow the list of choices to an even smaller and more manageable group of occupations.

Having access to occupational descriptions through ISCO or an NOC system will be an excellent starting point. However, we all know that job descriptions are still too general, covering many different tasks, in order to keep the number of occupational descriptions to a reasonable level. It is important for jobseekers to understand which tasks listed are the ones that occupy 90 per cent or more of their time on a daily basis if they choose to enter that occupational field, and which tasks will only occasionally be required, if at all. This is a critical step in the decision-making process, as they do not want to base their choice on tasks that they will rarely have an opportunity to do.

One of the best ways of bringing on-the-job reality to the occupational descriptions is for the jobseeker to talk to people who are working in these occupations. They may have family and friends who are able to help them with this. Alternatively, they may want to do some computer research into the occupations, as some PES websites provide access to YouTube and other types of video clips with people working in various occupations, talking about their jobs.

Career fairs also offer opportunities to learn more about a wide range of occupations, particularly those in demand in the area. This is another option jobseekers may consider when researching their career choices.

The final factor that jobseekers will want to consider as they arrive at their occupational choice will be the opportunity for jobs in the occupation. Another related factor may be opportunities for upward mobility within the overall occupational field. This type of information can also be accessed through research with LMI provided through the ESC being a key source to explore.

Group task: Case study Part 2

Slide 13.5

Group Exercise Case Study Part 2

1. Review the details provided on your jobseeker
2. Consider which factors are relevant to your career counseling session.
3. Decide your approach to the jobseeker's situation
4. Indicate what task the jobseeker should undertake prior to the next counseling session
5. Propose options for an initial action plan to assist this job seeker
6. Indicate when the next meeting should occur

Now we will return to the case studies that you worked on earlier in the

course when we talked about individual counselling.

You will continue to work with the same jobseeker and in the same groups as with Part 1 of this exercise.

You will need to review your findings during the initial part of the exercise, and combine them with any new information you now have regarding the jobseeker's situation. You will have 20 minutes for this exercise.

The instructions are outlined on slide 13.5, and are as follows:

1. Review the details provided on your jobseeker.
2. Consider which factors are relevant to your career counselling session.
3. Decide your approach to the jobseeker's situation.
4. Indicate what task the jobseeker should undertake before the next counselling session.
5. Propose options for an initial action plan to assist this jobseeker.
6. Indicate when the next meeting should occur.

14. Vocational counselling

Learning objectives
By the end of this session, participants will have a common understanding of:
a. the purpose of vocational counselling;
b. types of options to consider during a vocational counselling session, and who might benefit from each; and
c. how the problem-solving approach works with vocational counselling.

Delivery time
• 60 minutes.

Electronic copy reference
• S14 pres – Vocational counselling. pptx

Activities
• A short technical presentation.
• Group exercise: Mapping options to increase skills and experience in your country.

Materials
• As required for the group exercise.

Many jobseekers will approach the ESC with a realistic occupational goal, while others may have required some career counselling as a first step in order to arrive at an informed occupational choice.

Once the jobseeker has an occupational goal, the next step in the process of enhancing their employability will be vocational counselling. During vocational counselling, the employment officer will facilitate a discussion to help the jobseeker identify and resolve any gaps in their skills or work experience related to their occupational goal.

Depending on the occupational choice, and at which level of job the individual wishes to enter the field, they will require different levels of qualifications, indicating different educational paths.

Slide 14.1

SKILLS AND EXPERIENCE

✓ University Education
✓ Technical and Vocational Training
✓ Apprenticeship Training
✓ On-the-Job Training

And for work experience…
✓ Internships

Thinking back to the module on ISCO, you will recall that jobs in the major groups of managers and professionals require qualifications equivalent to university levels of education.

Other jobs such as those at the technician and associate professional level within the same occupational field may require diplomas from technical and vocational education institutions.

Many of the occupations within the skilled trades areas may be attainable through apprenticeship training, which combines short periods of classroom training with practical training on the job, under the supervision of a fully qualified tradesperson.

Other types of occupations, including jobs in sales and services, or in the agricultural and manufacturing sectors, may be possible to enter through on-the-job training opportunities.

This will be the starting point with the jobseeker during a vocational counselling session. However, as is often the case, a number of factors will need to be considered when developing a suitable vocational action plan to support the occupational choice.

Personal and environmental factors will once again need to be considered. For example, if a jobseeker has as their goal a job that requires university qualifications, it will be necessary to determine if they have the financial resources to cover the considerable expense involved in such an educational plan. It will be necessary for the jobseeker to be in a position to afford university tuition costs, as well as all associated costs such as housing, living expenses, books, and travel.

In addition to this, the jobseeker will need to consider if they can afford to defer earning an income for the three or four years required to complete the degree. Other considerations would be whether the jobseeker has the aptitude to manage a university-level programme.

The same considerations will need to be reviewed for any level of formal education. If factors prevent the

jobseeker from pursuing the required level of formal education, they may be able to compromise with a lower level of qualification, in order to enter the same occupational field at a lesser level and defer advancement within the field until a later date. If this is the case, it should be documented as part of the longer-term action plan, and perhaps reviewed during an employment counselling session.

Apprenticeship training programmes, as well as on-the-job training opportunities, also require consideration of other factors. These opportunities are directly dependent on the willingness of employers to provide places within their organizations for jobseekers. While these opportunities do offer some income to the jobseeker as they advance through their training, normally the wages are considerably lower than what the jobseeker could eventually expect to earn within the occupational field.

Once again, decisions will need to be made as to the willingness of the jobseeker to defer earning a regular wage in the short term, in order to enter the occupation of their choice. In some cases, the jobseeker may decide that a re-evaluation of their career goal may be more acceptable than a decision to accept lower wages.

Not all jobseekers require additional skills in order to enter the occupational field of their choice. This will normally

be the case with jobseekers who have graduated from university or a technical and vocational education programme. These jobseekers often have a very clear idea of the type of job they would like to have, and often their credentials are sufficient to meet the entry-level requirements for the field in which they would like to work.

However, particularly when there are many applicants for each available position, recent graduates may find it difficult to compete with similarly qualified jobseekers who have some work experience to offer.

These jobseekers will not require additional skills, but will need opportunities to gain work experience, in order to demonstrate to potential employers that they are capable of applying their classroom learning to a work situation. Again, there are some options to consider when developing an action plan to fill this gap.

Many recent graduates begin their working life as interns within an occupational field related to their qualifications. Internships may not always lead to employment at the end of the arrangement, but provide excellent opportunities to gain work experience directly related to their occupational goal. While some internships are unpaid, many larger enterprises and organizations are beginning to offer small stipends

or special wages to attract high-quality candidates to internship vacancies.

Another possible option available in some countries are job or wage subsidy programmes.

Slide 14.2

JOB PLACEMENT SUBSIDIES

- Can be effective when used to assist jobseekers who have the qualifications for their occupational choice but lack work experience

- It provides the job seeker with the opportunity to demonstrate their value to an employer

- By subsidizing their wages, it offers the employer an opportunity to see how the jobseeker fits into their business with lower financial risks

- When the subsidy is provided in a phased way there is less risk of employer misusing the programme

These are normally funded by governments as a way to aid the entry of new graduates into the labour market. As such, it is the hope and expectation that the organization will retain the jobseeker at the end of the programme.

Wage subsidy programmes can be particularly effective when used to assist jobseekers who have the qualifications for their occupational choice but lack work experience. It provides the job seeker with the opportunity to demonstrate their value to an employer, while offering the potential employer an opportunity, with lower financial risks, to see how the jobseeker fits into their business.

While there remains the possibility that the employer will not retain the jobseeker once the programme ends, this can be minimized by providing the subsidy on a phased basis, gradually shifting more of the wage ;costs to the employer.

Not all jobseekers who approach the ESC are interested in, or suited to, working for others.

Slide 14.3

Entrepreneurial Support

Start with an idea

Develop a Business Plan

Be willing to take risks

Have a support network

Have funds to invest in the business
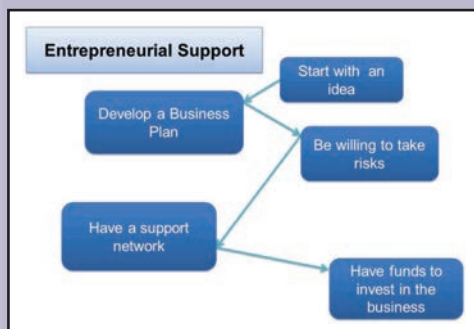
In some cases, the best vocational option for the jobseeker may be to start their own business.

Jobseekers who are interested in this option will benefit from counselling that provides them with a realistic view of what it means to own their own business. They should have a solid, marketable idea supported by a strong business plan. They will need to have an aptitude for taking risks, as well as the ability to mitigate these risks. Having a reliable network of support is also a key element in determining the success of many new

entrepreneurs; and, of course, having sufficient capital, to both invest in the business and support their lifestyle while developing the business, is essential.

As mentioned earlier in this module, it may be necessary to return to earlier discussions related to personal and environmental factors when considering these various vocational options. This will be particularly true for jobseekers who did not have any identifiable barriers related to these first two employability dimensions.

The final steps in this vocational counselling session will be, as always, reaching a mutually agreed-upon action plan; establishing appropriate follow-up actions that may be quite divergent depending on the vocational choices; and documenting all key points, in order to maintain accurate records related to the jobseeker's progress.

Group task: Mapping options for increasing skills and experience in your country

15. Employment counselling

Learning objectives
By the end of this session, participants will have a common understanding of:
a. the purpose of employment counselling in the ESC; and
b. factors to consider and how the ESC can help jobseekers in this area of employability.

Delivery time
• 90 minutes.

Electronic file reference
• S15 pres – Employment counselling. pptx

Activities
• A short technical presentation.
• Case study Part 3: A final review and full presentation of case work.

Materials
• Work completed by participants during parts 1 and 2 of the case studies.

As jobseekers work through the five employability dimensions, identifying and resolving any potential barriers as they go, they will inevitably reach a point when employment counselling will be the next step in their transition.

Whether the jobseeker has had many obstacles to overcome along the way, and regardless of how much time has passed since they first approached the ESC, employment counselling will provide the final assistance in helping them to effectively promote themselves to enterprises that have job vacancies.

In fact, most jobseekers who seek assistance at the ESC will benefit from at least some type of employment counselling as they make their transition into the labour market. In some cases, jobseekers may have lost a job that they had for many years, and they are out of touch with how they should conduct a job search in the current labour market. Technology, and even the introduction of many social media options, has changed how people look for work and how enterprises recruit employees.

By the time jobseekers reach the point where employment counselling is the appropriate response to their needs, they will be considered to be nearly job-ready. The only element remaining to bring them to a state where they can compete with others who are looking for work will be a better awareness of how to conduct a better job search using the best tools available to them.

Slide 15.1

ABILITY TO MARKET THEIR SKILLS AND EXPERIENCE TO ACHIEVE THEIR WORK OBJECTIVES

- Job Search Skills
- Developing a good resume or CV
- Understanding their functional value in the labour market and being able to demonstrate this to a potential employer

The ESC is perfectly suited to provide this information to jobseekers. Whether they need to prepare an up-to-date and attention-grabbing curriculum vitae, or a concise and informative resume, the ESC can offer short seminars, provide informative brochures, or the employment officer can personally review the document and provide helpful guidance. Jobseekers can also be advised to search for examples of curriculum vitae or resumes online if they are interested in a more independent approach.

Slide 15.2

How Can You Help?

- ✓ Provide jobseeker with some examples of CV's and offer to review their CV or Resume once it is completed
- ✓ Encourage them to seek feedback when they do not receive a job offer following an interview
- ✓ Referral to a Job Search Techniques workshop
- ✓ Referral to a Job Club if available
- ✓ Discuss the recruitment model with the jobseeker to ensure they are aware of the various channels they should pursue in their job search

Many ESCs offer short workshops on the various aspects of job searches, or provide fact sheets outlining tips to consider during the various steps in the process. This can include how to find job vacancies, how to complete the application form, what to do in advance of a job interview, how to anticipate and prepare for interview questions, how to respond during an interview, and what kinds of things can be done as follow-up after the interview.

In some areas, job clubs are offered at specified times of the year, and these are also very helpful for some jobseekers, in particular young people. Job clubs are very labour-intensive, and therefore are not usually part of the direct service provided by the ESC, but rather are offered through third-party service providers. Job clubs normally run full-time for two or three weeks, and are not suited to the needs of every jobseeker. However, ESCs often have arrangements in place that enable them to refer clients who would benefit from this more focused approach if it is available.

All jobseekers who have reached this stage in the ESC services will benefit from a review of the recruitment and job-search models illustrated in slide 15.3.

Slide 15.3

This model illustrates how enterprises typically find workers to fill their vacancies in comparison to how jobseekers normally look for jobs. It is colour coded to facilitate an easy comparison, but it is clear that there is a distinct disconnection between the amount of time and effort put into using the same approaches by the two principle parties involved in the job search and job placement activities.

It is important for jobseekers to understand how enterprises find employees, in order for them to customize their search methods to better align with this approach. Often, when there are many suitable candidates for a job, the determining factor as to who is hired will be who was in the right place at the right time. Understanding this model will help ensure that the jobseeker will be that person.

Taking a closer look at this model, you will find that enterprises put a lot of emphasis on the recommendations of existing employees and business associates, as well as hiring from within their organization. While hiring from within the organization will exclude jobseekers from those specific job openings, it will often open a position at a lower level within the business. This lower-level position may be the vacancy that a jobseeker could be chosen to fill. This, in fact, increases the need for available jobseekers to connect with family, friends, and business connections, to inform them that they are looking for work and to find out about any vacancies within their organizations.

However, it is also evident that most jobseekers tend to downplay the amount

of assistance they seek from friends and family as they look for work. Particularly with the introduction of many social media applications such as Twitter, Facebook, and LinkedIn, it is much easier for jobseekers to connect with their social and business networks to obtain information on as many job opportunities as possible.

When discussing the different means of approaching their job search, it is important to remind jobseekers of both the advantages and disadvantages that greater use of technology and social media can present. Some enterprises will conduct searches on potential candidates through popular sites such as Facebook and Twitter, in much the same way they check on references from former employers. Therefore, jobseekers must be aware that everything they post on these sites may at some point be viewed by a potential employer, and ensure that their use of these media presents them in a positive and appropriate manner.

Employment counselling not only is useful in helping a jobseeker plan a more effective job search, but can also assist them in finding ways to keep the job once it is offered. This is an area that is often overlooked in ESCs, but is an increasingly important service to provide.

Slide 15.4

RETAINING THEIR JOB / ADVANCING IN THEIR CAREERS

- Understanding the various entry levels for their occupational choices
- Emphazising the need for lifelong learning
- Knowing that technical skills may get them the job but soft skills with be what will ultimately determine their successful progression in their career

As we have discussed in earlier modules, there will be situations where a jobseeker will be unable to pursue their ultimate occupational goal in the immediate future, and will need to choose jobs at a lower level. This may be due to financial obligations that prevent them from participating in expensive further education. It may also be due to their current family situation and obligations related to family members. Or it may be due to the fact that there are no job opportunities available in their chosen career that are open to the public, and these positions are typically filled by promotion with the enterprise.

These jobseekers will benefit from some assistance in developing a long-term plan that will help them reach their ultimate goal while working at their present job. The plan may include taking additional courses through part-time studies, or through distance learning; it may involve offering to take on special assignments within their new work environment; or it

may simply require that they strive to do the best they can in the position they are offered.

Slide 15.5

Ways to Assist the Jobseeker
- ✓ Ensure that the job seeker is aware of progression possibilities within their occupational field and help them understand ways in which they can advance over time
- ✓ Discuss what employers expect from employees in terms of good work habits
- ✓ Discuss the importance of life-long learning
- ✓ When appropriate to an occupational field suggest developing a "portfolio" for future marketing
- ✓ Discuss the pros and cons of social media

Other jobseekers may not have as much difficulty in getting a job offer as they do in remaining on the job. This could be due to poor work habits and performance, resulting in dismissal; or it could be a case where the jobseeker chooses to leave a job due to lack of interest, or the hope of finding a better-paying position elsewhere. In either case, this behaviour, often referred to as "job hopping", will soon produce an unfavourable impression of the jobseeker on application forms and curricula vitae. These jobseekers will benefit from advice related to good work habits, as well as the importance of properly researching a position and the enterprise before applying for a job.

Once again, it is important to mention the need to fully document the key points of your discussion with the jobseeker, highlighting the plan of action

that has been agreed upon. While the jobseeker will now be at a point of near job readiness, it will still be important to continue to follow up on their progress.

This concludes our discussion on the employability dimensions and the three types of counselling services available within the ESC to address obstacles jobseekers may face. It is important to note that while the counselling process itself will not be lengthy, implementing action plans that are developed through this process may take some time to complete.

Even after all employability barriers have been resolved, there is no guarantee that the jobseeker will immediately be successful in finding a job and making the transition into the labour market. What can be guaranteed is that the jobseekers who successfully work their way through the dimensions to a point of job readiness will be able to compete on an equitable basis with all other jobseekers looking for work in their chosen occupational field. This is perfectly in line with the mandate of ESCs, which we discussed during the first module of this course.

Group task: Case study final review and presentation.

Slide 15.6

Group Exercise Case Study Part 3

1. Review your case one final time and determine if there is any additional activities that might be included in your plan of action
2. Indicate agreed upon plans for follow-up if appropriate
3. Be prepared to present your case work

This is the final part of the case study exercise. You will remain in your same groups and continue to work with the same jobseeker as in the earlier parts of this exercise.

The instructions are outlined on slide 15.6, and are as follows:

1. Review your case one final time and determine if there are any additional activities that might be included in your plan of action.
2. Indicate agreed-upon plans for follow-up if appropriate.
3. Be prepared to present your case work.

You will have 15 minutes to do a final review of your jobseeker, to add any additional points you would like to include based on the modules on vocational and employment counselling. You will also need to decide how you will present your findings, and select your spokesperson(s) for this task.

When we resume in plenary, each group will be given a maximum of 10 minutes to describe their jobseeker and summarize the work they have done related to their case. It is important that you mention all employability issues and factors identified at each stage of counselling assistance, and report on which issues you focused on for the action plan.

Also report on any assignments you selected for your jobseeker to complete in between counselling sessions. Finally, indicate the type and frequency of follow-up you have included in your plan.

16. Providing quality services to employers

Learning objectives
By the end of this session, participants will have a common understanding of:
a. types of services that the ESC can offer to employers; and
b. the complete process in providing assistance to enterprises in filling their job vacancies.

Delivery time
*   75 minutes.

Electronic file reference
*   S16 pres – Providing quality services to employers.pptx
*   S16 form – Job vacancy form.docx
*   S16 images – Job vacancy scenario. pptx
*   S16 instructions – Job vacancy exercise.docx

Activities
*   A technical presentation.
*   A group exercise on producing high-quality job vacancy notices.

Materials
*   Material related to the exercise on preparing job vacancy notices.

In the first module of this course, "Overview of Employment Services", we talked about the two main beneficiaries of ESC services. So far in the course, our focus has been primarily on jobseekers, and how the ESC can help them. Now it is time to turn our attention to the other beneficiary – enterprises and employers who provide the job opportunities.

When we think of how we can help employers, there are two main areas we

can consider: helping them engage in more effective human resource planning, and providing quality assistance when they need to recruit new workers.

These services are inter-related, and while both are important in assisting the employer manage their business successfully, this module will focus on providing recruitment assistance to employers.

Slide 16.1

Providing job-search assistance to jobseekers, and job placement services for employers, is one of the core functions of the ESC.

A key component of placement services is acquiring job vacancy notices, and the chances of successfully filling these vacancies are largely dependent on the quality of the vacancy notice.

Employment officers have a key role in this activity.

Let's examine the steps involved in recording a job vacancy.

Slide 16.2
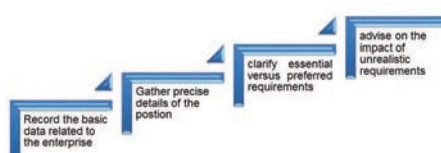
When the employer makes the first contact with the ESC to place a job vacancy notice, the first step will be for the employment officer to record the basic information regarding the employer and their business. Such details as the location, mailing address, and contact person in the enterprise may already be recorded in the employer's file as part of an employer directory, or if this is the very first contact with the employer, this presents a good opportunity to establish an employer file.

This information is important to record, in order to ensure that the ESC is able to reach the employer to follow up on the progress of their recruitment process, as well as to provide to potential jobseekers who are suited to the position.

Once this information is recorded, the next step in the process will be to gather

a complete and accurate job description for the vacancy. The descriptions should outline the duties and responsibilities; working conditions; wages and benefits offered; and any unique requirements for the position, such as special licenses, use of a vehicle, or the willingness to work shifts or weekends.

The employment officer should also be aware of any specialized skills that are of interest to the employer, such as a preference for candidates with previous experience in related fields of work; specific certificates from specialized training institutions; competencies in various computer technologies; or demonstrated leadership qualities. In order to guarantee the highest likelihood of successfully helping the employer fill their vacancy, care should be taken in understanding the requirements of the position as thoroughly as possible.

Discussing these details will provide insight as to how flexible the employer might be when considering candidates who may be referred to the position. It is important to clarify with the employer which of their requirements are essential to the job, and those that would be nice to have but are not necessarily critical to perform the tasks expected of the position.

If the employer appears to be adding unrealistic requirements to the job vacancy notice, the employment officer

should advise that this may affect the chances of finding a suitable candidate.

Slide 16.3

JOB VACANCY NOTICES

High quality job vacancy notices should strike a balance between the employer's personal preferences of "nice to have but not essential skills" and the reality of the labour market in order to ensure that a suitable candidate can be found.

It is important to remember that high-quality job vacancy notices should strike a balance between the employer's personal preferences of "nice to have, but not essential skills" and the reality of the labour market, in order to ensure that a suitable candidate can be found.

Slide 16.4

Benefits of Well Constructed Vacancy Notices

✓ For Employers… Time savings; Less risk of turnover of staff; Better chance of finding the best candidate for the job

✓ For Job Seekers…Better understanding of the conditions of work and expectations of the employer will reduce the number of questions they need to ask during the interview ; Reduces risk of poor fit if offered the position

✓ For the ESC…Easier to make appropriate referrals; Greater chance of satisfying the employer and the job seeker; Potential for future business; Increase positive image of the ESC

Helping the employer to prepare a well-written job vacancy notification can take time, similar to assisting a jobseeker

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in preparing an attention-grabbing curriculum vitae. However, everyone will benefit from a well-prepared job vacancy notice, and so this can be considered as time well spent.

The employer will find that, in the end, the time spent to clarify the requirement of the position when posting the vacancy will save valuable time. They have less risk of staff turnover when the expectations, wages, and working conditions of the position are clearly stated even before jobseekers apply for the job. They also have a better chance of finding the best candidate for the job when they consider which the essential skills are, as in many cases their preferences may prevent the best-qualified candidates from applying.

Jobseekers will also benefit from clear and informative job vacancy notices. They will have a better understanding of the conditions of work and expectations of the employer from the outset, and this will help to reduce the number of questions they need to ask during the interview. This will reserve any time they may have to raise questions that are most relevant to the position itself. Being aware from the start of what the job will entail also reduces the risk of poor fit if, in the end, they are offered the position.

The ESC can also benefit from clearly constructed job vacancy notices,

as it will be easier for them to make appropriate referrals when they have a clear understanding of the position. Understanding the requirements of the position will also contribute to a greater chance of satisfying the employer and the jobseeker. This in turn can increase the potential for future business from the enterprise, encourage more jobseekers to approach the ESC for assistance, and generally promote a more positive image of the ESC.

Once the details of the position under recruitment have been recorded, the next step in the order-taking process is to discuss other relevant details related to the recruitment procedures.

Slide 16.5
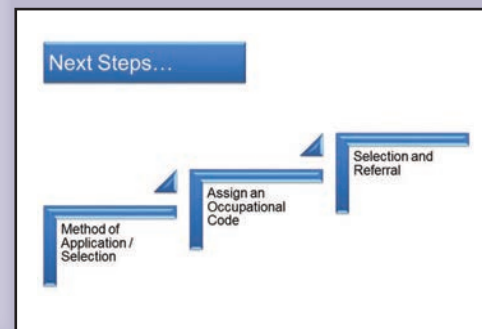
These details may or may not be recorded on the vacancy notification that is publicly posted, but will need to be recorded so that ESC staff can provide the information to jobseekers who are referred for an interview with the employer.

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Questions related to the method of selection and application procedures may include:

- Are specific tests required – for example, medicals, skills testing, language?
- Will the candidate be required to take a written exam as the first phase of screening?
- Will there be a series of interviews, or a pre-interview orientation session?

This information is not only essential for the potential applicants to be aware of, but the answers to these questions will provide the ESC with an indication of how long it may take for the employer to make a definitive selection between job applicants. This will help determine the amount of time before making any follow-up contact with the enterprise regarding the job vacancy.

Once the employment officer and the employer are satisfied with the information provided on the job vacancy, the next step will be to assign an occupational code to the vacancy.

Slide 16.6

OCCUPATIONAL CODING

When assigning an occupational code to a job vacancy notice, it is important to look beyond the job title and consider the main duties, education and experience requirements related to the occupational code.

Employers may choose important job titles to add prestige to a job which requires entirely different qualifications than the title would suggest.

Remember that the ability of employment officers to efficiently match jobseekers with job vacancy notices is entirely dependent on accurate occupational coding. This is especially true when the job matching process is done electronically; however, it is also important when using a manual system.

The decision on the most appropriate code will be done in precisely the same way in which occupational codes are assigned to jobseekers. In other words, consideration should be given to the type of duties required of the job, as well as the level of skill needed to perform the job properly. When assigning an occupational code to a job vacancy notice, it is important to look beyond the job title, and consider the main duties and education and experience requirements related to the occupational code.

Be aware that employers may choose important job titles to add prestige to

a job that requires entirely different qualifications than the title would suggest.

Once this process is complete, the next step in providing assistance in filling job vacancies will be the selection and referral of suitable candidates.
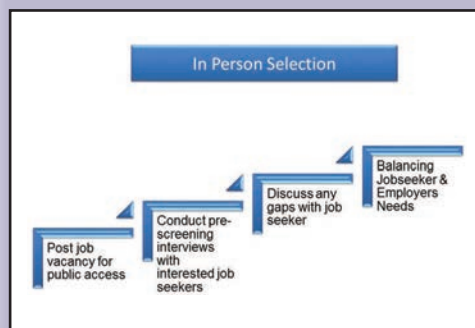
Slide 16.7

SELECTION AND REFERRAL OF SUITABLE JOB SEEKERS

There are typically two methods of selecting suitable job seekers for referral on a job vacancy and often both methods are used when handling a job vacancy notice.

There are typically two methods for selecting suitable jobseekers for referral on a job vacancy: in-person selection, and conducting a file search for suitably qualified candidates. Often both methods are used when handling a job vacancy notice. We will look at in-person selection first.

Slide 16.8

In Person Selection

Post job vacancy for public access

Conduct pre-screening interviews with interested job seekers

Discuss any gaps with job seeker

Balancing Jobseeker & Employers Needs

Once again, there are a series of steps in the process. Once the job vacancy notice is posted, jobseekers who believe that they meet the minimum requirements for the position will approach the ESC for a referral to the enterprise.

In this situation, it is the responsibility of the employment officer to conduct a pre-screening interview with the jobseeker before providing the requested job referral. This interview will be similar in structure to the initial intake interview. The employment officer will review the jobseeker registration form to compare the information against the requirements outlined on the job vacancy notice, to determine if the jobseeker is a suitable candidate.

While conducting the pre-screening interview, it is essential that the employment officer is at all times mindful of the fact that they must satisfy the needs and expectations of both the jobseeker and the employer.

If there appear to be gaps between the jobseeker's qualifications and the requirements of the job, the employment officer should discuss this and seek further clarification from the jobseeker using probing questions. It is important that the employment officer advise the jobseeker when they do not meet the minimum requirements for referral, and to explain the reason.

It is likely that the jobseeker will be unhappy if the employment officer is not willing to give them the job referral, and will attempt to persuade them to at least give them the chance to change the employer's mind. Many jobseekers will feel this is a reasonable request, and often employment officers may be tempted to comply. However, there is an obligation to respect the wishes of the employer as well, and disregarding the requirements listed, and referring unsuitable candidates to the employer, can have a lasting negative impact on the employer's willingness to trust future vacancies to the ESC. The employment officer will therefore need to determine the best approach that will satisfy both clients of the ESC.

The employment officer may be able to offer alternatives to the jobseeker, so that they will not leave the ESC without any job referral.

If this is not possible, the employment officer should enquire as to the overall job-search strategies the jobseeker is undertaking, and decide with the jobseeker if the time has come for more in-depth employment assistance through an individual counselling assessment. In this case, the jobseeker will be provided with an appointment time for the counselling interview, and will be encouraged to continue to look for job opportunities that match their current qualifications.

Another approach to a situation of a skills mismatch between the jobseeker and the vacancy may be considered if the vacancy has been open for some time.

In this case, if the gap between the jobseeker's qualifications and the requirements listed in the notice are not significant, the employment officer may wish to contact the employer to discuss the situation. This call should be made after the interview with the jobseeker has concluded, and the employment officer is alone. The employment officer can advise the employer of the particular qualifications of the potential jobseeker without providing any information that would reveal their identity, and consult with the employer as to whether they might wish to meet the jobseeker to consider if they might be suitable.

At times, employers will not be willing to downgrade their requirements, and the employment officer will need to respect this; however, in other cases

they will agree to meet a lesser-qualified jobseeker.

Regardless of the outcome of the discussion with the employer, the employment officer will have created a very positive impression. It will be clear to the employer that the employment officer is respectful of their wishes, but is also anxious to assist them in filling their vacancy.

Slide 16.9

File Search for Suitable Referrals

✓ Review the jobseeker registry based on the same occupational code to determine if any of the currently registered jobseekers meet the qualifications for the position.

✓ verify by telephone that the information is up to date and accurate

✓ The telephone interview will have a very similar structure as to an in-person pre-screening interview.

✓ Suitable candidates will be asked to report to the ESC for the referral notice

✓ For unsuitable candidates the employment officer may suggest more in-depth personalized counseling assistance and set an appointment

✓ Regardless of the outcome of the telephone interview, the jobseeker's registration form should be updated with the relevant details and returned to the active Job Seeker Registry.

While all jobseekers are advised at the time of the initial intake interview that it is important to maintain regular contact with the ESC, they will not be in daily contact, and may therefore miss many of the job postings. If they have been judged to be job-ready at the time of the last contact with the ESC, they should be able to expect that they will be notified if suitable jobs become available.

In order to meet this expectation, employment officers will also need to conduct a review of files of qualified jobseekers, to determine if any of those who are registered would be suitable referrals to the enterprise.

Once the employment officer has done a desk review of the jobseeker registry, and identified some possible candidates for referral, the next step will be to review the job records completely, and to verify that the information is up-to-date and accurate. The most efficient way to do this is by telephone.

The telephone interview will have a very similar structure as to an in-person pre-screening interview, and is intended to provide the employment officer with enough information to determine if the jobseeker can be referred to the employer.

If it is decided that the jobseeker would not be an appropriate candidate for referral, the employment officer will explain the reason for this, and discuss other options that might be available, as well as to enquire into their job-search strategy. As is the case with the in-person interview, the employment officer may suggest that it is time to consider more in-depth, personalized counselling assistance, and if this is agreeable to the jobseeker, an appointment can be made.

Regardless of the outcome of the telephone interview, the jobseeker's registration form should be updated with the relevant details, and returned to the registry.

Slide 16.10

As jobseekers are selected for referral to the enterprise for an interview, their names should be recorded on the job vacancy notice referral and follow-up record (ESC-JVNR). This record should be attached to the employment officer's copy of the job vacancy notice, and must be updated with every jobseeker sent for the employer's consideration. This will be important for tracking the progress of the job vacancy notice, as well as providing a record of services provided to these individual jobseekers.

As a general guideline, no more than five jobseekers should be sent to an employer for a single job vacancy unless the employer specifies either fewer or more applicants when they register their vacancy. If there is a special request for a specific number of candidates, this number should be respected. Recording the names and dates of each referral on the vacancy will also ensure that careful attention is paid to not exceeding the appropriate number of referrals

before following up on progress with the enterprise.

It is very important to maintain this record and to engage in timely follow-up with the employer, in order to be aware of the outcome of each referral. The outcome of every referral should be discussed briefly with the employer, particularly when they indicate that the referral was unsuitable.

It is important for the employment officer to receive feedback from the employer when referrals are considered to not meet the employer's expectations, as this will help the employment officer better understand the employer's needs, and will also provide feedback that can later be relayed to the jobseeker. If the employer continues to reject jobseekers referred by the ESC, there may be a need to reconsider some of the requirements of the job vacancy, or some of the features of the job, including working conditions.

The employment officer may also propose other options for filling the vacancy, such as sharing the job notices with other ESCs, looking for jobseekers who may meet some but not all of the stated requirements, or perhaps proposing that the employer consider providing on-the-job training.

Follow-up is most frequently done by telephone, reducing the time spent by

both the employer and the employment officer.

Slide 16.11

Continuous Follow-Up…

- Follow up with the employer should continue on a frequent basis even during periods when no jobseeker referrals are made in order to demonstrate the ESC commitment to assist the employer.

- The JVR should be kept active until such time as the employer reports that the position has been filled, either through a referral from the ESC or by other means, or that the job vacancy notice should be cancelled for other reasons.

- If the vacancy is filled by other means, it will be useful information to record how the employer did find a suitable worker.

- This information is also useful labour market data and can provide insight into how the ESC may improve its services.

It is good practice to follow up with the employer on a frequent basis, even during periods when no jobseeker referrals are made, in order to demonstrate the ESC's commitment to providing assistance to the employer.

Always ensure that the job vacancy record is kept active until such time as the employer reports that the position has been filled, either through a referral from the ESC or by other means, or that the job vacancy notice should be cancelled for other reasons.

If the vacancy is filled by other means, it will be useful information to record how the employer did find a suitable worker, as well as why the employer did not select one of the ESC referrals for the position. This information is also useful labour market data, and can provide insight into how the ESC may improve its services.

Slide 16.12

THE IMPORTANCE OF DOCUMENTATION

Maintaining precise records contributes to labour market information; facilitates performance management; and ensures the quality of service necessary to achieve client satisfaction

As is always the case in all that the ESC does, documenting the complete process related to the service provided to the employer on the job vacancy, from the first contact when the information was gathered, to the final follow-up call when the outcome of the vacancy was discussed, is essential.

Maintaining precise records contributes to LMI, facilitates performance management, and ensures the quality of service necessary to achieve client satisfaction.

17. Reaching out to employers

Learning objectives

By the end of this session, participants will have a common understanding of:

a. how to develop a marketing strategy and plan to reach out to employers;
b. possible approaches to employers;
c. how to plan an effective contact with an employer;
d. steps in the marketing visit; and
e. the importance of follow-up and how to do it well.

Delivery time

• 60 minutes.

Electronic file reference

• S17 pres – Reaching out to employers.pptx

Activities

• Presentation.

Materials

• PowerPoint presentation.

As mentioned during the first module of this course, while jobseekers will always be clients of the ESC, enterprises and employers may be clients or partners of the ESC, and at times they may be both.

Slide 17.1

Employers are both Partners and Clients

Partners	Clients
• Contributing to the overall labour market information database (e.g. wages, hours of work) • Providing positions for special programmes such as work trials • Providing on-the-job training • Participating in career fairs	• Assistance in finding suitable workers to fill vacancies • Help with human resource planning • Assistance in developing job descriptions • Assistance in preparing good job vacancy notices

As clients, employers may require help in finding suitable workers to fill vacancies, and ESCs can assist them to prepare good job vacancy notices designed to attract the most qualified applicants. However, even in advance of an actual vacancy within the enterprise, the ESC can provide advice on sound human resource planning measures, including developing high-quality job descriptions.

Employers are also important partners to the ESC, contributing valuable details to the overall LMI database (e.g. wages, hours of work). Beyond this, the enterprises within the ESC area are the source of positions for special labour market interventions such as work trials and on-the-job-training opportunities. Finally, employers and their associations are key participants in career fairs, job fairs, and other special events planned to assist particular groups of jobseekers make labour market transitions.

As we noted when speaking earlier in the course about the ESC services for jobseekers, it is essential that intended beneficiaries of the services are aware of these services and know how to access them when required. Similarly, it is important for employers to be aware of the ESC and how they can benefit one another.

Slide 17.2

Develop an Employer Visit Plan

➤ Divide the employer community into logical segments (geographic, sectoral, size)

➤ Determine criteria to be used in selecting individual enterprises for a visit

➤ Be realistic

➤ Be flexible

➤ Aim to ensure that most if not all employers will be scheduled for some form of contact at least once per year

While jobseekers will typically approach the ESC for services, it is less likely that employers will have the time or motivation to visit the ESC. It is therefore important that the ESC reach out to the employer community. To do this effectively, it will be advisable for the ESC to develop an annual employer visit work plan.

In order to do this strategically, it is best to begin by dividing the employer community into logical segments. This can be done in a variety of ways, depending upon which factors are most relevant to the ESC. Typically, employers would be categorized by geographic location, sectoral activity or size, and in some situations several of these factors may be combined.

Once all employers within the ESC area are listed, the next step will be to determine what criteria will be used to select enterprises to be visited during the period covered by the visitation schedule. The schedule should be

both realistic and flexible, while at the same time aiming to plan some form of contact with all employers at least once per year.

Generally, employer visits are the responsibility of both the manager and employment officers within the ESC, with each of these staff members having a target for the number of visits conducted during the work plan. This will most likely be one of the outcomes included in their work plan, upon which their performance review will be based.

Once it is clear which employers will be part of the employer visit plan, it will be necessary to plan the actual contact. There are two possible approaches to reaching out to employers: visiting them in-person or contacting them by telephone.

Slide 17.3

There are a number of advantages to visiting the employer at their place of business.

By making an on-site visit, you will gain insight into the overall business operation and environment, which will in turn help you identifying possible ESC services that might be beneficial to the employer.

Viewing the operations of the enterprise first-hand will also provide useful information that can be passed on to potential jobseekers to better prepare them for job interviews.

There are other benefits to an in-person visit beyond the information you may gather. Meeting with the employer at their place of business shows that you respect their time, and this can help to establish a good working relationship and set the stage for productive future collaboration.

However, making on-site visits can be time-consuming and costly, particularly if the enterprise is some distance from the ESC. Even when you have a pre-arranged appointment, it may sometimes be difficult to meet with the most suitable person, or you may still have to wait in line to see the employer. Once you do start the meeting, it may take longer than anticipated, particularly if the employer has unexpected problems or issues. Also, when you are out of the office you will not have all files and resources at hand, so there is a greater need for preparation.

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These are all reasons why, in some cases, it might be preferable to plan a telephone interview with an employer.

Again, there are both advantages and disadvantages to this approach.

Slide 17.4

Telephone Discussions with Employers	
Advantages	**Disadvantages**
✓ Can cover a wider geographic are more efficiently	✓ Unable to view premises or get a feeling for the business
✓ No cost if phone call is local	✓ May not be able to connect with the most suitable contact person
✓ Possible to better control the duration of the discussion	✓ Often the employment officer will have a very short period of time to make their point or lose the employer's interest
✓ Easy access to resource materials	
✓ Keeps employment officers within their comfort zone	✓ The employer can hang-up if they do not wish to continue the conversation
✓ Shows respect for employer's time	✓ No way of knowing if the timing of the call is convenient for the employer

When contacting an enterprise by telephone, it is possible to cover a wider geographic area more efficiently and at no cost, providing the call is to a local number.

As you have placed the telephone call, it will usually be easier for you to control the duration of the discussion, and you will have easy access to all of your resource materials. Normally, we are all more comfortable speaking when we are in our own working space, so both you and the employer will be within your comfort zones, and are more likely to be at ease. Particularly if you are professional, straightforward, and brief, this method will also show respect for the employer's time.

However, you will miss out on some of the benefits of the visit that occur when you are able to attend in person. Obviously, when making the contact over the telephone, you will be unable to view premises or get a feeling for the business. This may not be as significant an issue if you have made an in-person visit previously, and therefore telephone contact may be favoured for follow-up contacts.

It may be more difficult to connect with the most suitable contact person and, generally, waiting for the correct person to become available is not practical over the telephone. It is also possible that the company will have a policy that the more senior staff within any department are not the ones who typically take telephone enquiries.

While it is possible that you will be able to control the discussion itself, you may have little, if any, control over the duration of the call. Generally, telephone discussions will be considerably shorter than an in-person meeting. You will have no way of knowing if the timing of the call is convenient for the employer, and so your call may be rejected entirely or, even worse, the employer may hang up if they become impatient and do not wish to continue the conversation.

You will want to consider all of these factors as you develop your personal employer visit plan, in order to determine

which enterprises will be targeted for in-person visits and which will be contacted via telephone. Now let's look more closely at how to implement your employer contact plan.

Slide 17.5
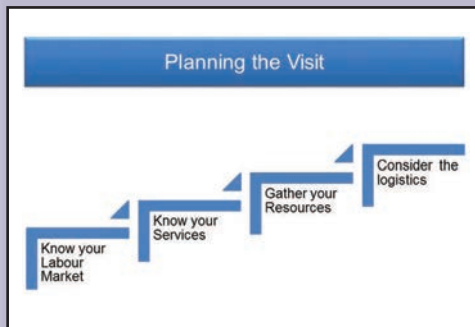
Regardless of which method of contact you choose, there are a number of steps you should complete before reaching out to the employer.

Slide 17.6

Before making any contact with the employer, ensure that you are well informed on all aspects of the local

labour market, both in general terms and specifically related to the industry to which the enterprise belongs. This is one way in which having access to high-quality LMI is helpful.
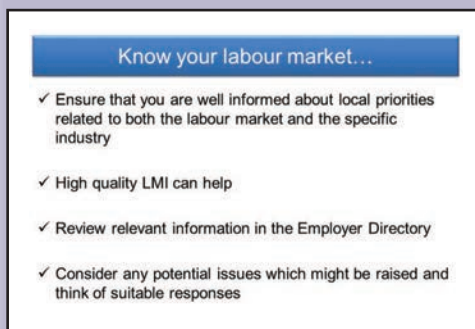
It is also good practice to review relevant information in the employer directory, and to anticipate any issues that might be raised.

Slide 17.7
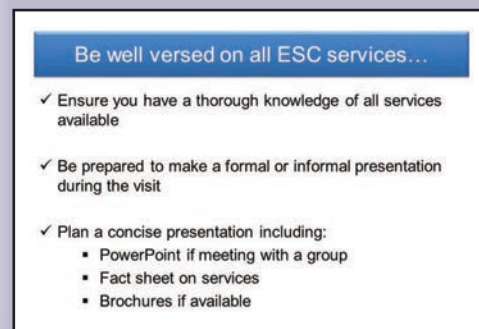
It may seem obvious, but it is also very important that you have a thorough knowledge of all services available through the ESC, in particular those services that you anticipate may be of most interest and relevance to the employer. It is always a good practice to be prepared to make a formal or informal presentation during the visit. To this end, you may wish to prepare a short, standard presentation on ESC services that includes a PowerPoint presentation, fact sheets, and brochures.

Slide 17.8

> **Prepare a tool kit of resources...**
>
> ✓ Up-to-date copy of employer record from the employer directory
>
> ✓ Latest copy of labour market bulletin and other publications produced by the ESC
>
> ✓ List of current job seekers who have qualifications relevant to the enterprise
>
> ✓ Notebook and calendar to record important points and schedule follow up
>
> ✓ Business card or contact information

Slide 17.9

> **Getting there...**
>
> ✓ Ensure that you have accurate directions on how to reach the enterprise
>
> ✓ Decide on the best mode of travel
>
> ✓ Determine how much time will be required to reach the enterprise
>
> ✓ Promptness demonstrates respect for the employer's time and indicates professionalism
>
> ✓ This will convey the message that the ESC is serious about the services they provide

As already noted, you will not have access to your complete set of files when doing an on-site visit, so you will need to prepare a tool kit of resource materials to take with you. This will be customized to the specific enterprise you will visit, and should include the most up-to-date copy of the employer record from the employer directory, the latest copy of the labour market bulletin and other publications produced by the ESC, and a list of current jobseekers who have qualifications relevant to the enterprise.

In addition to these items, you will always want to have a notebook and calendar with you to record important points and schedule follow-up activities, and a supply of business cards or contact information in some other format.

The final step in planning for the visit, is one of logistics. Ensure that you have accurate directions on how to reach the enterprise, and determine whether it is best to drive or take some form of public transit, and, based on that decision, how much time will be required to reach the enterprise. Always allow more than enough time to reach the enterprise, giving yourself a "cushion of time" in case you encounter an unexpected delay. Promptness demonstrates respect for the employer's time, and indicates professionalism and helps to convey the message that the ESC is serious about the services it provides.

When you first arrive at the enterprise, you may be greeted by a receptionist or security officer, depending on the size and practice of the business. This is where you will create the first impression, so it is important to be as professional as you will be when meeting the actual employer. When introducing yourself, it is advisable to present a business

card. This will ensure that when you are announced to the employer, your name will be given correctly. In some cases, the person announcing you will pass your card to the employer; in other cases they will retain it for their records. If this is the case, you will need to provide the employer with a second card.
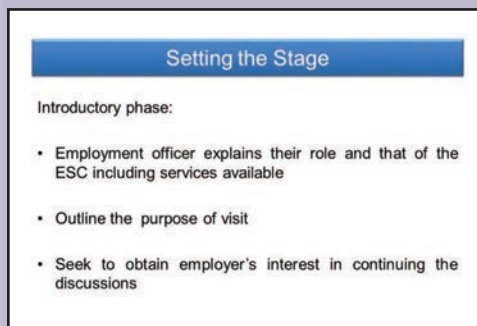
Now we will look at the steps to a successful marketing visit to an enterprise.

Slide 17.10

Steps in the Marketing Visit

Set the Stage → Identify and Understand employer's needs → Decision-Making → Develop a Plan of Action → Follow up on the action plan as appropriate

We will begin with setting the stage for the meeting.

Slide 17.11

Setting the Stage

Introductory phase:

- Employment officer explains their role and that of the ESC including services available

- Outline the purpose of visit

- Seek to obtain employer's interest in continuing the discussions
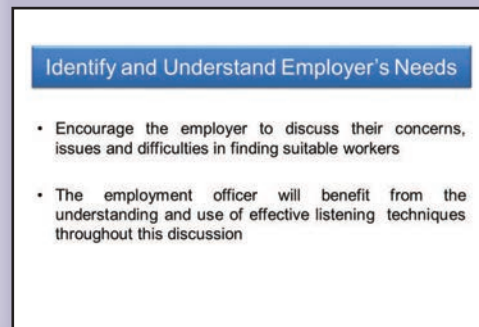
This is the introductory phase of the meeting, and while it should be brief and to the point, it is important to include this step. You should explain your role and that of the ESC, including services available. You will need to outline the purpose of visit as a reminder to the employer of why you are there.

Finally, it is important to obtain the employer's agreement to continuing the discussions. This is important even when you have made an appointment for the visit, since, as indicated earlier, the situation can change. Always be conscious of the fact that time is valuable to the employer, and be respectful of this in everything you do.

Slide 17.12

Identify and Understand Employer's Needs

- Encourage the employer to discuss their concerns, issues and difficulties in finding suitable workers

- The employment officer will benefit from the understanding and use of effective listening techniques throughout this discussion

Once you have the employer's agreement to proceed with the meeting, it will be important to quickly move to the purpose of the visit. You should encourage the employer to discuss any concerns, issues, and difficulties the enterprise may be experiencing in

finding suitable workers. Throughout this discussion, you will benefit from the understanding of, and use of, effective listening techniques.

Slide 17.13

Decision Making
• The employment officer should address each issue, concern and/or difficulty raised by the employer and determine if each falls within the mandate of the ESC.
• If some issues are outside the ESC mandate, this should be honestly stated with alternative courses of action suggested if at all possible
• Identify all areas where the ESC can assist and clearly outline the scope of programmes and services available for the employer to consider

Once you feel that you have a good understanding of the employer's needs, you should identify all areas where the ESC can assist, and clearly outline the scope of programmes and services available for the employer to consider.

If some issues mentioned by the employer are beyond the ESC mandate, this should be honestly stated, with alternative courses of action suggested if at all possible.

You will then be at a point in the meeting where the next steps can be discussed.

Slide 17.14

Develop Action Plan
• If there is no need for ESC assistance at the current time, the employment officer should summarize the discussion and offer to contact the employer at a later date
• The employer should also be encouraged to contact the ESC should they require assistance prior to the next visit
• If there are areas in which the ESC can help immediately these will be highlighted by the employment officer and a plan of action will be developed collaboratively with the employer

If there is no need for ESC assistance at the current time, you can summarize the discussion and offer to contact the employer at a later date. You will also want to encourage the employer to initiate a contact with the ESC, should they require assistance before the next visit.

If there are areas in which the ESC can offer immediate help, these should be highlighted, and you may propose a plan of action to the employer and seek their agreement to proceed.

Slide 17.15

Follow-Up
✓ Summarize next steps and indicate a time when they will follow up either by telephone or an on-site visit
✓ Prepare an employer visit report and attach it to the employer directory record
✓ Highlight agreed upon actions in the report and the employment officer's agenda
✓ Implement actions without delay
✓ Involve other ESC staff as appropriate
✓ Update the employer visit schedule indicating that the visit has occurred
✓ If no actions are required at the present time, a follow up visit should be tentatively scheduled after six months

As is the case when providing counselling services to jobseekers, to end the meeting, you summarize the next steps, if any, and indicate a time when you will follow up either by telephone or with another on-site visit.

As mentioned earlier in the module, it will often be suitable to conduct any follow-up discussions by telephone; however, this will depend on a number of factors such as proximity of the business to the ESC, the amount of detail in the plan of action, and also the expressed wishes of the employer.

After you have concluded the meeting and left the enterprise, there are a number of things to do. Immediately upon returning to the office, you should prepare an employer visit report and attach it to the employer directory record. Your report should briefly highlight all agreed-upon actions, including planned dates for follow-up. This information should also be added to your agenda.

It cannot be overstated how important it is for you to begin to implement agreed-upon actions without delay, and this should involve other ESC staff as appropriate. If no actions are required at the present time, a follow-up visit should be tentatively scheduled after six months

Finally, you will need to update the employer visit schedule, indicating that the visit has occurred.

This brings us to the final point in this module, that of documentation. As has been mentioned throughout this course, it is very important to record the information you obtain from all of your activities, as it will all contribute to the ESC LMI.

When dealing with employers, it is essential that you create an employer record for each enterprise. The employer information form shown here itemizes the type of data that should be recorded in this file.

Slide 17.16

This record should contain basic information regarding the enterprise, including contact information; size of the workforce, including skills normally required in the business; and any information related to skills shortages, retrenchments, or anticipated expansion. Additional comments may be added on the reverse of the form as appropriate.

Slide 17.17

Be well versed on all ESC services…

✓ Ensure you have a thorough knowledge of all services available

✓ Be prepared to make a formal or informal presentation during the visit

✓ Plan a concise presentation including:
- PowerPoint if meeting with a group
- Fact sheet on services
- Brochures if available

The employer record should be created immediately following the first contact with an employer or enterprise, and should be reviewed and updated on a regular basis, no less frequently than once every six months. All changes in details, such as the names and phone numbers of contact persons, should be entered as soon as the information is known.

When an enterprise is closed or the employer ceases to operate the business, the employer record should be moved to a dormant or inactive file. This ensures that the information is retained but not kept in the active database.

In offices where both local and overseas enterprises may register for services, records for these different categories of enterprises should be stored separately, to facilitate easier use of the information.

18. Presentation techniques

Learning objectives

By the end of this session, participants will have a common understanding of:

a. the information required when preparing for a presentation;
b. how to be well-prepared for a formal presentation; and
c. tips and advice on developing and delivering presentations.

Delivery time

• 45 minutes.

Electronic file reference

• S18 pres – Presentation techniques. pptx

Activities

• A short technical presentation.

Materials

• PowerPoint presentation.

There will be times when you may be asked to make a presentation at an individual enterprise, to a business association, to another service provider, or to a group of jobseekers. These are excellent opportunities to promote the services of the ESC, to clarify the role the ESC undertakes in strengthening the labour market, and to gain increased collaboration with the employer community or other agencies.

Making a formal presentation may be outside the employment officer's "comfort zone", but following a structured approach will help build confidence as well as ensuring a more professional presentation.

Slide 18.1

Five Key Questions
? **Who** -- the source of the request and the potential audience
? **Why** -- the purpose of the request
? **Where** -- the location of the meeting
? **When** -- the timing issues and based on these facts...
? **What** -- the actual content and resources required for the presentation

As soon as you accept an invitation to make a presentation, you will want to establish the answers to a few basic questions that will affect how you prepare. These are often referred to as the five "Ws", and we will examine each of these in more detail.

First, let's look at who will be the target audience.

Slide 18.2

WHO?
• Knowing the source of the request for the presentation can help to identify the overall purpose and may provide insight into the potential impact to be achieved
• This information may also provide insight into the reason for the request
• If you are initiating the meeting as part of the regular employer visit, information on the composition of your audience will assist in determing the level of detail to be included in the presentation.

Knowing the source of the request for the presentation can help to identify the overall purpose, and may provide insight

into the potential impact to be achieved by your presentation. It may also provide insight into the reason for the request, which can be helpful in determining a strategy for the presentation. Information on the composition and size of your audience will also assist you in determining the level of detail you will include in the presentation.

Knowing the purpose of the request, and what is hoped to be achieved by the presentation, will also help you prepare appropriately. It will also help in determining the overall expectations of the organization regarding your input.

Slide 18.3

WHY?
Knowing why the presentation is being made is also important in determining the overall expectations of the organization
• If the presentation is part of a regular employer marketing visit it will likely focus on services of the ESJC and general labour market information
• If it is at the specific request of the enterprise, there may be particular issues, questions or concerns that should be addressed
• Will the presentation will be one of several to be given during the meeting

The purpose of the presentation may vary considerably, depending on who is extending the invitation. If the presentation is part of a regular employer marketing visit, initiated by yourself, it will likely focus on services of the ESC and general LMI. If it is at the specific request of the enterprise or other service provider, there may be particular issues,

questions, or concerns that should be addressed, and in this case it will be prudent to discuss this with them before finalization of your materials.

It will also be important to establish the circumstances leading to the request for you to make the presentation. If you will be part of the agenda for a larger meeting or workshop, you will need to get further details on the overall event, to ensure that your presentation fits well with the programme. You will also want to know the topics to be covered by any other speakers, in order to avoid duplication or contradiction of information that others may present.

Slide 18.4

WHERE?

- Knowing the venue can provide insight into the size of the audience

- If you plan to use a PowerPoint presentation it is important to be aware of what equipment will be available

At the time of the invitation, it is likely that some information will be provided on where the presentation will take place. Knowing the venue can provide insight into the distance you will need to travel, and how much time will need to be set aside in order to arrive with time to spare. If you are unfamiliar with the location

of the venue, you may enquire about available parking, if you intend to drive, or the proximity to public transit if this will be your transportation choice.

You may also need to ask additional questions about the type of room set aside for the event, the probable size of the audience, and details on the equipment that will be available. If you plan to use a PowerPoint presentation, it is important to be aware of these issues, and also to ensure that the organizers are aware that you will require the equipment.

Again, when the invitation is extended, it is likely that you will be advised of the date and time of your presentation, and once you have made the commitment to attend, these details should be immediately recorded on your calendar

Slide 18.5

WHEN?

- The date of the meeting will determine how much time you have to prepare the presentation

- The amount of time set aside for the meeting will provide insight into the length of the presentation

- Knowing if some of the allocated time will be used for Q & A is also important

However, it will again be necessary to follow up with additional questions on the timing. It is always helpful to be aware of

how much time has been set aside for your presentation, as this will influence the overall content and the amount of detail you will prepare. You may also wish to clarify if the presentation time includes a question-and-answer session, or if time for questions is added as a separate agenda item.

And finally, you will need to ensure that you fully understand what is expected of you in terms of the content of the presentation.

Slide 18.6

The more information you have related to what is expected, the easier it will be for you to determine the amount of information you will include in your presentation. It will also assist you in anticipating possible issues or questions that may be raised during your presentation, and help you to prepare in advance for these.

There are two ways in which you can handle these issues or questions. If you

are able to anticipate them in advance, you can either customize the content of your presentation to proactively address the points, or you can that touch on the topics briefly during your presentation and leave further discussion on any related issues for the Q&A session at the end.

This latter approach will provide you with more speaking time to cover other issues and points you wish to make during the presentation, and will also allow you to more thoroughly address the key issues outside of the official speaking time.

As you prepare your formal presentation, you may also wish to identify one or two key handouts or fact sheets or brochures that will support your presentation. This offers a number of benefits. First, it will clearly demonstrate that you are well prepared for the meeting, and have put time and thought into what you have send.

Second, it will help you maximize your allocated time by supplementing the information you will present, while at the same time possibly stimulating additional discussion on some of your key points.

Finally, providing handouts for the audience to retain after the presentation is finished, will serve to reinforce your message, and offers the opportunity to add your contact information to the

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materials, so that they know how to reach you for any follow-up activities.

Once you have all the information you need, the next step is to begin to prepare what you will present. This should be done as soon as possible after accepting the invitation, in order to ensure that you give yourself sufficient time. Experienced presenters will always begin to prepare by developing an outline, to provide structure to their presentation

Slide 18.7
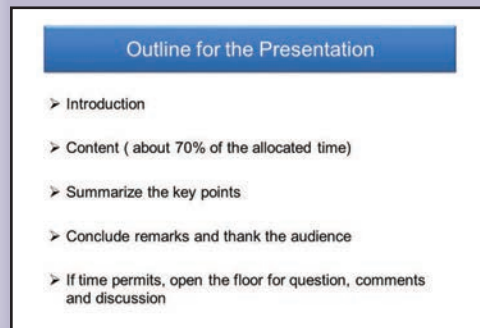
The presentation should begin with a brief introductions providing some general background on yourself and the ESC, as well as a short outline of the points to be covered in the presentation.

When preparing this information, it is advisable to outline broad topics rather than very specific points, since this provides greater flexibility if you find that you have to shorten the presentation due to time constraints.

If there is time at the end of the presentation for questions, you may wish to indicate this during the introduction, as a way to forestall questions during the presentation.

The introduction will lead directly into the content of the presentation, which should be planned to use approximately 70 per cent of the entire time allocated for the presentation.

When all of the content has been covered, you should quickly summarize all of the key points you wish to emphasize from the presentation, and conclude the presentation by thanking the participants for their attention, then opening the floor for discussion.

As you prepare the content of your presentation, there are some key points that you should consider, in order to ensure a successful outcome.

Slide 18.8

Always remember that, for most professionals, time is money, and therefore it is important to keep your remarks brief, informative, and to the point. You can help ensure this by deciding upon a few key topics that you wish to cover, and sticking with this as your outline.

It is not necessary to elaborate extensively, but rather to provide an overview of the topics, and allow the audience to decide if they need more information.

If you have allocated time for questions at the end of your formal remarks, this will provide the opportunity for the audience to raise any concerns or need for clarification. A good rule to follow is that it is always best to leave the audience wanting more rather than to bore them.

Many presenters prefer to use some type of PowerPoint presentation to support their remarks. This can be a good strategy, particularly if you are nervous or concerned that you may forget some key points you plan to cover. However, there are a few useful tips to consider when preparing your slides.

Slide 18.9

However when using slides there are a few things to keep in mind…

✓ Keep things simple

✓ Slides should not contain every word

✓ Presenters should consider that it will take an average of 5 – 7 minutes to present the points on each slide.

✓ Always be prepared for the unexpected.

✓ Prepare a handout based on the slide presentation

First and foremost, slides should be simple and appealing, using a combination of graphics and text to maintain the interest of the audience. Colours and font size of the text should also be carefully chosen, to ensure that the slides are legible for audience members at the very back of the room.

Slides are intended as a prompt, outline, or to highlight the key points, and can be very effective in guiding both the audience and the presenter smoothly through the presentation. They should never include every word that you intend to say.

When there is too much text on the slide, members of the audience will be distracted and may simply read the slide rather than giving you their full attention. They may also question why they are attending a presentation when all they would need to do is read what is already prepared, which undoubtedly would be a more efficient way to get the message.

And finally, when you try to put too much on a single slide, it becomes cluttered and very hard to read from any distance.

Experienced presenters generally allocate an average of five to seven minutes to present the points on each slide. Therefore, a 30-minute presentation should have no more than four or five slides.

Even in situations where you have rehearsed your presentation, you must consider that, during the actual event, you will speak at a different pace – sometimes too quickly, and at other times more slowly. It is much better to underestimate the time it will take to properly deliver the presentation than to run out of time.

Experienced presenters also always ensure that they have a hard copy of their slides for use in the event of a power failure or some other technological issue. This means that while the participants may not be able to view the presentation, the presenter will still be able to speak.

Having a hard copy of the slides will also ensure that you are not constantly have to check the screen, which will normally be behind you, as you speak, thus helping you to remain more engaged with your audience.

One final point to consider is that preparing a handout based on the slide presentation is a good way to reinforce the message and leave something tangible with the audience as a reminder of the meeting.

The date of the presentation arrives. You have done your research and were able to arrive at the venue with sufficient time to check the equipment, meet your host, and ensure that all is in place for you to make your presentation. You feel confident and ready for your presentation because you had adequate time to prepare, and you understand the issues that may emerge during the meeting.

We will conclude this module with a reminder of a few words of advice for the actual delivery of your presentation.

Slide 18.10

Respect the Time

- When nearing the end of the allocated time immediately begin to draw the presentation to a logical conclusion
- You may choose to use the remaining time to summarize the key points
- You may wish to leave a copy of the full presentation for interested participants
- It is far better to end on time and with a concise summary of the main points than to rush to finish the full presentation and end inconclusively.

No matter how well your presentation is going, and no matter how interested the audience appears to be, always respect the time. This is always very important,

but even more so when you are one of a number of presenters, since should you exceed your time limit, it may result in the next speaker having less than their originally allocated time.

If you have done a good job in preparing for this presentation, this may not be an issue; however, regardless of where you are in the presentation, when nearing the end of the allocated time, immediately draw the presentation to a logical conclusion.

Ending the presentation before you have finished presenting all of your material may be done in a variety of ways. You may choose to use the remaining time to summarize the key points that you have already made, and include those that have not yet been covered in any detail. This will remind the audience of the points you highlighted during your introductory remarks, and may prompt them to seek further clarification on those points that were not covered.

In this case, it may not be necessary to indicate to the audience that you have not presented the full content. Alternatively, you may wish to indicate that as time is limited you will conclude without covering the remainder of the prepared slides. In this situation, you may offer to leave a copy of the full presentation for interested participants to review on their own.

Regardless of how you choose to handle this situation, it is far better to end on time and with a concise summary of the main points than to rush to finish the full presentation and end inconclusively. The organizers, any other speakers, and the audience will all appreciate your attentiveness and respect for time limits.

Slide 18.11

As mentioned, it is always good practice to have a one-page handout summarizing the key points covered in the presentation, or other general resource material to leave with the participants. This will serve as a reminder of your key points, as well as provide them with your name and contact information if anyone wishes to follow up with additional questions and comments after the meeting.

Finally, it demonstrates your professionalism in being well prepared for the meeting, which will add to the positive image of yourself and your ESC.

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19. Facilitation techniques

Learning objectives
By the end of this session participants will have a common understanding of:
a. the role of a facilitator;
b. the skills required to be a good facilitator; and
c. a variety of facilitation techniques and methodologies to make facilitating groups more manageable.

Delivery time
• 60 minutes.

Electronic file reference
• S19 pres – Facilitation techniques. pptx

Activities
• A short technical presentation.

Materials
• PowerPoint presentation.

As mentioned in earlier modules, the ESC will often conduct GIS for groups of jobseekers who face similar issues or difficulties in finding employment. A part of your job as an ESC staff member will be to facilitate these kinds of workshops.

This module will help provide you with some information on the role of a facilitator, the types of skills needed to succeed in this role, and will highlight some successful methodologies you may wish to use when facilitating a group session.

Slide 19.1

> ### The Role of a Facilitator
>
> ➤ As a group facilitator, you help a group to discuss an issue, make a decision or solve a problem.
>
> ➤ You keep the group moving, and always towards its (not your) stated goals.
>
> ➤ By listening, observing and using your intuition, you are also very aware of individual needs and desires.
>
> ➤ While the group focuses on the task, you focus not only on the process but also the people.

Slide 19.2

> ### Basic Skills of a Facilitator …
>
> - Following good meeting practice
> - Timekeeping
> - Following an agreed agenda
> - Assisting a group to brainstorm and problem solve

As a group facilitator, your primary role will be to help the group discuss an issue, make a decision, or solve a problem. You will need to keep the group moving towards their expected outcomes of the event, ensuring that you do not inadvertently impose your objectives on the group.

While helping the group maintain focus on the task, it will be important for you to focus both on the process and individual participants. Good communication skills, particularly effective listening and keen observation, will enable you to ascertain the specific needs and interests of the group, as well as individuals within the group.

In addition to excellent communication skills, there some basic skills that anyone facilitating a session should demonstrate. These include the ability to manage time effectively, sticking with the pre-set agenda for the session, using different methodologies to assist the group brainstorm, and problem solve issues. In general, facilitators should be knowledgeable of, and be able to follow, good meeting behaviours.

Slide 19.3

> ### An experienced facilitator will also have…
>
> The ability to intervene in a way that adds creativity to a discussion rather than leading the discussion and taking away creativity from the group
>
> The ability to understand the group process and dynamics and to successfully address inequalities in the group dynamic
> - Who is dominating in the group? And how stop them
> - Who is withdrawn? And how to involve them
> - Who looks bored? And how to draw them in to the process

It is important to be able to understand the group process and to successfully