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▶ A GUIDE FOR EMPLOYMENT SERVICES

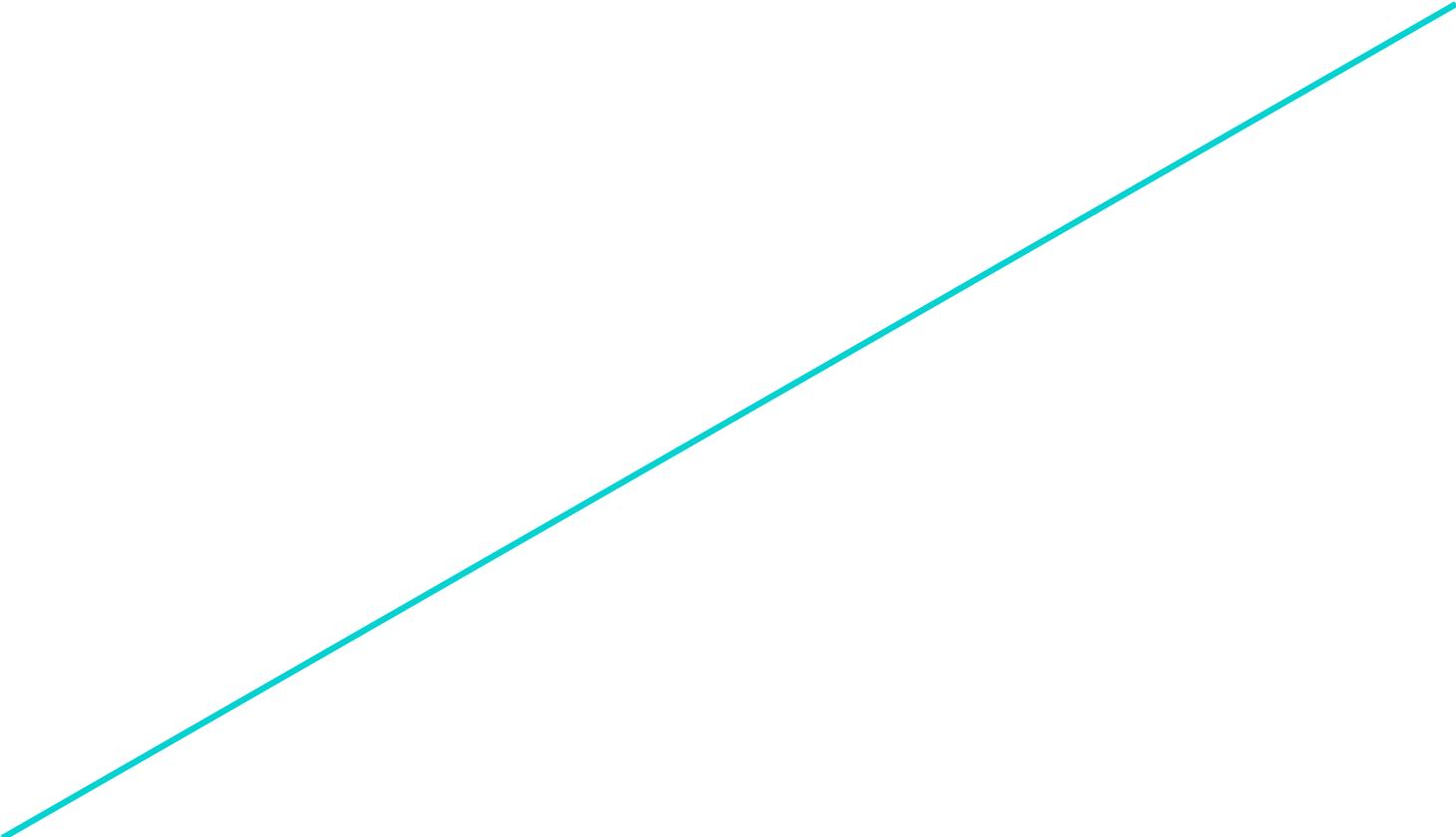
Practical Training Package for
Employment Services Staff
in Indonesia

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▶ **A GUIDE FOR
EMPLOYMENT SERVICES**

Practical Training Package for
Employment Services Staff
in Indonesia

Carmela I. Torres
Fasrul

International Labour Organization Country Office for Indonesia
and Timor-Leste

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First published 2021

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ISBN: 9789220354551

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Acknowledgements

This guide was developed by Fasmul, ILO National Project Officer, and Carmela I. Torres, former Senior Skills and Employability Specialist at the ILO Regional Office for Asia and the Pacific, with technical advice provided by Kazutoshi Chatani, ILO Jakarta Office Skill and Employment Specialist, and Ippei Tsuruga, Project Manager, Unemployment Protection in Indonesia: Quality Assistance for Workers affected by Labour Adjustment (UNIQLO).

The authors would like to acknowledge the inputs to the training package that were made by ILO specialists in the headquarters office: Michael Mwasikakata, Head of Labour Market Services for the Transitions Unit, ILO Geneva; Woon Kyong Kang, Senior Technical Specialist, ILO Geneva; and Zulum Avila, ILO Employment Services Specialist.

The authors would also like to acknowledge the additional inputs to the training package made by Ministry of Manpower BINAPENTA Coordinators Junita Nainggolan and Amanda Yulinda Rahayu, and Ministry of Manpower BINAPENTA functional staff/pengantar kerja: Indah Kurnia Lestari, Sarah Reza Maharani, Suzie Susanty, Fitri Astuti, Ema Prihatini, Intan Priyandini, Jaelani Effendi, Fajar Prambudi, Maria Legiani, I Gede Wira Pradya and Atiek Widowati.

Thanks are also due to Suttida Chaikitsakol, Programme Officer, ILO Regional Office for Asia and the Pacific, for her support as co-master trainer during the Training of Trainers. The authors would like also to acknowledge the support of Christianus Panjaitan, Ayunda Pratama and Yulia Frida for the discussion, product design and support during the Training of Trainers.

Finally, the authors would like to pass our gratitude to Fast Retailing Co., Ltd for their funding support.

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Introduction

This training package is designed to be used by Indonesia's Ministry of Manpower/ Ditjen Binapenta ¹ and BPJS ² to improve the basic capacity of Employment Services staff members in order to provide better services to their clients – jobseekers and employers. This training package is also in line with the enactment by Parliament of the Omnibus Law, wherein the Government of Indonesia launched the new unemployment benefits programme known as JKP ³ and how this is linked with public employment services (Layanan Ketenagakerjaan Publik, or LKP). Aside from availing themselves of insurance benefits, unemployed workers can be further assisted through job training and access to labour market information so that they can find employment.

Public employment services practical staff training (face-to-face): Outline of Training of Trainers units and methodologies

Unit/ Module No.	Learning unit/ module	Learning objectives	Key concepts	Estimated time (hours)
I	Understanding PES and the flow of services			
1	Provision of general information on public employment services	<ul style="list-style-type: none"> ▶ Understand the core functions of public employment services (PES) or an employment service centre (ESC). ▶ Understand the main provisions of the ILO Employment Services Convention, 1948 (No. 88), and relate the provisions to existing laws, policies and practices on employment services in Indonesia. ▶ Explain the services available in Indonesia's Layanan Ketenagakerjaan Publik (LKP) or public employment services. 	Employment officer briefs their clients on the general functions of PES and on ILO Convention No. 88 and its general principles.	1.5

1 "Ditjen Binapenta" refers to the Direktorat Jenderal Pembinaan dan Penempatan Tenaga Kerja (or the General Directorate of Manpower Placement Development).

2 BPJS refers to Badan Penyelenggara Jaminan Sosial (or Social Protection Provider for Employment).

3 The Indonesian new unemployment benefit scheme, known as Jaminan Kehilangan Pekerjaan (JKP), will benefit Indonesian workers. JKP is a progressive policy created by the Government to give immediate protection for the unemployed. It was operationalized through Government Regulation No. 37 of 2021 on Implementation of the Job Loss Guarantee Programme. It also aims to strengthen the national economy by maintaining workers' purchasing power during periods of unemployment. Unemployment benefits should be complemented with active labour market programmes.

Unit/ Module No.	Learning unit/ module	Learning objectives	Key concepts	Estimated time (hours)
2	Services flow for jobseeker registration	<ul style="list-style-type: none"> ▶ Brief the jobseeker on the flow of services provided by the ESC. ▶ Learn the importance and benefits of jobseeker registration. ▶ Understand the available registration methods (manually or electronically). ▶ Assist the jobseeker in completing the job registration card (AK 2 form), and ensure that the information provided is complete and accurate. 	The jobseeker is informed of the availability and flow of services in the ESC. The jobseeker completes the job registration process as the first step. This can be done either manually or electronically. The general information collected on the jobseeker will determine how best to serve their needs. In some circumstances it will be necessary to assist the jobseeker with this task. Further, the jobseeker can be interviewed either individually or through a group information session.	2.5
II Career counselling services				
3	Counselling needs assessment	<ul style="list-style-type: none"> ▶ Explain the five employability dimensions when assessing a jobseeker. ▶ Understand the importance of counselling and the types of counselling. ▶ Identify jobseekers' counselling needs. ▶ Assess current level of jobseeker to facilitate a realistic transition-to-work action plan. 	This is a counselling assessment process based on the five employability dimensions, and it determines the nature and extent of more focused assistance that may be required to increase a jobseeker's employability.	2.5
4	Personal and environmental factors	<ul style="list-style-type: none"> ▶ Understand issues related to both personal and environmental factors. ▶ Identify jobseeker needs for counselling that examines job/occupational availability and relevance. 	Jobseeker would need to consider personal and environmental factors when making occupational decision, as some choices may be eliminated based on their personal situation.	3

Unit/ Module No.	Learning unit/ module	Learning objectives	Key concepts	Estimated time (hours)
5	Clear job objective	<ul style="list-style-type: none"> ▶ Inform, guide and advise jobseekers in choosing a career. ▶ Provide information on labour market trends. ▶ Know what jobs are currently in demand, or will be in the future. 	Assist jobseekers in deciding on a career path, and refer to specific occupational information under consideration. Labour market information on jobs currently in demand and foreseen in the future would assist jobseekers to plan for their future career.	3
III Vocational counselling services				
6	Skills and requirements to perform the job	<ul style="list-style-type: none"> ▶ Assess jobseeker's skills and work experience. ▶ Identify skills gaps and determine the appropriate means to close these gaps. ▶ Assist jobseekers to plan for the long term in a manner that may lead to more sustainable work in the future. 	Through these counselling services, a jobseeker learns to measure their current level of skill and work experience against job requirements in their chosen occupational field. This will assist the jobseeker to choose the appropriate education or training programme(s) to improve their competencies/skills	4
IV Employment counselling services				
7	Job search skills	<ul style="list-style-type: none"> ▶ Assist jobseekers to find job vacancy information. ▶ Guide jobseekers in using the necessary tools/ facilities to search for job opportunities. ▶ Assist jobseekers to market their skills and experience to achieve their job objective. 	The is part of the transition-to-work process. The jobseeker identifies job information and opportunities to effectively promote themselves to potential employers, and how to practise core skills/soft skills to face the world of work	2.5

Unit/ Module No.	Learning unit/ module	Learning objectives	Key concepts	Estimated time (hours)
8	Effective skills on CV and application (cover) letter preparation	<ul style="list-style-type: none"> ▶ Explain the importance of CV and application (cover) letter preparation. ▶ Assist jobseekers on how to prepare an effective CV and job vacancy application letter, in particular: <ul style="list-style-type: none"> i. content of CV and of application letter; ii. how to compile a good CV and application letter iii. use of concise, easy to understand words and language in CVs and application letters. 	This also prepares jobseekers as part of their transition-to-work process. Jobseekers are guided on drafting/preparing a good CV/ resume and application letter.	2.5
9	Job interview preparation	<ul style="list-style-type: none"> ▶ Assist jobseekers to prepare for a job interview. ▶ Guide jobseekers with interview tips and questions. ▶ Help jobseekers assess the results of the interview. 	The jobseeker is able to prepare additional soft skills to face the world of work and prepare for a job interview. This is still part of the transition-to-work process.	3.0
10	Ability to maintain the job	<ul style="list-style-type: none"> ▶ Assist the jobseeker in developing a plan that will help them in progressing within their occupational field. ▶ Provide information on basic life skills, core skills and work habits (that is, good interpersonal skills, the importance of reliability and timeliness in the workplace, and appropriate responses to supervisors). Core skills/ soft skills are also called "core competencies". 	Employment counselling does not end with the provision of information on how to get the job, but will extend to the information that is needed for the jobseeker to retain this job and to advance within their chosen career.	2.5

Unit/ Module No.	Learning unit/ module	Learning objectives	Key concepts	Estimated time (hours)
11	Target groups	<ul style="list-style-type: none"> ▶ Know what is meant by “target groups”. ▶ Understand the main characteristics of and the most common challenges faced by the different target groups. ▶ Identify measures that can assist these groups to find employment. 	It is important to know that there multiple types of jobseekers requiring special assistance in the labour market. These persons may experience a higher level of difficulty than average jobseekers. These groups include, but are not limited to, youth, people with disabilities, migrant workers, older workers and women.	2.0
12	Emergency employment services	<ul style="list-style-type: none"> ▶ Learn what is meant by “emergency employment response”. ▶ Learn how to respond to emergency employment situations. ▶ Understand the main challenges during an emergency situation (given the most common employment conditions). ▶ Identify assistance measures for both jobseekers and employers in and during emergency employment situations. 	<p>Certain conditions may drastically impact on the labour market and will require adjustments to be made. When implementing emergency employment services, the measures should assist both jobseekers and employers to cope with the situation.</p> <p>Such conditions may include natural disasters (such as, earthquakes, epidemics, typhoons, volcanic eruption, etc.) or manmade disasters (such as, financial or political turmoil). For example, formal sector employers will have to determine employee entitlements if they have to temporarily close as a result of a natural disaster or national emergency.</p>	2.0

Unit/ Module No.	Learning unit/ module	Learning objectives	Key concepts	Estimated time (hours)
V	Services for employers			
13	Providing effective services to employers	<ul style="list-style-type: none"> ▶ Provide proper advice to employers on their job vacancy notice. ▶ Disseminate the mandatory reporting form for employers (AK 3- jobseeker placement card), which emphasizes the essential qualifications needed by employers. ▶ Match vacancies and potential candidates through the AK 3 form. ▶ Share useful and up-to-date information with employers, such as, occupational minimum wages information, regulations, and workforce planning information. 	Employers can reduce costs related to recruitment support and the utilization of third parties within the recruitment process. Through the ESC, the Employment Officer can provide invaluable help concerning recruitment efforts.	4.0



I.

**Understanding
PES and the flow
of services**

► Unit 1: Provision of general information on public employment services

Unit title	Provision of general information on public employment services
Learning objectives	<p>After completing the unit, participants will be able to:</p> <ul style="list-style-type: none"> ► Understand the core functions of public employment services (PES) or an employment service centre (ESC). ► Understand the main provisions of the ILO Employment Services Convention, 1948 (No. 88), and relate the provisions to existing laws, policies and practices on employment services in Indonesia. ► Explain the services available in Indonesia's Layanan Ketenagakerjaan Publik (LKP) or public employment services.
Training methods	Presentation, group work, role play
Materials	<ul style="list-style-type: none"> ► Presentation slides (see appendix 11); ► ESC core functions and ILO Convention No. 88 (handouts); ► Comparative table on laws, policies and practices on ESCs and ILO Convention No. 88 in selected countries (handouts); ► Indonesia's LKP and laws and policies on employment services (handouts); ► Practitioners' guides on ESCs; ► Role play assessment form
Equipment/Training supplies	Overhead projector, banner and a screen, flipcharts for group work
Room setting	Plenary, banquet hall
Time allocation	1.5 hours
Description of the unit	<p>Lecture and Q & A (15 minutes)</p> <p>The resource person will explain the core functions of public employment services (PES) and ILO Convention No. 88, as well as present what services are available to support jobseekers and employers in an employment service centre (ESC).</p> <p>At the same time, the session will assess the participants' understanding of the core functions of PES and of Convention No. 88, and how they relate to the services provided by Indonesia's LKP (Layanan Ketenagakerjaan Publik or Public Employment Services)</p> <p>Q and A</p>

Unit title	Provision of general information on public employment services
Description of the unit	<p>Group work (15 minutes) Guidelines</p> <ol style="list-style-type: none"> 1. The participants will be divided into groups of 3–4 people. 2. One person in every group will be an Employment Officer (main person) and the other members will be other employment officers and PES staff members of the ESC. 3. The Employment Officer will give a briefing while the rest of the group members listen and raise questions. The reference materials on PES core functions and on ILO Convention No. 88 will be discussed. 4. A rapporteur will be assigned in each group to take note of the discussions and observations. 5. The resource person gives feedback on the group discussions and the observations written down by the rapporteurs. <p>Role play (30 minutes) Guidelines</p> <ol style="list-style-type: none"> 1. The resource person divides the participants into pairs: one will play the role of Employment Officer (first) and the other person will play the role of any of the following: a jobseeker, an employer or another Employment Officer(second). Depending on which role the second person chooses, the perspective of the role play will differ. 2. Those who play the role as Employment Officer (first) will brief the group members in the role play on the core functions of the ESC, on Convention No. 88 and on services available at the LKP. 3. The Employment Officer will ask the other person if they can get the same services from the LKP, request that the other person describe the services, and discuss the challenges involved based on their experiences. 4. Both persons will discuss how these challenges can be addressed by the LKP and overall, referring to the core functions. Overall, these services include: <ul style="list-style-type: none"> ▶ job search assistance and placement services; ▶ provision of labour market information; ▶ implementation of labour market programmes; ▶ administration of unemployment benefits; ▶ regulatory services; and ▶ other services. 5. Each group will write the findings in the flipchart and present them briefly. The group's conclusions will be based on their assessment as to which services need to be improved and how the challenges can be addressed. 6. The findings of all the groups will be collated and will serve as reference for services improvement in the ESC in the future. 7. Feedback and concluding remarks from the resource person will be given.

► Unit 2: Services flow for jobseeker registration

Unit title	Services flow for jobseeker registration
Learning objectives	<p>After completing the unit, participants will be able to:</p> <ul style="list-style-type: none"> ▶ Brief the jobseeker on the flow of services provided by the ESC; ▶ Learn the importance and benefits of jobseeker registration; ▶ Understand the available registration methods (manually or electronically); ▶ Assist the jobseeker in completing the job registration card (AK 2 form), and ensure that the information provided is complete and accurate.
Training methods	Presentation, quiz/exercise, role play
Materials	<ul style="list-style-type: none"> ▶ Presentation slides (see appendix 11); ▶ Exercise/Quiz; ▶ Form AK 2 (handout); ▶ Worksheet on registration form, both manual and electronic; ▶ Practitioners' guides on ESCs; ▶ Role play assessment form
Equipment/Training supplies	Overhead projector, banner and a screen, computer/laptop, flipcharts for group work
Room setting	Plenary, banquet hall
Time allocation	2.5 hours
Description of the unit	<p>Lecture and Q & A (15 minutes)</p> <p>The resource person will explain the availability and flow of services delivered by an ESC. The explanation to the participants has to be given in a very clear and precise way to assure them that the process is easy, interesting and not complicated. It should give the impression that whenever a jobseeker approaches an employment office, he or she will be expected to go through a similar process during the first visit, regardless of their goals, reasons for approaching the employment office, or their current level of employability.</p> <p>It is also critical to inform the jobseeker on the importance of completing the job registration form. Information provided via this form is regarded as confidential, and is to be handled and stored accordingly. It is desirable that the jobseekers complete their own registration forms either manually or electronically. The participants must also realize that in some circumstances it will be necessary to assist the jobseeker with this task. Further, the jobseeker can be interviewed, either individually or through a group information session.</p> <p>Reference materials on services flow for jobseeker registration and the registration form both manual & electronic are shared with everyone. Q and A</p>

Unit title	Services flow for jobseeker registration
Description of the unit	<p data-bbox="491 409 1050 439">Individual/Plenary (25 minutes) Quiz/exercise</p> <p data-bbox="491 450 1369 533">Please refer to the quiz/exercise. All participants will be given 15 minutes to complete the quiz/exercise. The answers will be discussed in plenary with the resource person.</p> <p data-bbox="491 577 783 607">Role play 1 (45 minutes)</p> <p data-bbox="491 611 624 640">Guidelines</p> <ol data-bbox="491 651 1374 994" style="list-style-type: none"> <li data-bbox="491 651 1374 734">1. The resource person divides the participants into groups of three. One group member will play the role of the Employment Officer and the other members will be jobseekers. <li data-bbox="491 752 1374 808">2. Those playing the role of Employment Officer will brief the jobseekers as if they have approached the ESC for services. <li data-bbox="491 826 1374 882">3. Those who play the role of jobseeker will prepare notes and observations on the briefing given by the Employment Officer in a flipchart. <li data-bbox="491 900 1374 929">4. These notes and observations will be presented group by group. <li data-bbox="491 947 1374 994">5. The resource person gives feedback and concluding remarks based on the group presentations. <p data-bbox="491 1039 783 1068">Role play 2 (45 minutes)</p> <p data-bbox="491 1072 624 1102">Guidelines</p> <ol data-bbox="491 1113 1374 1700" style="list-style-type: none"> <li data-bbox="491 1113 1374 1196">1. The resource person divides the participants into pairs: one will play the role of the Employment Officer and the other person will play a jobseeker. <li data-bbox="491 1214 1374 1296">2. Those who play the role of jobseeker will be given a registration form (AK 2 form) and an e-form. Participants should use the computer or laptop to open the e-form. <li data-bbox="491 1314 1374 1487">3. Those who play the role of Employment Officer will explain the use of the form and provide guidance on how to fill the form (manually or electronically). Further, the Employment Officer will assist the jobseeker on the practice of filling-in the registration form, either manually or electronically, as may be required. The jobseeker will actively ask questions on the registration process. <li data-bbox="491 1505 1374 1588">4. Each group will list their observations on the simple practice of providing assistance to their client in a flipchart. A presentation will be given by each of the groups. <li data-bbox="491 1606 1374 1662">5. The plenary will share their comments and feedback on each group's observations and findings. <li data-bbox="491 1680 1374 1700">6. Feedback and concluding remarks will be given by the resource person.

Exercise – Unit 2

Date:

Name:

Office:

Questions

1. The initial steps taken upon arrival at the ESC assist both the _____ and _____ to register themselves in the ESC.
2. The first step that the jobseeker should undertake is _____.
3. Jobseeker registration can be done either _____ or _____.
4. Whether the jobseeker registration is completed manually or electronically, the important information that must be recorded include: _____, _____, _____ and _____.
5. After the jobseeker has completed registration, it must be reviewed carefully to ensure that the information provided are _____ and _____.
6. Data collected during the registration process will have the following uses: _____, _____, _____ and _____.
7. Group Information Sessions (GIS) provides services such as _____, _____, _____ and _____.
8. It is possible that the employment officer, upon initial meeting with the jobseeker, may consider that the jobseeker will benefit more from _____ assistance to improve their chances of employment.
9. _____ is a process of determining the most effective type of service to ensure a smooth transition to the labour market.
10. The ESC can use other channels to deliver its services effectively, such as: _____, _____, _____, _____ and _____. This process is called multi-channeling – delivering services in a variety of ways.

Answers

1. Jobseeker and employer
2. Job registration
3. Manually or electronically
4. Name, contact information, educational background and experience
5. Complete and accurate
6. part of administrative data, providing important demographic information, can be used for forecasting human resources, and assist to make more informed decisions related to implementing labour market programmes
7. orientation session on the ESC and the obligations of the jobseeker, information on training courses available in the area, information on special programmes and financial assistance, job search techniques
8. personalized
9. service needs determination
10. face-to-face interviews, by telephone, by mail, through online programmes/websites, smartphone communication/SMS



II.

**Career
counselling
services**

► Unit 3: Counselling needs assessment

Unit title	Counselling needs assessment
Learning objectives	<p>After completing the unit, participants will be able to:</p> <ul style="list-style-type: none"> ► Explain the five employability dimensions when assessing a jobseeker; ► Understand the importance of counselling and the types of counselling; ► Identify jobseekers' counselling needs; ► Assess current level of a jobseeker to facilitate a realistic transition-to-work action plan.
Training methods	Presentation, group work, role play
Materials	<ul style="list-style-type: none"> ► Presentation slides on employability dimensions (see appendix 11); ► Case studies (handouts); ► Practitioners' guides on ESCs; ► Role play assessment form
Equipment/Training supplies	Overhead projector, banner and a screen, flipcharts and paper for group work
Room setting	Plenary, banquet hall
Time allocation	2.5 hours
Description of the unit	<p>Lecture and Q & A (20 minutes)</p> <p>The resource person will explain the purpose of counselling assessments based on five employability dimensions and how to determine the nature and extent of more focused assistance that may be required to increase a jobseeker's employability. Further, the jobseeker's needs for counselling will be identified.</p> <p>Reference materials and handouts will be shared.</p> <p>Q&A</p> <p>Group work (30 minutes)</p> <p>Guidelines</p> <ol style="list-style-type: none"> 1. The participants will be divided into groups of 4–5 people. One person in each group will be assigned to lead a group discussion on six jobseeker case studies. 2. For each case study, please identify the specific employability dimension(s) that need to be addressed with the jobseeker, and discuss why. 3. Each group will present their findings in plenary using the flipcharts. 4. The resource person will give feedback on the presentations.

Unit title	Counselling needs assessment
<p>Description of the unit</p>	<p>Role play (60 minutes) Guidelines</p> <ol style="list-style-type: none"> 1. The resource person divides the participants into groups of three. 2. There are 6 case studies. Each group will be assigned a case study. 3. In each group, the members will assign one member as an Employment Officer and another as a jobseeker. They will act out their roles as specified in the case study. 4. The remaining group member will also play the role of an Employment Officer and be the rapporteur for the group, and will write out their observations/comments concerning the role play. 5. The first Employment Officer will give advice to the jobseeker and address the relevant employability dimension. The first Employment Officer will also determine if career counselling is needed by the jobseeker and give further advice. 6. The group member assigned to be the jobseeker will act out the role of the jobseeker as specified in the case. 7. The second Employment Officer will prepare his/her observations/ comments concerning the role play in a flipchart and share them with the group. 8. Each group will then give a presentation in plenary. 9. Feedback and concluding remarks will be given by the resource person.

Exercise – Unit 3: Case studies

For the following case studies, please identify the specific employability dimension that needs to be addressed for each jobseeker and discuss why.

CASE 1: PAK WAWAN

- ▶ Pak Wawan is a new graduate of a lathe machine operator course in a local technical/vocational institution.
- ▶ He lives in a small rural village with his parents, who are farmers.
- ▶ He is 23 years old and would like to get a job where he could use his expertise. He would also like to help his parents with the income he earns from the job.
- ▶ The ESC in the nearby district announced an urgent need for a junior lathe machine operator in a large steel plant.
- ▶ He also learned of another job vacancy as assistant in a small rice milling company in their village.
- ▶ The steel plant is 30 km away from his hometown, but it provides transportation allowances to their staff.

CASE 2: IBU RINA

- ▶ Ibu Rina would like to go back to work after taking four years off to help her parents manage their small restaurant business.
- ▶ She was a qualified medical technologist who worked in one of Jakarta's big and well-known hospitals for six years.
- ▶ While taking her time out from the workforce, she allowed her skills to lapse.
- ▶ Ibu Rina is 35 years old and single.
- ▶ She has good entrepreneurial skills from her experiences in managing a restaurant business.
- ▶ A vacancy for a medical technologist post in a hospital in Jakarta City, however, will open only after three months.

CASE 3: IBU AMIRAH

- ▶ Ibu Amirah has been employed as an HR Assistant for 10 years in a large pharmaceutical company in Surabaya.
- ▶ This company has always emphasized staff qualities of motivation, continuing self-improvement and integrity, and provides good social protection benefits to all staff.
- ▶ She has already availed herself of three of the company's in-house training programmes and seminars on employee relations, corporate communication and digital HR.
- ▶ She has been recently awarded "model employee of the month" by the company.
- ▶ A few weeks ago, Ibu Amirah received notice from a university that she has been granted a scholarship to pursue a master's degree in psychology.

CASE 4: PAK HIDAYAT

- ▶ Pak Hidayat, a business administration graduate, has been managing his own garments business with ten staff for the past 15 years.
- ▶ Due to financial losses, he had no choice but to close his shop, give separation pay to his staff and sell the remaining company assets to pay for existing loans.
- ▶ He has a wife and two children who depended on the income from the garments business.
- ▶ He has decided to apply for a job as a shop floor supervisor in a medium-sized garments company.

CASE 5: PAK BAMBANG

- ▶ Pak Bambang is an unemployed youth who is 22 years old.
- ▶ He completed his third year in secondary school and was assisting at his uncle's small grocery store doing simple cleaning chores.
- ▶ He saw a vacancy announcement as bus boy in a restaurant a few blocks away.
- ▶ Pak Bambang is interested in earning a regular income and would like to apply for that job.
- ▶ His parents are poor and he is aware that with income from the job, he could have savings so he can continue his secondary education.

CASE 6: PAK HENRI

- ▶ Pak Henri is 45 years old and has been idle for over ten years.
- ▶ After getting laid off from a previous job as truck driver, he lost the initiative to find work since there were so many instances where his qualifications did not match the jobs he applied for.
- ▶ He spends the mornings working on some house chores but then spends the rest of the day gambling or drinking with friends.
- ▶ His wife, Ibu Diding, works as a cashier at a fast-food chain and they have three children – ages ten, eight and six years. Her income is not enough to cover all their family expenses and schooling for the children.
- ▶ Ibu Diding has a friend who is an Employment Officer at the local ESC.
- ▶ She hopes her husband can be better motivated to find a job so that there will be enough income to support the family.

Group work answers:

1. Personal and environmental factors, clear job objective and job search.
2. Clear job objective, skills and requirements to perform the job, and job search.
3. Ability to maintain the job.
4. Skills and requirements to perform the job, and job search.
5. All five employability dimensions.
6. All five employability dimensions.

Role play

The role play in each case is for the Employment Officer to address the employability dimension(s) that are needed and indicate whether career counselling (that is, a realistic career goal) is needed by the jobseeker. The following can be possible responses.

Case 1: Pak Wawan needs advice on which job vacancy to consider. In the rice milling company in his village (clear job objective) or the steel plant which is located 30 km from his village. He needs to decide which job to take given the location of the jobs (personal and environmental factors). Career counselling is necessary.

Case 2: If Ibu Dewi decides to apply for a medical technologist post, she needs to update her skills (skills and requirements to perform the job). The vacancy, however, will only open after three months. She can also be advised how she can use her entrepreneurial skills, as an option (clear job objective). Career counselling is necessary if she considers the two job options.

Case 3: Ibu Amirah is an ideal employee. She has a very clear career objective, as she regularly updates and upgrades herself through workplace-based learning and training so she can maintain her job and even prepare herself for future promotion. Studying a master's will prepare herself academically too (ability to maintain the job).

Case 4: Pak Hidayat needs to upgrade his skills (skills and requirements to perform the job). His experience in managing the family garment business will be an advantage. But he must strive to get a job/the job because his family depends on him (job search).

Case 5: Pak Bambang needs guidance from the Employment Officer in getting that job as bus boy in the restaurant. The Employment Officer should assist him to go through the five employability dimensions in a comprehensive way. He needs much counselling assistance so he can continue to value education and improve himself further to eventually secure better employment and a better future.

Case 6: Ibu Diding can be a good motivator for Pak Henri to find a job and earn an income. She can take the opportunity to request that her friend at the local ESC talk to and advise Pak Henri. He may seem incompetent or irresponsible for lack of guidance, but he can be enlightened and motivated concerning the opportunities he has for jobs in the future, as well as how he can improve himself so that he can find a good job that suits his background and experience. The Employment Officer can also guide him through the five employability dimensions and provide the needed career, vocational and employment counselling.

► Unit 4: Counselling needs assessment – Personal and environmental factors

Unit title	Counselling needs assessment: Personal and environmental factors
Learning objectives	<p>After completing the unit, participants will be able to:</p> <ul style="list-style-type: none"> ► Understand issues related to both personal and environmental factors; ► Identify jobseeker needs for counselling that examines job/occupational availability and relevance.
Training methods	Presentation, group work, role play
Materials	<ul style="list-style-type: none"> ► Presentation slides (see appendix 11); ► Form AK 2 (handout); ► Case studies; ► Transition-to-work action plan worksheet; ► Sample transition-to-work action plan; ► Practitioners' guides on ESCs; ► Role play assessment form
Equipment/Training supplies	Overhead projector, banner and a screen, flipcharts and paper for group work
Room setting	Plenary, banquet hall
Time allocation	2.0 hours
Description of the unit	<p>Lecture and Q & A (25 minutes)</p> <p>The resource person will explain the process of examining and addressing issues related to both personal and environmental factors, in order to guide a jobseeker in setting a clear job objective. Family considerations, geographical location, and actual working conditions are some of the issues a jobseeker will need to consider when making a job/occupational decision. Some choices may be eliminated based on the jobseeker's personal situation.</p> <p>Q&A</p> <p>Group work: case studies (30 minutes)</p> <p>Guidelines</p> <ol style="list-style-type: none"> 1. The participants will be divided into groups of three. Each group will be given one of case studies discussed in Unit 2. One person in each group will be assigned to lead the group discussion, and another will be assigned as the rapporteur who will take notes and make the presentation. 2. Participants will discuss among themselves the current conditions of the jobseeker in the case study, focusing on the personal situations and environmental factors that could influence their job/occupation choices. Participants will identify these personal and environmental factors in the worksheet provided, and determine whether the jobseeker has a clear job objective.

Unit title	Counselling needs assessment: Personal and environmental factors
Description of the unit	<ol style="list-style-type: none"> 3. Each group is given 5 minutes to present their findings. 4. The resource person gives feedback on the group findings.
	<p>Role play: Transition-to-work action plan (60 minutes)</p> <p>Guidelines</p> <ol style="list-style-type: none"> 1. This exercise uses the same groups and working with the same case studies as they did in the group work exercise above. This role play exercise uses the transition-to-work action plan worksheet. Part of the aim of this exercise is to begin familiarizing participants with the content of the transition-to-work action plan worksheet. 2. For the role play, one group member will be assigned as Employment Officer to start the discussions, and another group member will be assigned the role of a jobseeker. The third group member will also be an Employment Officer and the rapporteur for the group, writing down their observations on the role play. 3. Based on the situation in the case study and using the worksheet of the issues completed in the earlier group work, the group must determine the current level of the jobseeker in order to facilitate the development of a realistic transition-to-work action plan. 4. Using the transition-to-work action plan worksheet, the jobseeker will act out their role in the case, and will be assessed by the first Employment Officer to determine the employment barriers and to set the goal, including activities and interventions to overcome the barrier(s). 5. The rapporteur, together with the other members, will complete the specific section of the transition-to-work action plan worksheet. 6. All the members of the group should contribute in completing the section (this is highlighted in yellow in the worksheet) of the transition-to-work action plan. Please refer also to the sample transition-to-work action plan. 7. Each group will present their respective findings and recommendations resulting from the assessment and proposed further interventions to overcome the barrier(s). 8. Feedback and concluding remarks from the resource person.

Exercise unit 4

Note: Refer to case studies in Unit 3.

Group work

Participants will discuss among themselves the current conditions of the jobseeker in the case study, focusing on the personal conditions and environmental situations that could influence job/occupation choices. They will identify the personal and environmental factors, and determine whether the jobseeker has a clear job objective.

Please list the personal and/or environmental factors that can affect the jobseeker's choice of job in the case study.

Case study	Factors affecting career choices	
	Personal	Environmental

Role play

Transition-to-work action plan worksheet

With the same group and case study used in the first group work, a role play will be conducted using the transition-to-work action plan worksheet. The jobseeker in the case study will be assessed to determine any employment barriers and to set the employment goal, including activities and interventions to overcome the barrier(s) identified. All the members of the group should contribute to completing the section of the transition-to-work action plan highlighted in yellow.

The section is also highlighted in yellow in the sample transition-to-work action plan.

Transition-to-work action plan worksheet

Personal information

Family name

Given name

Address

City Telephone

Personal/Environmental issues

.....

Needs identified

.....

Employment goal(s) (short-term/long-term, if applicable)

.....

Needs identified

Education and training (including licenses, certificates, diplomas, etc.)

.....

.....

.....

Employment history

Company name	Position	Duration of employment
1.		
2.		
3.		

Major skills/specializations, strengths, interests and weaknesses

.....

.....

Major skills that need upgrading/improvement to get back to work

.....

.....

Job search strengths

Areas	Comments
Resume/CV	
Application letter	
Interview skills	
Internet	
Networking	
Labour market trends	
Other areas	

Sample Transition-to-Work Action Plan

Transition-to-work action plan Case study: Pak Adi Soekatno

Personal information

Family name : Soekatno

Given name : Adi

Address : 73 Jalan Ciliwung 272

City : Surabaya, East Java Telephone:

Personal/Environmental issues

- ▶ 52 years old
- ▶ married with two children who are both in university
- ▶ wife not working and caring for old parents
- ▶ lived in same community all his married life for 20 years
- ▶ lost job due to company staff reduction
- ▶ health issues due to asthma and allergies
- ▶ location of vacancy far from current residence but willing to travel

Needs identified

- ▶ job urgent since he is the family breadwinner
- ▶ separation pay from current company enough for the next three months
- ▶ needs money to support the family

Employment goal(s) (short-term/long-term, if applicable)

- ▶ accountant job or accounting-related job
- ▶ will stay in job until his retirement, which is after eight years
- ▶ willing to accept accountancy job in government or the private sector
- ▶ willing to accept even assistant accountant job

Needs identified

- ▶ needs job urgently since he is the family bread winner
- ▶ current separation pay just enough to cover family expenses for three months
- ▶ eligible for company pension in eight years, if retirement is at 60 years old

Education and training (including licenses, certificates, diplomas, etc.)

- ▶ Completed a bachelor's degree in Accountancy, diploma available
- ▶ topped the licensure examination for accounting
- ▶ completed some units in an MBA (15 units)
- ▶ attended seminars and training programmes on accountancy
- ▶ well updated with accountancy company policies and government policies, taxation requirements, financial markets and corporate finance
- ▶ attended four on-the-job training programmes through the company resource person

Needs identified

- ▶ computer skills deteriorated over time; need upgrading
- ▶ training/orientation upon entry to new job

Employment history

Company name	Position	Duration of employment
1. Company A	Accountant	2005–present
2. Company B	Accounting clerk	2000–05
3. Company C	Internship on accountancy organized by university	1998–99

Major skills/specializations and strength

- ▶ accountancy and auditing skills
- ▶ taxation and the law
- ▶ financial markets
- ▶ corporate finance

Major skills that need upgrading/improvement to get back to work

- ▶ has to attend computer training, as current accounting systems of proposed companies are computerized
- ▶ there are computer training courses available online for one month; there are also in-person computer training courses offered by local computer companies for one month
- ▶ if accepted in the job, the company conducts employee orientation on company policies, processes, procedures, benefits and awards, etc.

Job search strengths

Areas	Comments
Resume/CV	CV ready with minor revisions; strong technical background and experience
Application letter	Application letter draft ready
Interview skills	Needs to practice interviewing, but should be fine after practice
Internet	Needs to attend computer skills training so he can be familiar with using the internet and with computer systems before new job starts
Networking	Learned of the vacancies through newspaper ads; announcement is also in the ESC
Labour market trends	Need for accountants limited; limited needs for the next two years
Other areas	Related field in auditing

Job maintenance issue

- ▶ attended on-the-job training and seminars while employed in Company A
- ▶ some issues with tardiness which he promised to resolve: leave for work early
- ▶ core skills/soft skills on punctuality and good time management

Assessment summary

Overall, Pak Adi has the right educational background and experiences for any future accountant vacancies. His technical knowledge is strong and is highly recommended, provided he will spend some time to upgrade his computer skills. He drives a car, so distance will not be an issue for him.

He needs job urgently since he is currently unemployed and the separation pay from his previous job will only cover expenses for three more months. An important consideration is that his maximum stay in the company will be eight years, since he will retire in eight years' time, if 60 years old is the company's retirement age.

Areas needing follow-up

Areas	Notes/Options
Personal/environmental	Keep in mind that he needs a job urgently
Clear job objective	Accountancy jobs
Skills improvement	Computer skills

Areas	Notes/Options
Job search	There are two vacancies coming up in a month's time. His CV and letter of application should be ready at any time.
Job maintenance	He noted his issues of tardiness which he promised to resolve
Other areas	

Employment options/comments

Pak Adi is open for any accountancy post, even if it is an assistant post. Although he accepts this, his years of experience and strong technical skills qualify him for a senior, high-level accountancy post. There are two job vacancies open, and he can be qualified to apply to both vacancies. He needs to prepare three letters of recommendation/references for his job application.

Information for follow - up

Date	Update information
01-07 Sep. 2020	Submit revised CV
26-28 Aug. 2020	Complete computer training; certificate to be submitted to ESC
08-10 Sep. 2020	Send letters of application to the two vacancies with updated CV
04-05 Sep. 2020	Practice and guidance for interview with Employment Officer

► Unit 5: Counselling needs assessment: Clear job objective

Unit title	Counselling needs assessment: Clear job objective
Learning objectives	After completing the unit, the participants will be able to: <ul style="list-style-type: none"> ► Inform, guide and advise jobseekers in choosing a career; ► Provide information on labour market trends; ► Know what jobs are currently in demand, or will be in the future.
Training methods	Presentation, group discussion, role play

Unit title	Counselling needs assessment: Clear job objective
Materials	<ul style="list-style-type: none"> ▶ Presentation slides (see appendix 11); ▶ Case studies; ▶ Transition-to-work action plan worksheet completed in Unit 4; ▶ Sample transition-to-work action plan; ▶ Form AK 2 (handout); ▶ Handout on “Fastest growing jobs in South-East Asia”; ▶ Practitioners’ guides on ESCs; ▶ Role play assessment form
Equipment/Training supplies	Overhead projector, banner and a screen, flipcharts and paper for group work
Room setting	Plenary, banquet hall
Time allocation	3.0 hours
Description of the unit	<p>Lecture and Q & A (25 minutes)</p> <p>The resource person will explain how the jobseeker can be assisted and guided in choosing a career. This can refer to occupational information for certain job qualifications – including education background, experience, aptitude and/or interests – as well as complementary information like wages and working conditions. Labour market information on jobs can encourage jobseekers to find out what jobs are currently in demand and/or foreseen to be in demand in the future.</p> <p>Q&A</p> <p>Group work (30 minutes)</p> <p>Guidelines</p> <ol style="list-style-type: none"> 1. The participants will be divided into the same groups as in previous unit, and each group will be given the same case study they discussed in Unit 4. One person in each group will be assigned to lead the group discussion and another will be the rapporteur who will take notes and make the presentation. 2. Participants will discuss among themselves on the current conditions of the jobseeker in the case study, focusing on the employment goal, occupational options, and identifying barriers and needs. The group should give advice and recommendations on how the jobseeker should proceed. 3. Each group is given five minutes to present their findings. 4. The resource person gives feedback on the group findings. <p>Role play (60 minutes)</p> <p>Guidelines</p> <ol style="list-style-type: none"> 1. With the same groups using the same case studies, the next activity is a role play based around determining a clear job goal for the jobseeker.

Unit title	Counselling needs assessment: Clear job objective
Description of the unit	<ol style="list-style-type: none"> 2. For this role play exercise, one group member is assigned as the Employment Officer and another as the jobseeker, and they will act out their roles in accordance with the case study. The third member of the group will also be an Employment Officer and the rapporteur for the group, and will write down their observations concerning the role play. Together with the other members of the group, the rapporteur will complete the specified section of the transition-to-work action plan worksheet. 3. Both the Employment Officer and the jobseeker will discuss the relevant occupation information and options based on the interests of the jobseeker and to assess whether the jobseeker has a clear job objective. 4. The Employment Officer should guide and advise the jobseeker to arrive at an informed occupational goal to pursue. These details should be written up in the green highlighted section of the transition-to-work action plan worksheet. (Please refer to the worksheet). 5. Each group will present the results of their role play. 6. Feedback and concluding remarks from the resource person

Exercise unit 5

Note: Refer to case studies in Unit 3.

Group work

Please list employment options and identify barriers/needs

Case study	Employment options		
	List of possible occupations	Barriers/needs	Advice/recommendations

Role play

Transition-to-work action plan worksheet

In the role play, both the Employment Officer and the jobseeker will discuss the relevant occupation information and options based on the interests of the jobseeker, and assess whether the jobseeker has a clear job objective. The Employment Officer should guide and advise the jobseeker to arrive at an informed occupational goal to pursue. These details should be written up in the **green** highlighted section of the transition-to-work action plan.

The section is also highlighted in green in the sample transition-to-work action plan.

Transition-to-Work Action Plan
Case study refer to case study in unit 3

Personal information

Family name

Given name

Address

City Telephone

Personal/Environmental issues

.....

Needs identified

.....

Employment goal(s) (short-term/long-term, if applicable)

.....

Needs identified

Education and training (including licenses, certificates, diplomas, etc.)

.....

.....

.....

Employment history

Company name	Position	Duration of employment
1.		
2.		
3.		

Major skills/specializations, strengths, interests and weaknesses

.....

.....

Major skills that need upgrading/improvement to get back to work

.....

.....

Job search strengths

Areas	Comments
Resume/CV	
Application letter	
Interview skills	
Internet	
Networking	
Labour market trends	
Other areas	

Job maintenance issue

.....

.....

.....

Assessment summary

.....

Areas needing follow-up

Areas	Notes/Options
Personal/environmental	
Clear job objective	
Skills improvement	
Job search	
Job maintenance	
Other areas	

Employment options/comments

.....

.....

Information follow-up

Date	Update information

Sample Transition-to-Work Action Plan

Transition-to-work action plan
Case study: Pak Adi Soekatno

Personal information

Family name : Soekatno

Given name : Adi

Address : 73 Jalan Ciliwung 272

City : Surabaya, East Java

Telephone:

Personal/Environmental issues

- ▶ 52 years old
- ▶ married with two children who are both in university;
- ▶ wife not working and caring for old parents
- ▶ lived in same community all his married life for 20 years
- ▶ lost job due to company staff reduction
- ▶ health issues due to asthma and allergies
- ▶ location of vacancy far from current residence but willing to travel

Needs identified

- ▶ job urgent since he is the family breadwinner
- ▶ separation pay from current company enough for the next three months
- ▶ needs money to support the family

Employment goal(s) (short-term/long-term, if applicable)

- ▶ accountant job or accounting-related job
- ▶ will stay in job until his retirement, which is after eight years
- ▶ willing to accept accountancy job in government or the private sector
- ▶ willing to accept even assistant accountant job

Needs identified

- ▶ needs job urgently since he is the family bread winner
- ▶ current separation pay just enough to cover family expenses for three months
- ▶ eligible for company pension in eight years, if retirement is at 60 years old

Education and training (including licenses, certificates, diplomas, etc.)

- ▶ Completed a bachelor's degree in Accountancy, diploma available
- ▶ topped the licensure examination for accounting
- ▶ completed some units in an MBA (15 units)
- ▶ attended seminars and training programmes on accountancy
- ▶ well updated with accountancy company policies and government policies, taxation requirements, financial markets and corporate finance
- ▶ attended four on-the-job training programmes through the company resource person

Needs identified

- ▶ computer skills deteriorated over time; need upgrading
- ▶ training/orientation upon entry to new job

Employment history

Company name	Position	Duration of employment
1. Company A	Accountant	2005- present
2. Company B	Accounting clerk	2000-05
3. Company C	Internship on accountancy organized by university	1998-1999

Major skills/specializations and strength

- ▶ accountancy and auditing skills
- ▶ taxation and the law
- ▶ financial markets
- ▶ corporate finance

Major skills that need upgrading/improvement to get back to work

- ▶ has to attend computer training, as current accounting systems of proposed companies are computerized
- ▶ there are computer training courses available online for one month; there are also in-person computer training courses offered by local computer companies for one month
- ▶ if accepted in the job, the company conducts employee orientation on company policies, processes, procedures, benefits and awards, etc.

Job search strengths

Areas	Comments
Resume/CV	CV ready with minor revisions; strong technical background and experience
Application letter	Application letter draft ready
Interview skills	Needs to practice interviewing, but should be fine after practice
Internet	Needs to attend computer skills training so he can be familiar with using the internet and with computer systems before new job starts
Networking	Learned of the vacancies through newspaper ads; announcement is also in the ESC
Labour market trends	Need for accountants limited; limited needs for the next two years
Other areas	Related field in auditing

Job maintenance issue

- ▶ attended on-the-job training and seminars while employed in Company A
- ▶ some issues with tardiness which he promised to resolve: leave for work early
- ▶ core skills/soft skills on punctuality and good time management

Assessment summary

Overall, Pak Adi has the right educational background and experiences for any future accountant vacancies. His technical knowledge is strong and is highly recommended, provided he will spend some time to upgrade his computer skills. He drives a car, so distance will not be an issue for him.

He needs a job urgently since he will be out of job in three months. An important consideration is that his maximum stay in the company will be eight years, since he will retire in eight years' time, if 60 years old is the company's retirement age.

Areas needing follow-up

Areas	Notes/Options
Personal/environmental	Keep in mind that he needs a job urgently
Clear job objective	Accountancy jobs
Skills improvement	Computer skills
Job search	There are two vacancies coming up in a month's time. His CV and letter of application should be ready at any time.
Job maintenance	He noted his issues of tardiness which he promised to resolve
Other areas	

Employment options/comments

Pak Adi is open for any accountancy post, even if it is an assistant post. Although he accepts this, his years of experience and strong technical skills qualify him for a senior, high-level accountancy post. There are two job vacancies open, and he can be qualified to apply to both vacancies. He needs to prepare three letters of recommendation/references for his job application.

Information for follow - up

Date	Update information
01-07 Sep. 2020	Submit revised CV
26-28 Aug. 2020	Complete computer training; certificate to be submitted to ESC
08-10 Sep. 2020	Send letters of application to the two vacancies with updated CV
04-05 Sep. 2020	Practice and guidance for interview with Employment Officer



III.

**Vocational
counselling
services**

► Unit 6: Skills and requirements to perform the job

Unit title	Skills and requirements to perform the job
Learning objectives	<p>After completing the unit, the participants will be able to:</p> <ul style="list-style-type: none"> ▶ Assess jobseekers' skills and work experience; ▶ Identify skills gaps and determine the appropriate means to close these gaps; ▶ Assist jobseekers to plan for the long term in a manner that may lead to more sustainable work in the future.
Training methods	Presentation, group discussion, role play
Materials	<ul style="list-style-type: none"> ▶ Presentation slides (see appendix 11); ▶ Form AK 2 (handout); ▶ Case studies; ▶ Transition-to-work action plan worksheet completed in Unit 5; ▶ Sample transition-to-work action plan; ▶ Practitioners' guides on ESCs; ▶ Role play assessment form
Equipment/Training supplies	Overhead projector, a banner and a screen, flipcharts and paper for group work
Room setting	Plenary, banquet hall
Time allocation	4.0 hours
Description of the unit	<p>Lecture and Q & A (30 minutes)</p> <p>The resource person will explain how an Employment Officer can help a jobseeker assess their current skills and work experience against the normal entry-level requirements for a job within their chosen occupational field; identify any skill gaps; and determine the most appropriate means to close these gaps. Further, assistance is given to the jobseeker in determining the relevant labour market programme(s) that can close the gaps. Depending on the personal factors involved, jobseekers may need a variety of training options, which might include on-the-job training, skills upgrading, education courses, seminars, apprenticeship programmes, to mention a few.</p> <p>Q&A</p>

Unit title	Skills and requirements to perform the job
<p>Description of the unit</p>	<p>Group work (40 minutes) Guidelines</p> <ol style="list-style-type: none"> 1. The participants will be divided into the same groups as in previous unit, and each group will be given the same case study they discussed in Units 4 and 5. . One person in each group will be assigned to lead the group discussion and another will be the rapporteur who will take notes and make the presentation. 2. Participants will discuss among themselves and analyse the current situation of the jobseeker in the case study from the perspective of the jobseeker's current skill level and how it relates to the job requirements. 3. The group will determine the most appropriate labour market and/or training programmes to close any gaps and allow the jobseeker to qualify for the job. 4. Each group is given five minutes to present their findings. 5. The resource person gives feedback on the group findings. <p>Role play (180 minutes) Guidelines</p> <ol style="list-style-type: none"> 1. With the same groups using the same case studies as in the group work, the next activity is a role play based around determining the skills and requirements for the jobseeker to perform the job. 2. For the role play, one group member is assigned as the Employment Officer (first) and another as the jobseeker, and they will act out their roles as specified in the case study. The third member of the group will also be an Employment Officer (second) and the rapporteur for the group, who will write down their observations concerning the role play. 3. Together with the other members of the group, the rapporteur will complete the specified section of the transition-to-work action plan worksheet. 4. During the role play, the Employment Officer (first) will assess the current skills and work experience of the jobseeker, and compare them with the entry-level requirements of the job(s) chosen within the occupational field. 5. The jobseeker will present his/her issues and some possible barriers or challenges with regard to his/her current skill level or competency. 6. The Employment Officer (first) will provide an explanation to the jobseeker on the need for specific technical skills that are specific to the job chosen, and will provide the jobseeker with information and advice on available labour market programmes (such as, education, training, apprenticeships, etc.) that can close any gap(s). 7. Both the Employment Officer (first) and the jobseeker will discuss and agree upon the type of labour market programme(s), select the specific programme, and specify the means by which the jobseeker can avail themselves of the programme. Examples can include enrolling in a vocational education and training (VET) institution, enrolling in a course in a university, participation in a seminar, apprenticeship with a company, etc.

Unit title	Skills and requirements to perform the job
Description of the unit	<ol style="list-style-type: none"> 8. It is also possible that Employment Officer will suggest and agree with the jobseeker on the importance of having a particular core work skill (such as, discipline, teamwork, etc.) that might be needed in the job. 9. These details should be written up in the grey highlighted section of the transition-to-work action plan worksheet. Please refer to the worksheet. 10. Each group will present the results of their role play. 11. Feedback and concluding remarks from the resource person.

Exercise unit 6

Note: Refer to case studies in Unit 3.

Group work

Please analyse the current situation of the jobseeker in the case study regarding his/her current skill level and experiences and how they compare to the job requirements. The group will determine the most appropriate labour market and/or training programmes to close any gaps and allow the jobseeker to be qualified for the job.

Case study and current skill level of the jobseeker	Skills level required	Barriers/needs /gaps	Proposed labour market programme(s) and/or training programmes

Role play

Transition-to-work action plan worksheet

For the role play, the Employment Officer and the jobseeker will discuss the current skills level of the jobseeker, identify the gaps between current skill levels and job requirements, and determine the appropriate measures and programmes to close these gaps. Details should be written up in the grey highlighted section of transition-to-work action plan worksheet.

The section is also highlighted in grey in the sample transition-to-work action plan.

Transition-to-Work Action Plan
Case study refer to case study in unit 3

Personal information

Family name

Given name

Address

City Telephone

Personal/Environmental issues

.....

Needs identified

.....

Employment goal(s) (short-term/long-term, if applicable)

.....

Needs identified

Education and training (including licenses, certificates, diplomas, etc.)

.....

.....

.....

Employment history

Company name	Position	Duration of employment
1.		
2.		
3.		

Major skills/specializations, strengths, interests and weaknesses

.....

.....

Major skills that need upgrading/improvement to get back to work

.....

.....

Job search strengths

Areas	Comments
Resume/CV	
Application letter	
Interview skills	
Internet	
Networking	
Labour market trends	
Other areas	

Job maintenance issue

.....

.....

.....

Assessment summary

.....

Areas needing follow-up

Areas	Notes/Options
Personal/environmental	
Clear job objective	
Skills improvement	
Job search	
Job maintenance	
Other areas	

Employment options/comments

.....

.....

Information follow-up

Date	Update information

Sample Transition-to-Work Plan

Transition-to-work action plan
Case study: Pak Adi Soekatno

Personal information

Family name : Soekatno

Given name : Adi

Address : 73 Jalan Ciliwung 272

City : Surabaya, East Java Telephone:

Personal/Environmental issues

- ▶ 52 years old
- ▶ married with two children who are both in university;
- ▶ wife not working and caring for old parents
- ▶ lived in same community all his married life for 20 years
- ▶ lost job due to company staff reduction
- ▶ health issues due to asthma and allergies
- ▶ location of vacancy far from current residence but willing to travel

Needs identified

- ▶ job urgent since he is the family breadwinner
- ▶ separation pay from current company enough for the next three months
- ▶ needs money to support the family

Employment goal(s) (short-term/long-term, if applicable)

- ▶ accountant job or accounting-related job
- ▶ will stay in job until his retirement, which is after eight years
- ▶ willing to accept accountancy job in government or the private sector
- ▶ willing to accept even assistant accountant job

Needs identified

- ▶ needs job urgently since he is the family bread winner
- ▶ current separation pay just enough to cover family expenses for three months
- ▶ eligible for company pension in eight years, if retirement is at 60 years old

Education and training (including licenses, certificates, diplomas, etc.)

- ▶ Completed a bachelor's degree in Accountancy, diploma available
- ▶ topped the licensure examination for accounting
- ▶ completed some units in an MBA (15 units)
- ▶ attended seminars and training programmes on accountancy
- ▶ well updated with accountancy company policies and government policies, taxation requirements, financial markets and corporate finance
- ▶ attended four on-the-job training programmes through the company resource person

Needs identified

- ▶ computer skills deteriorated over time; need upgrading
- ▶ training/orientation upon entry to new job

Employment history

Company name	Position	Duration of employment
1. Company A	Accountant	2005- present
2. Company B	Accounting clerk	2000-05
3. Company C	Internship on accountancy organized by university	1998-1999

Major skills/specializations and strength

- ▶ accountancy and auditing skills
- ▶ taxation and the law
- ▶ financial markets
- ▶ corporate finance

Major skills that need upgrading/improvement to get back to work

- ▶ has to attend computer training, as current accounting systems of proposed companies are computerized
- ▶ there are computer training courses available online for one month; there are also in-person computer training courses offered by local computer companies for one month
- ▶ if accepted in the job, the company conducts employee orientation on company policies, processes, procedures, benefits and awards, etc.

Job search strengths

Areas	Comments
Resume/CV	CV ready with minor revisions; strong technical background and experience
Application letter	Application letter draft ready
Interview skills	Needs to practice interviewing, but should be fine after practice
Internet	Needs to attend computer skills training so he can be familiar with using the internet and with computer systems before new job starts
Networking	Learned of the vacancies through newspaper ads; announcement is also in the ESC
Labour market trends	Need for accountants limited; limited needs for the next two years
Other areas	Related field in auditing

Job maintenance issue

- ▶ attended on-the-job training and seminars while employed in Company A
- ▶ some issues with tardiness which he promised to resolve: leave for work early
- ▶ core skills/soft skills on punctuality and good time management

Assessment summary

Overall, Pak Adi has the right educational background and experiences for any future accountant vacancies. His technical knowledge is strong and is highly recommended, provided he will spend some time to upgrade his computer skills. He drives a car, so distance will not be an issue for him.

He needs a job urgently since he will be out of job in three months. An important consideration is that his maximum stay in the company will be eight years, since he will retire in eight years' time, if 60 years old is the company's retirement age.

Areas needing follow-up

Areas	Notes/Options
Personal/environmental	Keep in mind that he needs a job urgently
Clear job objective	Accountancy jobs
Skills improvement	Computer skills
Job search	There are two vacancies coming up in a month's time. His CV and letter of application should be ready at any time.
Job maintenance	He noted his issues of tardiness which he promised to resolve
Other areas	

Employment options/comments

Pak Adi is open for any accountancy post, even if it is an assistant post. Although he accepts this, his years of experience and strong technical skills qualify him for a senior, high-level accountancy post. There are two job vacancies open, and he can be qualified to apply to both vacancies. He needs to prepare three letters of recommendation/references for his job application.

Information for follow - up

Date	Update information
01-07 Sep. 2020	Submit revised CV
26-28 Aug. 2020	Complete computer training; certificate to be submitted to ESC
08-10 Sep. 2020	Send letters of application to the two vacancies with updated CV
04-05 Sep. 2020	Practice and guidance for interview with Employment Officer



**IV.
Employment
counselling
services**

► Unit 7: Job search skills

Unit title	Job search skills
Learning objectives	<p>After completing the unit, the participants will be able to:</p> <ul style="list-style-type: none"> ▶ Assist jobseekers to find job vacancy information; ▶ Guide jobseekers in using the necessary tools/facilities to search for job opportunities; ▶ Assist jobseekers to market their skills and experience to achieve their job objective.
Training methods	Presentation, group discussion, role play
Materials	<ul style="list-style-type: none"> ▶ Presentation slides (see appendix 11); ▶ Handouts on information gathered from newspapers or the internet of job vacancy notice; ▶ Form AK 2 (handout); ▶ Case studies; ▶ Transition-to-work action plan worksheet completed in Unit 6; ▶ Sample transition-to-work action plan; ▶ Practitioners' guides on ESCs; ▶ Role play assessment form
Equipment/Training supplies	Overhead projector, banner and a screen, flipcharts and paper for group work
Room setting	Plenary, banquet hall
Time allocation	2.5 hours
Description of the unit	<p>Lecture and Q & A (30 minutes)</p> <p>The resource person will address sources of information, ways for jobseekers to find job vacancies, the tools/facilities and skills that jobseekers need to search for job opportunities, and how jobseekers can successfully market their abilities to potential employers.</p> <p>Q and A</p>

Unit title	Job search skills
<p>Description of the unit</p>	<p>Group work (30 minutes) Guidelines</p> <ol style="list-style-type: none"> 1. The participants will be divided into the same groups as in the previous unit, and each group will be given the same case study they discussed in Units 4–6. 2. One person in each group will be assigned to lead the group discussion and another will be the rapporteur who will take notes and make the presentation. 3. Each group will discuss how the jobseeker in the case study can improve their job search and their ability to find work. Some examples can include sharing job search techniques and enrolling in job-finding clubs. The finding of job information or vacancies through online and offline sources can be discussed and identified, including how to effectively find and use these job search tools. 4. Each group is given five minutes to present their findings. 5. The resource person gives feedback on the group findings. <p>Role play (45 minutes) Guidelines</p> <ol style="list-style-type: none"> 1. With the same groups using the same case studies, the next activity is a role play of a job search, including using tools to look for job opportunities. 2. For the role play, one group member is assigned as an Employment Officer and another as the jobseeker, and they will act out their roles as specified in the case study. The third group member will also be an Employment Officer and rapporteur for the group, and write down their observations concerning the role play. 3. Together with the other members, the rapporteur will complete the specific section of the transition-to-work action plan worksheet. 4. In addition, the resource person will distribute handouts with examples of job ads gathered from newspapers or the internet. 5. Using the case study, the Employment Officer will lead the discussion with the jobseeker by discussing the necessary tools and skills to search out job opportunities and how to successfully market their ability to potential employers. 6. The discussion should also touch on enhanced employment services, which may include enrolment in job-finding clubs or inclusion in job fairs that focus on specific industries/occupations or target particular groups, as may be relevant to the case study. 7. These details should be written up in the red highlighted section of the transition-to-work action plan worksheet. Please refer to the worksheet. 8. Each group will present the results of the role play. 9. Feedback and concluding remarks from the resource person.

Exercise unit 7

Note: Refer to case studies in Unit 3.

Group work

Please discuss how the jobseeker can improve their ability to find work. Suggest and list some examples applicable to the case study.

Case study	Suggested job search tools, techniques

Role play

Transition-to-work action plan worksheet

Using the case study, the Employment Officer will lead the discussions with the jobseeker by discussing the necessary tools and skills to search out job opportunities and how to successfully market one's ability to potential employers.

Details should be written up in the **red** highlighted section of transition-to-work action plan worksheet.

The section is also highlighted in **red** in the sample transition-to-work action plan.

Transition-to-Work Action Plan Case study refer to case study in unit 3

Personal information

Family name

Given name

Address

City Telephone

Personal/Environmental issues

.....

Needs identified

.....

Employment goal(s) (short-term/long-term, if applicable)

.....

Needs identified

Education and training (including licenses, certificates, diplomas, etc.)

.....

.....

.....

Employment history

Company name	Position	Duration of employment
1.		
2.		
3.		

Major skills/specializations, strengths, interests and weaknesses

.....

.....

Major skills that need upgrading/improvement to get back to work

.....

.....

Job search strengths

Areas	Comments
Resume/CV	
Application letter	
Interview skills	
Internet	
Networking	
Labour market trends	
Other areas	

Sample Transition-to-Work Action Plan

Transition-to-work action plan Case study: Pak Adi Soekatno

Personal information

Family name : Soekatno

Given name : Adi

Address : 73 Jalan Ciliwung 272

City : Surabaya, East Java Telephone:

Personal/Environmental issues

- ▶ 52 years old
- ▶ married with two children who are both in university;
- ▶ wife not working and caring for old parents
- ▶ lived in same community all his married life for 20 years
- ▶ lost job due to company staff reduction
- ▶ health issues due to asthma and allergies
- ▶ location of vacancy far from current residence but willing to travel

Needs identified

- ▶ job urgent since he is the family breadwinner
- ▶ separation pay from current company enough for the next three months
- ▶ needs money to support the family

Employment goal(s) (short-term/long-term, if applicable)

- ▶ accountant job or accounting-related job
- ▶ will stay in job until his retirement, which is after eight years
- ▶ willing to accept accountancy job in government or the private sector
- ▶ willing to accept even assistant accountant job

Needs identified

- ▶ needs job urgently since he is the family bread winner
- ▶ current separation pay just enough to cover family expenses for three months
- ▶ eligible for company pension in eight years, if retirement is at 60 years old

Education and training (including licenses, certificates, diplomas, etc.)

- ▶ Completed a bachelor's degree in Accountancy, diploma available
- ▶ topped the licensure examination for accounting
- ▶ completed some units in an MBA (15 units)
- ▶ attended seminars and training programmes on accountancy
- ▶ well updated with accountancy company policies and government policies, taxation requirements, financial markets and corporate finance
- ▶ attended four on-the-job training programmes through the company resource person

Needs identified

- ▶ computer skills deteriorated over time; need upgrading
- ▶ training/orientation upon entry to new job

Employment history

Company name	Position	Duration of employment
1. Company A	Accountant	2005- present
2. Company B	Accounting clerk	2000-05
3. Company C	Internship on accountancy organized by university	1998-1999

Major skills/specializations and strength

- ▶ accountancy and auditing skills
- ▶ taxation and the law
- ▶ financial markets
- ▶ corporate finance

Major skills that need upgrading/improvement to get back to work

- ▶ has to attend computer training, as current accounting systems of proposed companies are computerized
- ▶ there are computer training courses available online for one month; there are also in-person computer training courses offered by local computer companies for one month
- ▶ if accepted in the job, the company conducts employee orientation on company policies, processes, procedures, benefits and awards, etc.

Job search strengths

Areas	Comments
Resume/CV	CV ready with minor revisions; strong technical background and experience
Application letter	Application letter draft ready
Interview skills	Needs to practice interviewing, but should be fine after practice
Internet	Needs to attend computer skills training so he can be familiar with using the internet and with computer systems before new job starts
Networking	Learned of the vacancies through newspaper ads; announcement is also in the ESC
Labour market trends	Need for accountants limited; limited needs for the next two years
Other areas	Related field in auditing

Job maintenance issue

- ▶ attended on-the-job training and seminars while employed in Company A
- ▶ some issues with tardiness which he promised to resolve: leave for work early
- ▶ core skills/soft skills on punctuality and good time management

Assessment summary

Overall, Pak Adi has the right educational background and experiences for any future accountant vacancies. His technical knowledge is strong and is highly recommended, provided he will spend some time to upgrade his computer skills. He drives a car, so distance will not be an issue for him.

He needs a job urgently since he will be out of job in three months. An important consideration is that his maximum stay in the company will be eight years, since he will retire in eight years' time, if 60 years old is the company's retirement age.

Areas needing follow-up

Areas	Notes/Options
Personal/environmental	Keep in mind that he needs a job urgently
Clear job objective	Accountancy jobs
Skills improvement	Computer skills

Areas	Notes/Options
Job search	There are two vacancies coming up in a month's time. His CV and letter of application should be ready at any time.
Job maintenance	He noted his issues of tardiness which he promised to resolve
Other areas	

Employment options/comments

Pak Adi is open for any accountancy post, even if it is an assistant post. Although he accepts this, his years of experience and strong technical skills qualify him for a senior, high-level accountancy post. There are two job vacancies open, and he can be qualified to apply to both vacancies. He needs to prepare three letters of recommendation/references for his job application.

Information for follow - up

Date	Update information
01-07 Sep. 2020	Submit revised CV
26-28 Aug. 2020	Complete computer training; certificate to be submitted to ESC
08-10 Sep. 2020	Send letters of application to the two vacancies with updated CV
04-05 Sep. 2020	Practice and guidance for interview with Employment Officer

► Unit 8: Effective skills on CV and application (cover) letter preparation

Unit title	Effective skills on CV and application (cover) letter preparation
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- Learning objectives** After completing the unit, the participants will be able to:
- Explain the importance of CV and application (cover) letter preparation;
 - Assist jobseekers on how to prepare an effective CV and job vacancy application letter, in particular:
 - i. content of CV and of application letter;
 - ii. how to compile a good CV and application letter;
 - iii. use of concise, easy to understand words and language in CVs and application letters.

Unit title	Effective skills on CV and application (cover) letter preparation
Training methods	Presentation, group discussion, role play
Materials	<ul style="list-style-type: none"> ▶ Presentation slides (see appendix 11); ▶ Handouts on information gathered from newspapers or the internet, sample CVs and application letters; ▶ Form AK 2 (handout); ▶ Case studies; ▶ Transition-to-work action plan worksheet completed in Unit 7; ▶ Sample transition-to-work action plan; ▶ Practitioners' guides on ESCs; ▶ Role play assessment form
Equipment/Training supplies	Overhead projector, banner and a screen, flipcharts and paper for group work
Room setting	Plenary, banquet hall
Time allocation	2.5 hours
Description of the unit	<p data-bbox="497 1070 874 1104">Lecture and Q & A (30 minutes)</p> <p data-bbox="497 1115 1369 1346">The resource person explains the function and importance of preparing a CV and letter of application (also known as a cover letter). Further, the resource person will explain what information employers and/or recruiters are looking for, and how to attract the attention of those who read CVs and application letters. General tips for writing an effective CV and application letter are shared, as well as how to compile good CVs and application letters, and how to use concise, easy to understand words and language in CVs and application letters.</p> <p data-bbox="497 1373 592 1406">Q and A</p> <p data-bbox="497 1433 799 1489">Group work (30 minutes) Guidelines</p> <ol style="list-style-type: none"> <li data-bbox="497 1503 1369 1585">1. The participants will be divided into the same groups as in the previous unit, and each group will be given the same case study they discussed in Units 4-7. <li data-bbox="497 1603 1369 1686">2. One person in each group will be assigned to lead the group discussion and another will be assigned as the rapporteur who will take notes and make the presentation. <li data-bbox="497 1704 1369 1760">3. Each group will discuss how the jobseeker in the case study can prepare an effective CV and job application letter. <li data-bbox="497 1778 1369 1895">4. Every group should discuss the important jobseeker information that should be included in the CV and the principal contents of an application letter. Participants should take care that the words and language used are concise and easy to understand. <li data-bbox="497 1912 1254 1946">5. Each group will be given five minutes to present their findings. <li data-bbox="497 1964 1214 1998">6. The resource person gives feedback on the group findings.

Unit title	Effective skills on CV and application (cover) letter preparation
<p>Description of the unit</p>	<p>Role play (60 minutes)</p> <p>Guidelines</p> <ol style="list-style-type: none"> 1. With the same groups using the same case studies, the next activity is a role play around the jobseeker preparing an effective CV and application letter. 2. In the role play, one group member will be assigned as an Employment Officer and another as the jobseeker, who will act out their roles as specified in the case study. 3. The third member of the group will also be an Employment Officer and rapporteur for the group, and they will write down their observations concerning the role play. 4. An actual CV and application letter that fits the details in the case study will be prepared and presented by the group. 5. The resource person will distribute handouts with examples of CVs and application letters. 6. At the start of the role play, the Employment Officer will present to the jobseeker the examples of good CVs and application letters. 7. Both will discuss how they can use the examples, and then the Employment Officer will guide the jobseeker in preparing an actual CV and application letter. 8. The jobseeker should consider the differences among the examples, and reflect on why one type of CV/application letter is more likely to secure an interview than the others. 9. An actual CV and application letter should be prepared by the jobseeker with the assistance of the Employment Officer, based on the situation in the case study. 10. These details should be presented in relation to the section of the transition-to-work action plan worksheet highlighted in red. Please refer to the worksheet. 11. Each group will present the results of the role play, including their CV, cover letter and observations on the role play itself. 12. Feedback and concluding remarks from the resource person

Exercise unit 8

Note: Refer to case studies in Unit 3.

Group work

Each group will discuss how to prepare a CV and an effective job application letter for the jobseeker in the case study. The group should discuss the important jobseeker information that should be included in the CV/resume and the principal contents of an application letter.

	Salient jobseeker information in a CV/resume	Major contents of an application letter
Case study		

Role play

Transition-to-work action plan worksheet

With the assistance of the other group members, an actual CV/resume and application letter should be prepared by the jobseeker given the situation in the case. These details should be presented in relation to the “job search strengths” section of the transition-to-work action plan worksheet highlighted in red. Please refer to the worksheet.

The section is also highlighted in red in the sample transition-to-work action plan.

**Transition-to-Work Action Plan
Case study refer to case study in unit 3**

Personal information

Family name

Given name

Address

City Telephone

Personal/Environmental issues

.....

Needs identified

.....

Employment goal(s) (short-term/long-term, if applicable)

.....

Needs identified

Education and training (including licenses, certificates, diplomas, etc.)

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.....

Employment history

Company name	Position	Duration of employment
1.		
2.		
3.		

Major skills/specializations, strengths, interests and weaknesses

.....

.....

Major skills that need upgrading/improvement to get back to work

.....

.....

Job search strengths

Areas	Comments
Resume/CV	
Application letter	
Interview skills	
Internet	
Networking	
Labour market trends	
Other areas	

Job maintenance issue

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Assessment summary

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Areas needing follow-up

Areas	Notes/Options
Personal/environmental	
Clear job objective	
Skills improvement	
Job search	
Job maintenance	
Other areas	

Employment options/comments

.....

.....

Information follow-up

Date	Update information

Sample Transition-to-Work Action Plan

Transition-to-work action plan Case study: Pak Adi Soekatno

Personal information

Family name : Soekatno
Given name : Adi
Address : 73 Jalan Ciliwung 272
City : Surabaya, East Java Telephone:

Personal/Environmental issues

- ▶ 52 years old
- ▶ married with two children who are both in university;
- ▶ wife not working and caring for old parents
- ▶ lived in same community all his married life for 20 years
- ▶ lost job due to company staff reduction
- ▶ health issues due to asthma and allergies
- ▶ location of vacancy far from current residence but willing to travel

Needs identified

- ▶ job urgent since he is the family breadwinner
- ▶ separation pay from current company enough for the next three months
- ▶ needs money to support the family

Employment goal(s) (short-term/long-term, if applicable)

- ▶ accountant job or accounting-related job
- ▶ will stay in job until his retirement, which is after eight years
- ▶ willing to accept accountancy job in government or the private sector
- ▶ willing to accept even assistant accountant job

Needs identified

- ▶ needs job urgently since he is the family bread winner
- ▶ current separation pay just enough to cover family expenses for three months
- ▶ eligible for company pension in eight years, if retirement is at 60 years old

Education and training (including licenses, certificates, diplomas, etc.)

- ▶ Completed a bachelor's degree in Accountancy, diploma available
- ▶ topped the licensure examination for accounting
- ▶ completed some units in an MBA (15 units)
- ▶ attended seminars and training programmes on accountancy
- ▶ well updated with accountancy company policies and government policies, taxation requirements, financial markets and corporate finance
- ▶ attended four on-the-job training programmes through the company resource person

Needs identified

- ▶ computer skills deteriorated over time; need upgrading
- ▶ training/orientation upon entry to new job

Employment history

Company name	Position	Duration of employment
1. Company A	Accountant	2005- present
2. Company B	Accounting clerk	2000-05
3. Company C	Internship on accountancy organized by university	1998-1999

Major skills/specializations and strength

- ▶ accountancy and auditing skills
- ▶ taxation and the law
- ▶ financial markets
- ▶ corporate finance

Major skills that need upgrading/improvement to get back to work

- ▶ has to attend computer training, as current accounting systems of proposed companies are computerized
- ▶ there are computer training courses available online for one month; there are also in-person computer training courses offered by local computer companies for one month
- ▶ if accepted in the job, the company conducts employee orientation on company policies, processes, procedures, benefits and awards, etc.

Job search strengths

Areas	Comments
Resume/CV	CV ready with minor revisions; strong technical background and experience
Application letter	Application letter draft ready
Interview skills	Needs to practice interviewing, but should be fine after practice
Internet	Needs to attend computer skills training so he can be familiar with using the internet and with computer systems before new job starts
Networking	Learned of the vacancies through newspaper ads; announcement is also in the ESC
Labour market trends	Need for accountants limited; limited needs for the next two years
Other areas	Related field in auditing

Job maintenance issue

- ▶ attended on-the-job training and seminars while employed in Company A
- ▶ some issues with tardiness which he promised to resolve: leave for work early
- ▶ core skills/soft skills on punctuality and good time management

Assessment summary

Overall, Pak Adi has the right educational background and experiences for any future accountant vacancies. His technical knowledge is strong and is highly recommended, provided he will spend some time to upgrade his computer skills. He drives a car, so distance will not be an issue for him.

He needs a job urgently since he will be out of job in three months. An important consideration is that his maximum stay in the company will be eight years, since he will retire in eight years' time, if 60 years old is the company's retirement age.

Areas needing follow-up

Areas	Notes/Options
Personal/environmental	Keep in mind that he needs a job urgently
Clear job objective	Accountancy jobs
Skills improvement	Computer skills

Areas	Notes/Options
Job search	There are two vacancies coming up in a month's time. His CV and letter of application should be ready at any time.
Job maintenance	He noted his issues of tardiness which he promised to resolve
Other areas	

Employment options/comments

Pak Adi is open for any accountancy post, even if it is an assistant post. Although he accepts this, his years of experience and strong technical skills qualify him for a senior, high-level accountancy post. There are two job vacancies open, and he can be qualified to apply to both vacancies. He needs to prepare three letters of recommendation/references for his job application.

Information for follow - up

Date	Update information
01-07 Sep. 2020	Submit revised CV
26-28 Aug. 2020	Complete computer training; certificate to be submitted to ESC
08-10 Sep. 2020	Send letters of application to the two vacancies with updated CV
04-05 Sep. 2020	Practice and guidance for interview with Employment Officer

► Unit 9: Job interview preparation

Unit title	Job interview preparation
Learning objectives	After completing the unit, the participants will be able to: <ul style="list-style-type: none"> ► Assist jobseekers to prepare for a job interview; ► Guide jobseekers with interview tips and questions; ► Help jobseekers assess the results of the interview.
Training methods	Presentation, group discussion, role play

Unit title	Job interview preparation
Materials	<ul style="list-style-type: none"> ▶ Presentation slides (see appendix 11); ▶ Handouts with list of potential questions to the jobseeker from BINAPENTA; ▶ Form AK 2 (handout); ▶ Case studies; ▶ Transition-to-work action plan worksheet completed in Unit 8; ▶ Sample transition-to-work action plan; ▶ Practitioners' guides on the ESC; ▶ Role play assessment form
Equipment/Training supplies	Overhead projector, banner and a screen, flipcharts and paper for group work
Room setting	Plenary, banquet hall
Time allocation	3.0 hours
Description of the unit	<p>Lecture and Q & A (30 minutes)</p> <p>The resource person will explain to the participants how a jobseeker can successfully market their abilities to potential employers. Further, the resource person will share how a jobseeker should prepare for a good interview; how to give a good physical performance during the interview; and how to communicate effectively with interviewers. The resource person will also cover the importance of a jobseeker knowing the results of the interview.</p> <p>Q and A</p> <p>Group work (30 minutes)</p> <p>Guidelines</p> <ol style="list-style-type: none"> 1. The participants will be divided into the same groups as in the previous unit, and each group will be given the same case study they discussed in Units 4–8. 2. One person in each group will be assigned to lead the group discussion, and another will be the rapporteur who will take notes and make the presentation. 3. Each group will discuss and develop pointers on how the jobseeker in the case study should prepare for an interview and what their behaviour should be like during the interview. The group should also list possible interview questions, and how they might guide the jobseeker to assess the result of their interview. These pointers and interview questions should be written down on the flipchart. 4. Each group is given five minutes to present their findings in the flipchart. 5. The resource person gives feedback on the group findings.

Unit title	Job interview preparation
<p>Description of the unit</p>	<p>Role play (60 minutes)</p> <p>Guidelines</p> <ol style="list-style-type: none"> 1. With the same groups using the same case studies, the next activity is a role play in advising and preparing the jobseeker for a job interview, including how to behave during an interview. 2. In the role play, one group member will be assigned as an Employment Officer and another as the jobseeker, and they will act out their roles as specified in the case study. 3. The third member of the group will also be an Employment Officer and rapporteur for the group, and will write down their observations on the role play. 4. Based on the case study, the resource person will refer to the slide (and provide handouts) with examples of interview questions. 5. There will be two situations for the role play: <ol style="list-style-type: none"> a. Situation 1 The Employment Officer explains to the jobseeker that an interview is a very important step in the application process, which should be prepared for carefully, and will share some important tips. The pointers, behaviors and list of potential questions identified during the group work will be shared with the jobseeker. b. Situation 2 The two Employment Officers will now become a panel of interviewers representing the Human Resources Department of the hiring company in the case study. They will conduct an actual interview, and interview the jobseeker. They will ask behavioural questions and technical questions related to the job being applied for. The person acting as the jobseeker will act out the role in the interview. 6. After the role play, the group will prepare comments/observations on the two situations, namely: (i) how the Employment Officer explained the importance of the interview; and (ii) how was the job applicant's performance in the interview, keeping in mind the significant behaviours displayed during the interview. 7. The interview skills of the jobseeker will be reflected in the section of the transition-to-work action plan worksheet highlighted in red. 8. The comments/observations on the role play will be written up and put on a flipchart on the classroom wall. 9. Each group will present the results of the role play. 10. Feedback and concluding remarks from the resource person.

Exercise unit 9

Note: Refer to case studies in Unit 3.

Group work

Based on the case study, each group will discuss interview tips for the jobseeker, the behaviour they should display during the interview, and the interview questions they might face. The group's answers should be written down on the flipchart.

	Pointers/tips to remember in an interview	Behaviour during an interview	Interview questions
Case study			

Role play

Transition-to-work action plan worksheet

After the role play, the group will prepare comments/observations on the two situations, namely: (i) how the Employment Officer explained the importance of the interview; and (ii) how was the jobseeker's performance in the interview. The interview skills of the jobseeker will be reflected in the section of the transition-to-work action plan worksheet highlighted in red.

The section is also highlighted in red in the sample transition-to-work action plan.

Transition-to-Work Action Plan Case study refer to case study in unit 3

Personal information

Family name

Given name

Address

City Telephone

Personal/Environmental issues

.....

Needs identified

.....

Employment goal(s) (short-term/long-term, if applicable)

.....

Needs identified

Education and training (including licenses, certificates, diplomas, etc.)

.....

.....

.....

Employment history

Company name	Position	Duration of employment
1.		
2.		
3.		

Major skills/specializations, strengths, interests and weaknesses

.....

.....

Major skills that need upgrading/improvement to get back to work

.....

.....

Job search strengths

Areas	Comments
Resume/CV	
Application letter	
Interview skills	
Internet	
Networking	
Labour market trends	
Other areas	

Sample Transition-to-Work Action Plan

Transition-to-work action plan Case study: Pak Adi Soekatno

Personal information

Family name : Soekatno

Given name : Adi

Address : 73 Jalan Ciliwung 272

City : Surabaya, East Java Telephone:

Personal/Environmental issues

- ▶ 52 years old
- ▶ married with two children who are both in university;
- ▶ wife not working and caring for old parents
- ▶ lived in same community all his married life for 20 years
- ▶ lost job due to company staff reduction
- ▶ health issues due to asthma and allergies
- ▶ location of vacancy far from current residence but willing to travel

Needs identified

- ▶ job urgent since he is the family breadwinner
- ▶ separation pay from current company enough for the next three months
- ▶ needs money to support the family

Employment goal(s) (short-term/long-term, if applicable)

- ▶ accountant job or accounting-related job
- ▶ will stay in job until his retirement, which is after eight years
- ▶ willing to accept accountancy job in government or the private sector
- ▶ willing to accept even assistant accountant job

Needs identified

- ▶ needs job urgently since he is the family bread winner
- ▶ current separation pay just enough to cover family expenses for three months
- ▶ eligible for company pension in eight years, if retirement is at 60 years old

Education and training (including licenses, certificates, diplomas, etc.)

- ▶ Completed a bachelor's degree in Accountancy, diploma available
- ▶ topped the licensure examination for accounting
- ▶ completed some units in an MBA (15 units)
- ▶ attended seminars and training programmes on accountancy
- ▶ well updated with accountancy company policies and government policies, taxation requirements, financial markets and corporate finance
- ▶ attended four on-the-job training programmes through the company resource person

Needs identified

- ▶ computer skills deteriorated over time; need upgrading
- ▶ training/orientation upon entry to new job

Employment history

Company name	Position	Duration of employment
1. Company A	Accountant	2005- present
2. Company B	Accounting clerk	2000-05
3. Company C	Internship on accountancy organized by university	1998-1999

Major skills/specializations and strength

- ▶ accountancy and auditing skills
- ▶ taxation and the law
- ▶ financial markets
- ▶ corporate finance

Major skills that need upgrading/improvement to get back to work

- ▶ has to attend computer training, as current accounting systems of proposed companies are computerized
- ▶ there are computer training courses available online for one month; there are also in-person computer training courses offered by local computer companies for one month
- ▶ if accepted in the job, the company conducts employee orientation on company policies, processes, procedures, benefits and awards, etc.

Job search strengths

Areas	Comments
Resume/CV	CV ready with minor revisions; strong technical background and experience
Application letter	Application letter draft ready
Interview skills	Needs to practice interviewing, but should be fine after practice
Internet	Needs to attend computer skills training so he can be familiar with using the internet and with computer systems before new job starts
Networking	Learned of the vacancies through newspaper ads; announcement is also in the ESC
Labour market trends	Need for accountants limited; limited needs for the next two years
Other areas	Related field in auditing

Job maintenance issue

- ▶ attended on-the-job training and seminars while employed in Company A
- ▶ some issues with tardiness which he promised to resolve: leave for work early
- ▶ core skills/soft skills on punctuality and good time management

Assessment summary

Overall, Pak Adi has the right educational background and experiences for any future accountant vacancies. His technical knowledge is strong and is highly recommended, provided he will spend some time to upgrade his computer skills. He drives a car, so distance will not be an issue for him.

He needs a job urgently since he will be out of job in three months. An important consideration is that his maximum stay in the company will be eight years, since he will retire in eight years' time, if 60 years old is the company's retirement age.

Areas needing follow-up

Areas	Notes/Options
Personal/environmental	Keep in mind that he needs a job urgently
Clear job objective	Accountancy jobs
Skills improvement	Computer skills

Areas	Notes/Options
Job search	There are two vacancies coming up in a month's time. His CV and letter of application should be ready at any time.
Job maintenance	He noted his issues of tardiness which he promised to resolve
Other areas	

Employment options/comments

Pak Adi is open for any accountancy post, even if it is an assistant post. Although he accepts this, his years of experience and strong technical skills qualify him for a senior, high-level accountancy post. There are two job vacancies open, and he can be qualified to apply to both vacancies. He needs to prepare three letters of recommendation/references for his job application.

Information for follow - up

Date	Update information
01-07 Sep. 2020	Submit revised CV
26-28 Aug. 2020	Complete computer training; certificate to be submitted to ESC
08-10 Sep. 2020	Send letters of application to the two vacancies with updated CV
04-05 Sep. 2020	Practice and guidance for interview with Employment Officer

► Unit 10: Ability to maintain the job

Unit title	Ability to maintain the job
Learning objectives	<p>After completing the unit, the participants will be able to:</p> <ul style="list-style-type: none"> ► Assist jobseekers in developing a plan that will help them progress within their occupational field; ► Provide information on basic life skills, core skills and work habits (that is, good interpersonal skills, the importance of reliability and timeliness in the workplace, and appropriate responses to supervisors). Core skills/soft skills are also called "core competencies".
Training methods	Presentation, group discussion, role play

Unit title	Ability to maintain the job
Materials	<ul style="list-style-type: none"> ▶ Presentation slides (see appendix 11); ▶ Form AK 2 (handout); ▶ Handouts on core skills/soft skills/core competencies; ▶ Case studies; ▶ Transition-to-work action plan worksheet completed in Unit 9; ▶ Sample transition-to-work action plan; ▶ Practitioners' guides on ESCs; ▶ Role play assessment form
Equipment/Training supplies	Overhead projector, banner and a screen, flipcharts and paper for group work
Room setting	Plenary, banquet hall
Time allocation	2.5 hours
Description of the unit	<p data-bbox="497 981 874 1012">Lecture and Q & A (30 minutes)</p> <p data-bbox="497 1021 1362 1249">The resource person will explain that employment counselling does not end with the provision of information on how to get a job, but will extend to information that is needed in order to retain the job as well as to advance in the job. It should be emphasized that core skills/soft skills are a must to maintain a job and create a good environment in the workplace. This is the important stage where the jobseeker has to select not just a job, but an appropriate career path. The resource person will also share good examples of core skills/soft skills.</p> <p data-bbox="497 1281 555 1312">Q&A</p> <p data-bbox="497 1339 801 1393">Group work (30 minutes) Guidelines</p> <ol style="list-style-type: none"> <li data-bbox="497 1406 1369 1550">1. The participants will be divided into the same groups as in the previous unit, and each group will be given the same case study they discussed in Units 4–9. One person in each group will be assigned to lead the group discussion and another will be the rapporteur who will take notes and make the presentation. <li data-bbox="497 1568 1362 1711">2. Participants will be given handouts on examples of core skills/soft skills. These core skills/soft skills should be shared to the extent possible and to the best possible awareness of a jobseeker so that he/she can be prepared and be ready to acquire these skills. These skills are the core competencies that jobseekers need to convey to employers. <li data-bbox="497 1729 1369 1845">3. The group members will discuss the different core skills/soft skills, and which of these skills will be applicable to the jobseeker in the case study. After selecting the relevant skills, they should be written down on the flipchart. <li data-bbox="497 1863 1216 1895">4. Each group will have five minutes to present their findings. <li data-bbox="497 1912 1216 1944">5. The resource person gives feedback on the group findings.

Unit title	Ability to maintain the job
<p>Description of the unit</p>	<p>Role play (60 minutes) Guidelines</p> <ol style="list-style-type: none"> 1. With the same groups using the same case studies, the next activity is a role play on advising the jobseeker on what is needed in order to retain their job, as well as to advance in their job. 2. One group member will be assigned as an Employment Officer and another as the jobseeker, and they will act out their roles as specified in the case study. The third member of the group will also be an Employment Officer and the rapporteur for the group, and write down their observations concerning the role play. 3. During this role play, it should be emphasized that core skills/soft skills are a must to maintain a job and create a good environment in the workplace. It will also be at this stage where the jobseeker has to decide on his/her career path in the job. 4. As the role play starts, the Employment Officer presents a tutorial briefing with the jobseeker on the relevant core skills/soft skills and/or basic life skills and work habits applicable to the case study. Such skills and/or habits can include developing good interpersonal skills, team work, the importance of reliability and timeliness in the work place, and/or how to respond appropriately to supervisors. 5. It is also at this stage where the Employment Officer shares with the jobseeker the handouts on the core skills/soft skills and continues with a lively exchange, which should operate as a Q&A between the jobseeker and the Employment Officer. 6. The Employment Officer must also emphasize the need for the jobseeker to select an appropriate career path. 7. Each group will present the details of their role play, which should be written up in the aqua highlighted section of the transition-to-work action plan worksheet. Please refer to the worksheet. 8. Feedback and concluding remarks from the resource person

Exercise unit 10

Note: Refer to case studies in Unit 3.

Group work

The group members will discuss the different core skills/soft skills, and which of these skills will be applicable to the jobseeker in the case study.

Case study	Core skills/soft skills for the jobseeker

Role play

Transition-to-work action plan worksheet

Each group will present the details of the role play and should be written up in the highlighted section (highlighted in aqua) of the transition-to-work action plan worksheet. Please refer to the worksheet and the section highlighted in aqua in the sample transition-to-work action plan.

Transition-to-Work Action Plan Case study refer to case study in unit 3

Personal information

Family name

Given name

Address

City Telephone

Personal/Environmental issues

.....

Needs identified

.....

Employment goal(s) (short-term/long-term, if applicable)

.....

Needs identified

Education and training (including licenses, certificates, diplomas, etc.)

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Employment history

Company name	Position	Duration of employment
1.		
2.		
3.		

Major skills/specializations, strengths, interests and weaknesses

.....

.....

Major skills that need upgrading/improvement to get back to work

.....

.....

Job search strengths

Areas	Comments
Resume/CV	
Application letter	
Interview skills	
Internet	
Networking	
Labour market trends	
Other areas	

Job maintenance issue

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Assessment summary

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Areas needing follow-up

Areas	Notes/Options
Personal/environmental	
Clear job objective	
Skills improvement	
Job search	
Job maintenance	
Other areas	

Employment options/comments

.....

.....

Information follow-up

Date	Update information

Sample Transition-to-Work Action Plan

Transition-to-work action plan Case study: Pak Adi Soekatno

Personal information

Family name : Soekatno

Given name : Adi

Address : 73 Jalan Ciliwung 272

City : Surabaya, East Java Telephone:

Personal/Environmental issues

- ▶ 52 years old
- ▶ married with two children who are both in university;
- ▶ wife not working and caring for old parents
- ▶ lived in same community all his married life for 20 years
- ▶ lost job due to company staff reduction
- ▶ health issues due to asthma and allergies
- ▶ location of vacancy far from current residence but willing to travel

Needs identified

- ▶ job urgent since he is the family breadwinner
- ▶ separation pay from current company enough for the next three months
- ▶ needs money to support the family

Employment goal(s) (short-term/long-term, if applicable)

- ▶ accountant job or accounting-related job
- ▶ will stay in job until his retirement, which is after eight years
- ▶ willing to accept accountancy job in government or the private sector
- ▶ willing to accept even assistant accountant job

Needs identified

- ▶ needs job urgently since he is the family bread winner
- ▶ current separation pay just enough to cover family expenses for three months
- ▶ eligible for company pension in eight years, if retirement is at 60 years old

Education and training (including licenses, certificates, diplomas, etc.)

- ▶ Completed a bachelor's degree in Accountancy, diploma available
- ▶ topped the licensure examination for accounting
- ▶ completed some units in an MBA (15 units)
- ▶ attended seminars and training programmes on accountancy
- ▶ well updated with accountancy company policies and government policies, taxation requirements, financial markets and corporate finance
- ▶ attended four on-the-job training programmes through the company resource person

Needs identified

- ▶ computer skills deteriorated over time; need upgrading
- ▶ training/orientation upon entry to new job

Employment history

Company name	Position	Duration of employment
1. Company A	Accountant	2005- present
2. Company B	Accounting clerk	2000-05
3. Company C	Internship on accountancy organized by university	1998-1999

Major skills/specializations and strength

- ▶ accountancy and auditing skills
- ▶ taxation and the law
- ▶ financial markets
- ▶ corporate finance

Major skills that need upgrading/improvement to get back to work

- ▶ has to attend computer training, as current accounting systems of proposed companies are computerized
- ▶ there are computer training courses available online for one month; there are also in-person computer training courses offered by local computer companies for one month
- ▶ if accepted in the job, the company conducts employee orientation on company policies, processes, procedures, benefits and awards, etc.

Job search strengths

Areas	Comments
Resume/CV	CV ready with minor revisions; strong technical background and experience
Application letter	Application letter draft ready
Interview skills	Needs to practice interviewing, but should be fine after practice
Internet	Needs to attend computer skills training so he can be familiar with using the internet and with computer systems before new job starts
Networking	Learned of the vacancies through newspaper ads; announcement is also in the ESC
Labour market trends	Need for accountants limited; limited needs for the next two years
Other areas	Related field in auditing

Job maintenance issue

- ▶ attended on-the-job training and seminars while employed in Company A
- ▶ some issues with tardiness which he promised to resolve: leave for work early
- ▶ core skills/soft skills on punctuality and good time management

Assessment summary

Overall, Pak Adi has the right educational background and experiences for any future accountant vacancies. His technical knowledge is strong and is highly recommended, provided he will spend some time to upgrade his computer skills. He drives a car, so distance will not be an issue for him.

He needs a job urgently since he will be out of job in three months. An important consideration is that his maximum stay in the company will be eight years, since he will retire in eight years' time, if 60 years old is the company's retirement age.

Areas needing follow-up

Areas	Notes/Options
Personal/environmental	Keep in mind that he needs a job urgently
Clear job objective	Accountancy jobs
Skills improvement	Computer skills

Areas	Notes/Options
Job search	There are two vacancies coming up in a month's time. His CV and letter of application should be ready at any time.
Job maintenance	He noted his issues of tardiness which he promised to resolve
Other areas	

Employment options/comments

Pak Adi is open for any accountancy post, even if it is an assistant post. Although he accepts this, his years of experience and strong technical skills qualify him for a senior, high-level accountancy post. There are two job vacancies open, and he can be qualified to apply to both vacancies. He needs to prepare three letters of recommendation/references for his job application.

Information for follow - up

Date	Update information
01-07 Sep. 2020	Submit revised CV
26-28 Aug. 2020	Complete computer training; certificate to be submitted to ESC
08-10 Sep. 2020	Send letters of application to the two vacancies with updated CV
04-05 Sep. 2020	Practice and guidance for interview with Employment Officer

► Unit 11: Target groups

Unit title	Target groups
Learning objectives	<p>After completing the unit, the participants will be able to:</p> <ul style="list-style-type: none"> ► Know what is meant by "target groups"; ► Understand the main characteristics of and the most common challenges faced by the different target groups; ► Identify measures that can assist these groups to find employment.
Training methods	Presentation, group discussion, role play

Unit title	Target groups
Materials	<ul style="list-style-type: none"> ▶ Presentation slides (see appendix 11); ▶ Age classification information for youth; ▶ Relevant government regulations for persons with disabilities and migrant workers; ▶ Case studies on target groups; ▶ Practitioners' guides on ESCs; ▶ Role play assessment form
Equipment/Training supplies	Overhead projector, banner and a screen, flipcharts for group work
Room setting	Plenary, banquet hall
Time allocation	2.0 hours
Description of the unit	<p>Lecture and Q & A (15 minutes)</p> <p>The resource person will share the importance of knowing the different types of jobseekers and the kinds of special assistance they may need in the labour market. The resource person will further explain about specific groups focusing on youth, persons with disabilities and migrant workers. The resource person will then explain the classification of youth by age according to the national regulation on classification. In addition, the common and various challenges faced by these target groups when looking for work will also be discussed.</p> <p>It should be noted here that there are other target groups – such as women, elderly workers, the long-term unemployed, rural workers, etc. If other target groups are added to the lecture, more time should be devoted to this session.</p> <p>Q and A</p> <p>Group work (15 minutes)</p> <p>Guidelines</p> <ol style="list-style-type: none"> 1. The participants will be divided into groups of three. Each group will be given a case study on a target group. One person in each group will be assigned to lead the group discussion and another will be the rapporteur who will take notes and make the presentation. 2. For each case study, the group will discuss the characteristics of the target group, the issues and challenges faced by that group, related government regulations, etc. and also discuss employment options. The results of the discussion will be written down on a flipchart and presented. 3. Each group is given five minutes to present their findings. 4. The resource person gives feedback on the group findings.

Unit title	Target groups
Description of the unit	Role play (30 minutes) Guidelines <ol style="list-style-type: none"> 1. With the same groups using the same case studies, the next activity is a role play on advising a jobseeker representing one of the target groups. 2. For the role play, one group member is assigned as an Employment Officer and another as the jobseeker, and they will act out their roles as specified in the case study of the target group (youth, migrant worker, person with disabilities). 3. The third member of the group will also be an Employment Officer and the rapporteur for the group, and will write down their observations on the role play. 4. In the role play, those who play the role an Employment Officer will advise the jobseeker representing the specific target group. 5. The jobseeker will explain the common issues they face as they prepare for entry into the labour market and the challenges they face when looking for a job. 6. The Employment Officer will discuss interactively with the jobseeker, and give advice on how the jobseeker can better prepare themselves to face these challenges. 7. Each group will present the details of the role play in a flipchart and write out their conclusions. Other groups will assess and give their comments and feedback to the group findings. 8. Feedback and concluding remarks from the resource person)

Exercise unit 11

Note: Refer to case studies in Unit 3.

Group work

For each case study, the group will discuss the characteristics of the target group, their issues and challenges, related government regulations, etc., and also discuss employment options.

Case study/ target group	Issues and challenges	Relevant government laws and policies	Employment options

Role play

There are six case studies for the role plays:

- ▶ Case 1: older worker
- ▶ Case 2: youth
- ▶ Case 3: person with disabilities
- ▶ Case 4: long-term unemployed
- ▶ Case 5: migrant worker
- ▶ Case 6: woman worker

Case studies: Target groups

CASE 1: PAK BUDI

- ▶ Is 50 years old and has been working as a company electrician in Qatar for 12 years.
- ▶ He is highly skilled, having gained much knowledge and experience from the company, including attending a number of skills training programs to upgrade his skills.
- ▶ His contract ends in four months, and he is interested in continuing to work in Qatar and find similar employment with the same high rate of pay.
- ▶ He has a family in Indonesia whom he has been supporting through his income as an overseas contract worker.
- ▶ His wife is employed as a pharmacist, and she has been trying to convince Pak Budi to come home, since he has been away for a long time.
- ▶ She has been faced with some difficult family issues – one son has refused to go to school and spends his time with his gangmates; their children likewise need fatherly guidance.
- ▶ Over the years, Pak Budi (assisted by his wife's frugality) was able to save more than enough for the future university education of their three children.
- ▶ Pak Budi is worried that he might not be able to get a highly paid job when he decides to return home.

CASE 2: IBU INDAH

- ▶ Is a new business graduate aged 24 years.
- ▶ She is still unemployed and presently looking for work.
- ▶ Her parents have been running their batik business for 20 years with about 100 staff.
- ▶ Their business has grown throughout the years, and has been passed on through generations of the family
- ▶ In a couple of years, her parents would like to pass on the management of the business to Ibu Indah, and have been trying to convince her to go through the company's internship programme and observe the operations of the company.
- ▶ Ibu Indah wanted to be independent and find her own job.
- ▶ The economy has been in recession and jobs have been difficult to find.
- ▶ Many young graduates, even from previous years, have still not been able to get good jobs.

CASE 3: PAK BAYU

- ▶ Is a very capable architect who worked for five years until he met a serious accident.
- ▶ He has been paralyzed from the waist down and unable to walk.
- ▶ Medical specialists have given him the prognosis that he will stay paralyzed for the rest of his life.
- ▶ Because of his condition, Pak Bayu has suffered depression and refused to work.
- ▶ His wife and family have been very supportive, hoping they could convince him to get back to his work as an architect.
- ▶ A government community housing project has announced the need for an experienced architect.
- ▶ A close family friend has just opened his own architectural company and has invited Pak Bayu to join him; new projects have been coming in.

CASE 4: PAK ANDRI

- ▶ Pak Andri is 38 years old and lives with his ageing parents.
- ▶ He was a skilled company maintenance technician, but has been staying at home for almost a year now since he was laid-off due to financial problems at the company.
- ▶ He couldn't find a job, and with the pandemic, finding a job has been doubly difficult.
- ▶ He managed to complete three years of advanced vocational training in construction, including technical skills in electricity and plumbing.
- ▶ Pak Andri does not want to be a burden to his parents, and is thinking how to earn some income.
- ▶ They live in a progressive neighborhood where a number of online services have thrived (such as, cleaning services; construction and repair services)
- ▶ Many households in the neighborhood can benefit from Pak Andri's advanced skills.

CASE 5: IBU ANNISA

- ▶ Was a domestic worker in Hong Kong, China, for three years until she had to return home to take care of her husband due to him being in a car accident.
- ▶ In one year, her husband had fully recovered, so she decided to go back to Hong Kong, China.
- ▶ Income was good, and it was the family's dream to own a home that they had built themselves.
- ▶ Her former recruitment agent has since closed their business, and she has been trying to look through some recruitment agencies.
- ▶ However, the family does not have enough funds to pay for fees and her airfare.
- ▶ Meanwhile, her husband has returned to his job, and has been trying to convince Ibu Annisa not to go back to being a domestic worker abroad and to just find work locally.

CASE 6: IBU MEGA

- ▶ Worked for three years after graduating from an accountancy course.
- ▶ When she married, she decided to stop working until her son had grown up.
- ▶ A big real estate company in the city has just advertised for an Accounting Assistant position with good social security and fringe benefits.
- ▶ A male former classmate with the same experience and background was also interested in the position.
- ▶ Ibu Mega is keen to work in this company, and has to prepare herself well so she can get the position.

▶ Unit 12: Emergency employment services

Unit title	Emergency employment services
Learning objectives	<p>After completing the unit, the participants will be able to:</p> <ul style="list-style-type: none"> ▶ Learn what is meant by “emergency employment response”; ▶ Learn how to respond to emergency employment situations; ▶ Understand the main challenges during an emergency situation (given the most common employment conditions); ▶ Identify assistance measures for both jobseekers and employers in and during emergency employment situations.
Training methods	Presentation, group discussion, role play
Materials	<ul style="list-style-type: none"> ▶ Presentation slides (see appendix 11); ▶ Case studies of emergency situations that impact employment; ▶ Practitioners’ guides on employment service centres; ▶ Role play assessment form
Equipment/Training supplies	Overhead projector, banner and a screen, flipcharts for group work
Room setting	Plenary, banquet
Time allocation	2.0 hours

Unit title	Emergency employment services
Description of the unit	<p>Lecture and Q & A (15 minutes)</p> <p>The resource person will speak about the employment situation during emergency conditions that affect both economic and production activities. The explanation will focus on the main challenges and impacts (loss of employment, layoffs and reduction of working hours, business closures, etc.) and their implications on payment of wages and even loss of income. The goal is to focus on particular recovery measures that can help people get back into employment in the short-term and/or secure temporary employment.</p> <p>Q and A</p> <p>Group work (30 minutes) Guidelines</p> <ol style="list-style-type: none"> 1. group will be assigned to lead the group discussion and another will be the rapporteur who will take notes and make the presentation. 2. Each group will be assigned one of the following three cases studies: the Banda Aceh disaster; the Asian economic and financial crisis; and the COVID-19 pandemic. The group will discuss the impact and challenges on employment during the emergency situation, and explain the effects on both jobseekers and employers. They will also recommend measures or programmes to respond to these challenges. The impacts/challenges and recommended measures/programmes should be written down on the flipchart. 3. Each group is given five minutes to present their findings. 4. The resource person gives feedback on the group findings. <p>Role play (60 mins) Guidelines</p> <ol style="list-style-type: none"> 1. The resource person generates pairs of participants who will be assigned a case study. One member of the pair will play the role of an Employment Officer and the other will be a jobseeker. 2. Each pair will be assigned to assess the following tasks, keeping in mind the emergency situation, the related challenges and the need for quick action: <ul style="list-style-type: none"> ▶ Registering jobseekers (jobseeker registration); ▶ Matching jobs with jobseekers (career counselling); ▶ Recommending labour market programmes to reduce the skills gap (vocational counselling); ▶ Meeting the needs of target groups of jobseekers (that is, youth, people with disabilities, women, etc.); ▶ Advocacy with employers and obtaining vacancies 3. During the role play, those who play the role of the Employment Officer will advise the jobseeker on the task in question and on how to prepare themselves given the current emergency situation.

Unit title	Emergency employment services
Description of the unit	<ol style="list-style-type: none"> 4. The Employment Officer will open up an interactive discussion with the jobseeker and give advice. 5. A list of steps to be taken by the jobseeker will be agreed between the Employment Officer and the jobseeker during their interactive discussions. 6. These steps should be written down on the flipchart, and will be presented group by pair. 7. During the presentation, other groups will assess and give the comments and feedback. 8. Feedback and concluding remarks from the resource person

Exercise unit 12

Case Study

A. INDONESIA BANDA ACEH EARTHQUAKE AND TSUNAMI (2004)



Photo credit: ILO, *Guidelines for Establishing Emergency Public Employment Services*, 2005.

The massive earthquake and tsunami that hit Indonesia in December 2004 left hundreds of thousands dead. An estimated 4 million people in Indonesia, India, the Maldives, Malaysia, Myanmar, Sri Lanka, Somalia, Seychelles and Thailand faced the loss of their livelihoods and the risk of sinking deeper into poverty.

The Indonesian province of Aceh, with a population of 4.2 million had an estimated 250,000 unemployed before the tsunami hit the island of Sumatra. After the disaster, it was estimated that an additional 600,000 people lost their jobs. Most affected were in Aceh province and the island of Nias.

Emergency public employment services are crucial in the aftermath of a natural disaster when changes in labour demand and labour supply are larger and occur faster in less predictable directions, and when employment needs are pressing.⁴ The majority of the job losses stemming from the tsunami occurred in the services sector, agriculture, plantations, fishing and small businesses.⁵

During his visit to Banda Aceh, the Minister of Manpower, HE Fahmi Idris, said that “it was important to involve the Acehnese people in recovery and reconstruction and to increase their skills and capacities so that they can be actively involved”.

The ILO established employment centres that have provided job registration and placement services and worked to identify training needs and opportunities.

The ILO strategy for emergency public employment services (PES) emphasized:

- ▶ Emergency PES must be flexible and must respond swiftly to emerging need;
- ▶ Emergency PES needs to be particularly proactive and inventive to market their services via appropriate media, publicity materials, special events, and visits to project sites;
- ▶ PES should complement and collaborate with private employment agencies operating in sectors of the labour market.

B. ASIAN ECONOMIC AND FINANCIAL CRISIS⁶

The Asian economic and financial crisis started in Thailand in mid-1997 and was restricted to a few countries in East Asia and South-East Asia, including Indonesia. At that time, Indonesia’s annual GDP growth was positive at 4.5 per cent, but a massive decline was experienced in 1998. By 1999, it recorded a low positive growth of 0.9 per cent. Unemployment rates were already increasing before the crisis, but it increased further in 1998 to 5.5 per cent of the labour force before reaching 6.4 per cent in 1999. Indonesia was truly affected by the economic crisis.

The high unemployment rate was due to retrenchments, lay-offs and loss of job opportunities with the closing down of enterprises affected by the crisis. An increase in the level of poverty followed. This was further aggravated by the lack of unemployment insurance, increased underemployment and a rise in low-paying self-employment.

4 ILO, *Earthquake-Tsunami Response: ILO Proposals for Reconstruction, Rehabilitation and Recovery*, 2005

5 ILO, “After the Tsunami: In the Wake of the Disaster, ILO Helps Rebuild Lives and Livelihoods”, *World of Work*, No. 53 (2005), 15–21.

6 Jayansankar Krishnamurty, “Learning from the 1997-98 Asian Financial Crisis: The ILO Experience in Thailand and Indonesia”, ILO Employment Sector Employment Report No. 3, 2009.



Among various groups of workers, women workers were very much affected. Job losses were high in manufacturing and construction sectors. Despite making up just 38 per cent of the total labour force, women accounted for 48 per cent of those who were retrenched. Indonesian migrant workers were not spared by the crisis, as upon their return from Malaysia, these workers exacerbated the domestic problems.

Social protection was not sufficiently provided, especially for those who lost employment.

The existing labour market information and public employment services needed to be improved to meet the needs of many during this crisis situation.

C. DEALING WITH THE COVID-19 PANDEMIC ⁷



Photo credit: ILO, "Country Policy Responses: Indonesia", COVID-19 and the World of Work Fact Sheet, November 2020.

⁷ ILO, "Country Policy Responses: Indonesia", COVID-19 and the World of Work Fact Sheet, November 2020.

The COVID-19 pandemic has been one of the greatest health crises in the world. A global crisis, it has brought very tragic consequences for the health and lives of thousands of people everywhere. Indonesia's economy was very much affected: businesses in many sectors had to temporarily close to control the spread of the virus; to implement health protocol measures for the protection of many; and to organize new working arrangements. In fact, some businesses and sectors even had to stop operation since many workers stopped going to work for fear of being infected. This affected the viability of the enterprises, many of which also had to contend with changing consumer behaviours and a change in the demand for services.⁸

Many workers were left either temporarily or partially unemployed. New ways of working emerged – like doing work from home – and delivery of services changed. Workers in the informal sector found themselves losing their livelihoods and incomes, thereby sending many into poverty.

In Indonesia, among the hardest hit sectors were retail trade, accommodation, food services and manufacturing. Women and youth have suffered disproportionately from the socio-economic impacts.⁹ Aside from the more immediate and direct health concerns, the COVID-19 crisis very much affected access to decent jobs, education, livelihood, food and health services.

8 ILO, "Restructuring for Recovery and Resilience in Response to COVID-19 Crisis", ILO Enterprise Department Brief, 2020.

9 ILO et al., *From Crisis to Opportunity for Sustainable Peace: A Joint Perspective on Responding to Health, Employment and Peacebuilding Challenges in Times of COVID-19*.



V.

Services

for employers

► Unit 13: Providing effective services to employers

Unit title	Providing effective services to employers
Learning objectives	<p>After completing the unit, participants will be able to:</p> <ul style="list-style-type: none"> ▶ Provide proper advice to employers on their job vacancy notice; ▶ Disseminate the mandatory reporting form for employers (AK 3 – jobseeker placement card), which emphasizes the essential qualifications needed by employers; ▶ Match vacancies and potential candidates through the AK 3 form; ▶ Share useful and up-to-date information with employers, such as occupational minimum wages information, regulations and workforce planning information
Training methods	Presentation, group discussion, role play
Materials	<ul style="list-style-type: none"> ▶ Presentation slides (see appendix 11); ▶ Occupational information, job vacancy notice, CV and application letter (handouts); ▶ AK 3 and AK 4 (handouts); ▶ Case studies on job vacancies; ▶ Practitioners' guides on ESCs; ▶ Role play assessment form
Equipment/Training supplies	Overhead projector, banner and a screen, flipcharts for group work
Room setting	Plenary, banquet
Time allocation	3.0 hours
Description of the unit	<p>Lecture and Q & A (40 minutes)</p> <p>The resource person will explain how the ESC can assist the employers in their recruitment efforts, such as by posting their vacancy requirements (AK 3 jobseeker placement cards) and providing information that is easily understood by jobseekers, such as the type of work, minimum wage information, regulations, and particular skills needed (including core skills/ soft skills, work attitudes and experience).</p> <p>The resource person will also explain how Employment Officers can provide invaluable help in developing job vacancy notices that emphasize the essential qualifications needed by an employer. It will also be explained that support from ESC can help employers identify a manageable number of pre-screened candidates who meet the basic vacancy requirements. The resource person will also address the importance of providing occupational wage information to employers.</p> <p>Q&A</p>

Unit title	Provision of general information on public employment services
Description of the unit	<p>Group work (90 minutes) Guidelines</p> <ol style="list-style-type: none"> 1. The participants will be divided into groups of three. Each group will be given a sample description of a job vacancy and a list of qualifications required by the employer for a certain occupation. 2. One person in each group will be assigned to lead the group discussion and another will be the rapporteur who will take notes and make the presentation. 3. Participants will prepare a job vacancy notice for an employer specifying the requirements according to the list of qualifications. The job vacancy notice should be clear and easily understood by jobseekers. Further, the group will discuss the availability of information needed to find potential candidates as well as how to pre-screen candidates. 4. Each group will present their vacancy notice and findings. 5. The resource person gives feedback on group findings. <p>Role play (120 minutes) Guidelines</p> <ol style="list-style-type: none"> 1. The resource person will select pairs of participants: one will play the role of an Employment Officer and the other an employer. 2. Both participants will be given occupational information, a job vacancy notice with specific skill requirements, core skills/soft skills requirement, experiences, a CV and application letter, and an information sheet on the past education, training, skills certificates, jobs and achievements of the jobseeker. 3. During the role play, the Employment Officer will advise the employer on how to create a job vacancy notice that emphasizes the essential qualifications needed, and how to post the notice at the ESC. The Employment Officer will gather the information from the employer and then guide the employer to improve the job vacancy notice. An AK 3 card will be used. 4. They will also discuss how potential candidates for the vacancy can be identified and pre-screened using the jobseeker's CV, application letter and other supporting documents. 5. Each group will present the results of their role play. 6. Feedback and concluding remarks from the resource person.

Exercise unit 13

Job vacancy advertisement

a. Company A

Position: Customer support and sales officer

The company is looking for passionate individuals who can deliver personalized and memorable experiences to clients and customers; can answer questions of clients, address their concerns about particular company products and/or services; knows the way around the computer and comfortable supporting customers through phone, chat or email.

The candidates must be at least 18 years of age; completed at least 2 years of college/university education; with basic computer navigation skills; good command of the English language; willingness to work on shifting schedules; quick to solve problems/issues.

The company is located in Jakarta City and offers salary at IDR 8M to 12M per month; paid training from day 1; many opportunities for growth (93% of posts are filled internally); a leadership team that hears your voice; working as a team and know that when working together, more can be accomplished; fun team environment where everyone works hard to build trust every single day; health and social security benefits for staff and family.

b. Company B

Position: Financial Analyst

Company B needs a person who is responsible for service delivery of specific financial data; coordinates with

counterpart at the head office, Global Finance Officer; punctual with deadlines and has good time management; able to work within a team; performs day-to-day operations with Finance Team; able to proactively identify, rectify and follow-up errors and causes of errors; ensure timeliness, quality and accuracy of work; resolve complex processes issues; handle risks through mitigation; support auditors with legal authorities; ensure strong internal controls are in place; accurate and timely monthly reporting.

Applicants must have at least a university degree in finance or in any related field, or equivalent; at least 2 years' experience in financial systems; excellent oral and communications skills; ability to organize ideas in a logical and systematic manner; quantitative and analytical skills for problem-solving and risk mitigation; strong knowledge of financial accounting principles and processes; ability to identify areas for improvement and work effectiveness; demonstrate sound work ethic, team building, respect and cultural sensitivity.

At its Yogyakarta Office, the company offers salary of IDR 30M to IDR 40M depending on experience; full social security and health benefits for staff and family; mid-year bonus and 13th and 14th month bonus; night shift allowance; in-house training and seminars.

c. Company C

Position: Cabin attendant with shipping line

Originating from mainland ports, the job requires enroute beverage and snack services and ensuring passenger safety and comfort; main focus of position in on-board hospitality and customer care.

Job applicants must be 21 years of age, with 6 months of bartending or food service experience and not prone to seasickness; ability to work at all ports; must pass all required Indonesian Coast Guard drug screening and background checks; must be able to work a combination of early mornings, afternoons, evenings and weekends; holidays will be required; if hired, work hours will be 20–24 hours per week, seven days a week.

The LV Shipping and Transport, company offers salary of IDR 45.0M to 60M depending on experience; position provides paid training; overtime on company holidays, free employee travel and family discounted travel rates.

Main office in Jakarta City but may be assigned from time to time to cities of destination ports.

d. Company D

Position: Junior Graphic Designer

The job requires formulation of marketing strategies, developing and implementing promotional programmes, and ensuring that the objectives are met; handle all production related activities and tasks

The candidate must possess at least a professional certificate, diploma or advanced diploma in business studies, administration/management, art/design/creative multimedia advertising or equivalent; 0–1 year work experience in the related field or fresh graduate; must know Adobe Illustrator, Adobe Photoshop, Corel Draw; promote strategies, develop and implement promotional programmes; handle and coordinate all production-related activities and tasks; English and Chinese languages required.

A competitive salary and benefits await the chosen candidate.

Main office is located in Bali but must coordinate with sister companies in Malaysia and Singapore.

e. Company E

Position: Sales engineer

Position is open to graduates of engineering, interior design, architecture, marketing or equivalent; candidate must have excellent communication skills, self-motivated, assertive and hardworking; must have a positive work attitude, adaptable and can work well under pressure.

To prepare and conduct product presentations (formal or informal) to various clients; to promote our products to various clients; and establish a network of key accounts to create long-term business relationships.

An attractive salary complete with benefits and commission awaits the lucky candidate.

Send your resume to PT Piedra Inc. Jakarta City.

f. Company F

Position: Owner/Entrepreneur of a spa business franchise

Business experience: Individual must be familiar with the business, its rewards and challenges; must demonstrate successful management or ownership of previous business endeavors and had the ability to rapidly grow with the company

Business plan: Must have the ability to develop and execute a business plan; know where to get the right employees/staff; know where and how to obtain the necessary licenses and permits; must know which types of services will be offered in the spa (for example, skin care; massage; and body treatments); figure out the spa equipment.

Manages financial concerns: Ability to manage finances well including a thorough understanding of the financial statements

Good management skills: Commitment to personally supervise the day-to-day operations of the spa business; must create the brand and select the name for the business; good marketing skills to new clients

Training: Willing to undergo intensive training and comprehensive training on spa management and operation for 4 months in the Bali International Spa Academy to become proficient in all

aspects of spa management. This will be accompanied by a two-month internship programme in an actual spa boutique.

Exceptional customer experience: Ability to effectively and efficiently manage a core staff of spa employees including motivating them to provide efficient customer services.

Space and location: Have available space of at least 41 square meters to run the spa business and location must be strategic and accessible to many customers.

Good credit history: Must have good, acceptable credit history to be able to establish the business and its requirements.

Appendices

► Appendix 1. Handout – Unit 1: Employment Service Convention, 1948 (No 88)

The General Conference of the International Labour Organisation,

Having been convened at San Francisco by the Governing Body of the International Labour Office, and having met in its Thirty-first Session on 17 June 1948, and

Having decided upon the adoption of certain proposals concerning the organisation of the employment service, which is included in the fourth item on the agenda of the session, and

Having determined that these proposals shall take the form of an international Convention,

adopts this ninth day of July of the year one thousand nine hundred and forty-eight the following Convention, which may be cited as the Employment Service Convention, 1948:

Article 1

1. Each Member of the International Labour Organisation for which this Convention is in force shall maintain or ensure the maintenance of a free public employment service.
2. The essential duty of the employment service shall be to ensure, in co-operation where necessary with other public and private bodies concerned, the best possible organisation of the employment market as an integral part of the national

programme for the achievement and maintenance of full employment and the development and use of productive resources.

Article 2

The employment service shall consist of a national system of employment offices under the direction of a national authority.

Article 3

1. The system shall comprise a network of local and, where appropriate, regional offices, sufficient in number to serve each geographical area of the country and conveniently located for employers and workers.
2. The organisation of the network shall:
 - a. be reviewed—
 - i. whenever significant changes occur in the distribution of economic activity and of the working population, and
 - ii. whenever the competent authority considers a review desirable to assess the experience gained during a period of experimental operation; and
 - b. be revised whenever such review shows revision to be necessary.

Article 4

1. Suitable arrangements shall be made through advisory committees for the co-operation of representatives of employers and workers in the organisation and operation of the employment service and in the development of employment service policy.
2. These arrangements shall provide for one or more national advisory committees and where necessary for regional and local committees.
3. The representatives of employers and workers on these committees shall be appointed in equal numbers after consultation with representative organisations of employers and workers, where such organisations exist.

Article 5

The general policy of the employment service in regard to referral of workers to available employment shall be developed after consultation of representatives of employers and workers through the advisory committees provided for in Article 4.

Article 6

The employment service shall be so organised as to ensure effective recruitment and placement, and for this purpose shall:

- a. assist workers to find suitable employment and assist employers to find suitable workers, and more particularly shall, in accordance with rules framed on a national basis—
 - ii. register applicants for employment, take note of their occupational qualifications, experience and desires, interview them for employment, evaluate if necessary their physical and vocational capacity,

and assist them where appropriate to obtain vocational guidance or vocational training or retraining,

- iii. obtain from employers precise information on vacancies notified by them to the service and the requirements to be met by the workers whom they are seeking,
- iv. refer to available employment applicants with suitable skills and physical capacity,
- v. refer applicants and vacancies from one employment office to another, in cases in which the applicants cannot be suitably placed or the vacancies suitably filled by the original office or in which other circumstances warrant such action;

- b. take appropriate measures to--
 - i. facilitate occupational mobility with a view to adjusting the supply of labour to employment opportunities in the various occupations,
 - ii. facilitate geographical mobility with a view to assisting the movement of workers to areas with suitable employment opportunities,
 - iii. facilitate temporary transfers of workers from one area to another as a means of meeting temporary local maladjustments in the supply of or the demand for workers,
 - iv. facilitate any movement of workers from one country to another which may have been approved by the governments concerned;
- c. collect and analyse, in co-operation where appropriate with other authorities and with management and trade unions, the fullest available information on the situation of the employment market and its probable evolution, both in the country

as a whole and in the different industries, occupations and areas, and make such information available systematically and promptly to the public authorities, the employers' and workers' organisations concerned, and the general public;

- d. co-operate in the administration of unemployment insurance and assistance and of other measures for the relief of the unemployed; and
- e. assist, as necessary, other public and private bodies in social and economic planning calculated to ensure a favourable employment situation.

Article 7

Measures shall be taken:

- a. to facilitate within the various employment offices specialisation by occupations and by industries, such as agriculture and any other branch of activity in which such specialisation may be useful; and
- b. to meet adequately the needs of particular categories of applicants for employment, such as disabled persons.

Article 8

Special arrangements for juveniles shall be initiated and developed within the framework of the employment and vocational guidance services.

Article 9

1. The staff of the employment service shall be composed of public officials whose status and conditions of service are such that they are independent of changes of government and of improper external influences and, subject to the needs of the service, are assured of stability of employment.

2. Subject to any conditions for recruitment to the public service which may be prescribed by national laws or regulations, the staff of the employment service shall be recruited with sole regard to their qualifications for the performance of their duties.
3. The means of ascertaining such qualifications shall be determined by the competent authority.
4. The staff of the employment service shall be adequately trained for the performance of their duties.

Article 10

The employment service and other public authorities where appropriate shall, in co-operation with employers' and workers' organisations and other interested bodies, take all possible measures to encourage full use of employment service facilities by employers and workers on a voluntary basis.

Article 11

The competent authorities shall take the necessary measures to secure effective co-operation between the public employment service and private employment agencies not conducted with a view to profit.

Article 12

1. In the case of a Member the territory of which includes large areas where, by reason of the sparseness of the population or the stage of development of the area, the competent authority considers it impracticable to enforce the provisions of this Convention, the authority may exempt such areas from the application of this Convention either generally or with such exceptions in respect of particular undertakings or occupations as it thinks fit.

2. Each Member shall indicate in its first annual report upon the application of this Convention submitted under Article 22 of the Constitution of the International Labour Organisation any areas in respect of which it proposes to have recourse to the provisions of the present Article and shall give the reasons for which it proposes to have recourse thereto; no Member shall, after the date of its first annual report, have recourse to the provisions of the present Article except in respect of areas so indicated.
3. Each Member having recourse to the provisions of the present Article shall indicate in subsequent annual reports any areas in respect of which it renounces the right to have recourse to the provisions of the present Article.
 - c. the territories in respect of which the Convention is inapplicable and in such cases the grounds on which it is inapplicable;
 - d. the territories in respect of which it reserves its decision.

Article 13

1. In respect of the territories referred to in Article 35 of the Constitution of the International Labour Organisation as amended by the Constitution of the International Labour Organisation Instrument of Amendment 1946, other than the territories referred to in paragraphs 4 and 5 of the said Article as so amended, each Member of the Organisation which ratifies this Convention shall communicate to the Director-General of the International Labour Office as soon as possible after ratification a declaration stating:
 - a. the territories in respect of which it undertakes that the provisions of the Convention shall be applied without modification;
 - b. the territories in respect of which it undertakes that the provisions of the Convention shall be applied subject to modifications, together with details of the said modifications;
2. The undertakings referred to in subparagraphs (a) and (b) of paragraph 1 of this Article shall be deemed to be an integral part of the ratification and shall have the force of ratification.
3. Any Member may at any time by a subsequent declaration cancel in whole or in part any reservations made in its original declaration in virtue of subparagraphs (b), (c) or (d) of paragraph 1 of this Article.
4. Any Member may, at any time at which the Convention is subject to denunciation in accordance with the provisions of Article 16, communicate to the Director-General a declaration modifying in any other respect the terms of any former declaration and stating the present position in respect of such territories as it may specify.

Article 14

1. Where the subject matter of this Convention is within the self-governing powers of any non-metropolitan territory, the Member responsible for the international relations of that territory may, in agreement with the government of the territory, communicate to the Director-General of the International Labour Office a declaration accepting on behalf of the territory the obligations of this Convention.
2. declaration accepting the obligations of this Convention may be communicated to the Director-General of the International Labour Office:

- a. by two or more Members of the Organisation in respect of any territory which is under their joint authority; or
 - b. by any international authority responsible for the administration of any territory, in virtue of the Charter of the United Nations or otherwise, in respect of any such territory.
3. Declarations communicated to the Director-General of the International Labour Office in accordance with the preceding paragraphs of this Article shall indicate whether the provisions of the Convention will be applied in the territory concerned without modification or subject to modifications; when the declaration indicates that the provisions of the Convention will be applied subject to modifications, it shall give details of the said modifications.
 4. The Member, Members or international authority concerned may at any time by a subsequent declaration renounce in whole or in part the right to have recourse to any modification indicated in any former declaration.
 5. The Member, Members or international authority concerned may, at any time at which this Convention is subject to denunciation in accordance with the provisions of Article 17, communicate to the Director-General a declaration modifying in any other respect the terms of any former declaration and stating the present position in respect of the application of the Convention.

Article 15

The formal ratifications of this Convention shall be communicated to the Director-General of the International Labour Office for registration.

Article 16

1. This Convention shall be binding only upon those Members of the International Labour Organisation whose ratifications have been registered with the Director-General.
2. It shall come into force twelve months after the date on which the ratifications of two Members have been registered with the Director-General.
3. Thereafter, this Convention shall come into force for any Member twelve months after the date on which its ratifications has been registered.

Article 17

1. A Member which has ratified this Convention may denounce it after the expiration of ten years from the date on which the Convention first comes into force, by an act communicated to the Director-General of the International Labour Office for registration. Such denunciation shall not take effect until one year after the date on which it is registered.
2. Each Member which has ratified this Convention and which does not, within the year following the expiration of the period of ten years mentioned in the preceding paragraph, exercise the right of denunciation provided for in this Article, will be bound for another period of ten years and, thereafter, may denounce this Convention at the expiration of each period of ten years under the terms provided for in this Article.

Article 18

1. The Director-General of the International Labour Office shall notify all Members of the International Labour Organisation

of the registration of all ratifications, declarations and denunciations communicated to him by the Members of the Organisation.

2. When notifying the Members of the Organisation of the registration of the second ratification communicated to him, the Director-General shall draw the attention of the Members of the Organisation to the date upon which the Convention will come into force.

Article 19

The Director-General of the International Labour Office shall communicate to the Secretary-General of the United Nations for registration in accordance with Article 102 of the Charter of the United Nations full particulars of all ratifications, declarations and acts of denunciation registered by him in accordance with the provisions of the preceding Articles.

Article 20

At such times as it may consider necessary the Governing Body of the International Labour Office shall present to the General Conference a report on the working of this Convention and shall examine the desirability of placing on the agenda of the Conference the question of its revision in whole or in part.

Article 21

1. Should the Conference adopt a new Convention revising this Convention in whole or in part, then, unless the new Convention otherwise provides:
 - a. the ratification by a Member of the new revising Convention shall ipso jure involve the immediate denunciation of this Convention,

notwithstanding the provisions of Article 17 above, if and when the new revising Convention shall have come into force;

- b. as from the date when the new revising Convention comes into force this Convention shall cease to be open to ratification by the Members.
2. This Convention shall in any case remain in force in its actual form and content for those Members which have ratified it but have not ratified the revising Convention.

Article 22

The English and French versions of the text of this Convention are equally authoritative.

► **Appendix 2. Handout – Unit 1: Comparative table of selected countries on laws, policies and practices in relation to provisions of ILO Convention No 88**

Provisions in ILO Convention No. 88	Indonesia	Japan Hello Work: Employment Service Centre	People's Republic of China Employment Service Act	Philippines Public Employment Service Office (PESO) (PESO Act 1999)
Article 1 Maintenance of a free public employment services.	KEPRES NO 36 Tahun 2002 tentang pengesahan konvensi ILO no 88 mengenai Lembaga Pelayanan Penempatan Tenaga Kerja	Hello Work is the name of the Employment Service Centre operated by the Government of Japan	Article 13: Employment services processed by public service institutions shall be free of charge in principle.	PESO is a non-fee charging institution established in local government units in coordination with the Department of Labor and Employment (DOLE).
Article 2 Employment service shall consist of a national system of employment offices under the direction of a national authority.	KEPMENAKER no 39 tahun 2016. Tentang PENEMPATAN TENAGA KERJA PP NO 37 tahun 2021 Tentang PENYELENGGARAAN PROGRAM JAMINAN KEHILANGAN PEEKERJAAN MANFAAT AKSES INFORMASI PASAR KERJA Pasal 25 Ayat 1 a. Informasi pasarkerja dan/ atau b. Bimbingan jabatan	Hello Work was established under: Employment Security Act, Ministry of Health, Labour and Welfare. ¹⁰	Article 6: Competent authority refers to the Ministry of Labour at the central government level, county and city levels. Article 12: Competent authorities may establish public services institutions in such places to meet the business needs. The Central Competent authority shall set the guidelines on the establishment of public employment institutions.	PESO is a non-fee charging institution established in local government units in coordination with the DOLE. DOLE acts as the national authority

¹⁰ Japan Employment Security Act No. 141 of November 30, 1947

Provisions in ILO Convention No. 88	Indonesia	Japan Hello Work: Employment Service Centre	People's Republic of China Employment Service Act	Philippines Public Employment Service Office (PESO) (PESO Act 1999)
	<p>Pasal 27</p> <p>a. Assesment diri dan penilaian diri dan/atau</p> <p>b. Konseling karir</p>			
<p>Article 3</p> <p>The system shall comprise a network of local and where appropriate regional offices sufficient in number to serv each geographical area of the country and convenient located for employers and workers.</p>	<p>PP NO 37 tahun 2021 Tentang PENYELENGGARAAN PROGRAM JAMINAN KEHILANGAN PEEKERJAAN</p> <p>Ayat 2</p> <p>Layanan sebagaimana yang dikmaksud di ayat (1) dilakukan oleh pengantar kerja/petugas antar kerja melalui sistema informasi ketenagakerjaan</p>	<p>There are 544 Hello Work offices around the country that are responsible for administering unemployment benefits, and providing job search support and placement to registered jobseekers.</p> <p>Hello Work also provides services to employers on human resources (job offering and introduction of applicants) and applications for employment insurance.</p>	<p>Article 6</p> <p>Competent authority refers to the Ministry of Labour at the central government level, county and city levels.</p>	<p>These are established in capital towns of key provinces, key cities and strategic areas. PESOs are community-based and maintained largely by the local government units and a number of non-governmental organizations and state universities and colleges. They are linked to DOLE's Regional Offices for coordination and technical supervision and to DOLE at the national level to constitute the national employment service network.</p>
<p>Article 4</p> <p>Suitable arrangement shall be made through advisory committees for the cooperation of representatives of employers and workers.</p>	n/a	n/a	<p>Article 7</p> <p>The competent authority may invite representatives of labour, employers and government officials together with scholars and experts to review and consult matters regarding employment services and employment promotion.</p>	<p>The PESOs assist both jobseekers and employers for the prompt and timely delivery of employment services and for adequate information on employment and the labour market</p>

Provisions in ILO Convention No. 88	Indonesia	Japan Hello Work: Employment Service Centre	People's Republic of China Employment Service Act	Philippines Public Employment Service Office (PESO) (PESO Act 1999)
<p>Article 6 The employment services shall be organized a to ensure effective recruitment and placement.</p>	n/a	<p>Hello Work provides jobseekers two major services: job application procedures (job application, employment consultation and occupation introduction); and employment insurance procedures.</p>	<p>Article 17: Public employment services institutions shall provide employment counselling for job applicants and refer them to work, vocational training, skill examination, entrepreneurial guidance, jobs referral, unemployment recognition or applying for unemployment benefits.</p>	<p>PESOs aim to ensure prompt and efficient delivery of employment facilitation services, and core services include the provision of labour market information; referral and placement; and employment coaching and career counselling.</p>
<p>Article 7</p> <p>a. Facilitate within the various employment offices specialization by occupations and by industries;</p> <p>b. Meet adequately the needs of particular categories of applicants for employment, such as disabled persons</p>	n/a	<p>Hello Work offices have an extensive database of job offers available for citizens, not just young jobseekers but also elderly people and people with disabilities.</p>	<p>Article 24: The competent authorities shall make plans to promote their employment and provide relevant allowance and benefits. These include persons who support their families alone; senior or middle-aged persons; the disabled; indigenous peoples, etc.</p>	<p>The PESOs cater to jobseekers, employers, students, migrant workers, people with disabilities, returning migrant workers, displaced workers, the elderly, etc.</p>

► Appendix 3. Handout – Unit 1: Rate your PES

Group work

Time: 15 minutes

Divide into country teams

Rating Scale:

Basic = Able to provide basic service but on a limited level

Intermediate = Some tools available

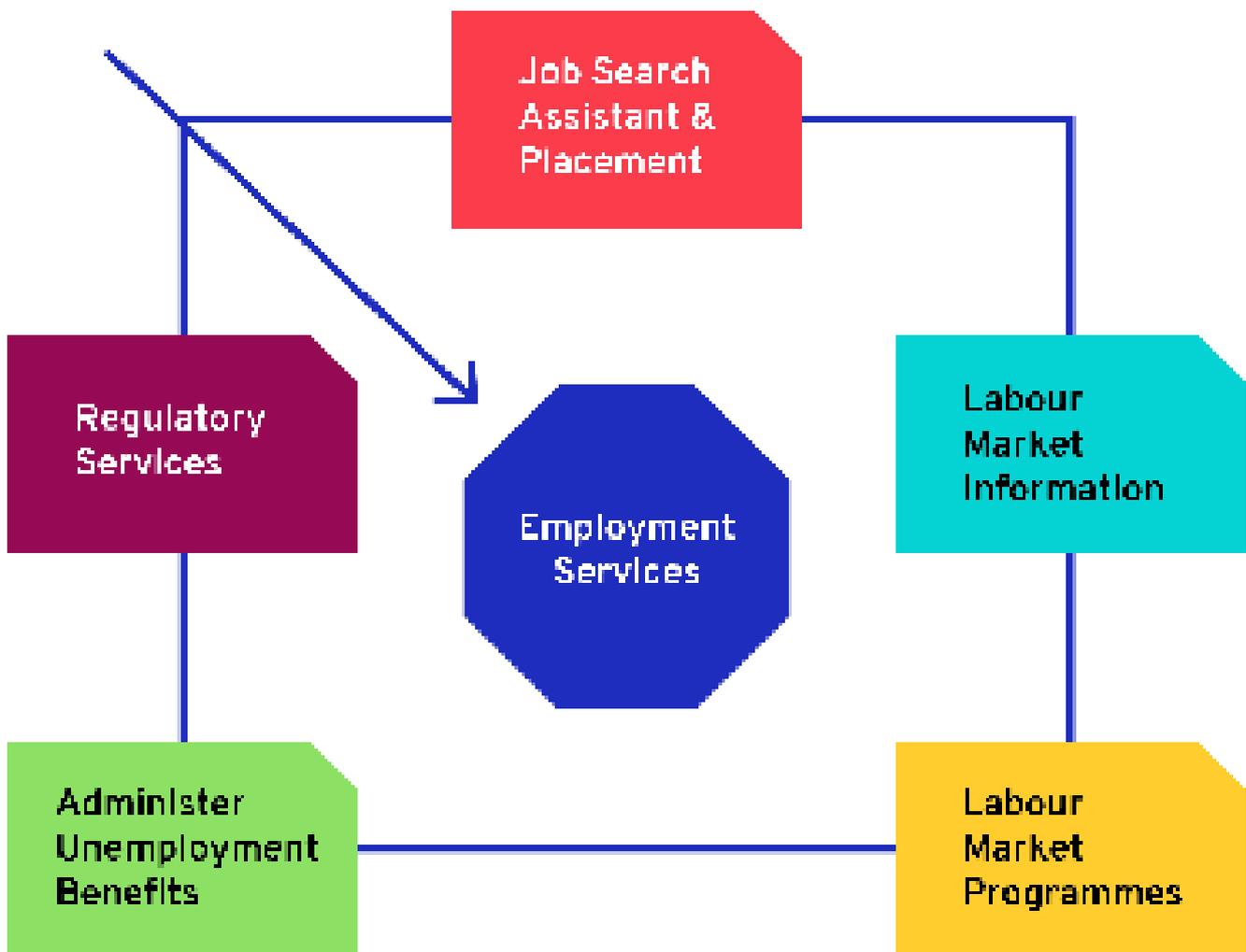
Advanced = Many tools including electronic systems

Feedback

Time: 20 minutes

Plenary Session

Each group will briefly report on their rating of the core services providing explanations for the rating.



4. Which core function of Public Employment Services include job registration and job search techniques (select all correct answers):
- a) **Job search assistance and placement services**
 - b) Labour Market Information
 - c) Labour Market Programmes
 - d) Administer unemployment benefits
 - e) Regulatory services
 - f) All of the above
5. _____ provides important data on the labour market.
- a) Job search assistance and placement services
 - b) **Labour Market Information**
 - c) Labour Market Programmes
 - d) Administer unemployment benefits
 - e) Regulatory services
 - f) All of the above
6. Interventions in the labour market to actively increase employment chances of jobseekers
- a) Job search assistance and placement services
 - b) Labour Market Information
 - c) **Labour Market Programmes**
 - d) Administer unemployment benefits
 - e) Regulatory services
 - f) All of the above
7. A jobseeker has the opportunity to register either _____ or _____
- a) **manually or electronically**
 - b) manually or visitation
 - c) visitation or electronically
 - d) All of the above
8. This process involves assisting jobseekers to identify skills gaps and determine the most appropriate means to close the gap (select all correct answers):
- a) Well targeted and tailored to meet individual needs
 - b) Designed to respond to labour market requirements
 - c) Focusing on broad, technical skills which are in demand or foreseen to become in demand in the future
 - d) **Vocational counselling**
 - e) None of the above

► **Appendix 5. Handout – Units 4-10: Exercise sample
 TWA transition-to-work action plan**

Transition-to-Work Action Plan

Personal information

Family name

Given name

Address

City Telephone

Personal/Environmental issues

.....

Needs identified

.....

Employment goal(s) (short-term/long-term, if applicable)

.....

Needs identified

Education and training (including licenses, certificates, diplomas, etc.)

.....

.....

.....

Employment history

Company name	Position	Duration of employment
1.		
2.		
3.		

Major skills/specializations, strengths, interests and weaknesses

.....

.....

Major skills that need upgrading/improvement to get back to work

.....

.....

Job search strengths

Areas	Comments
Resume/CV	
Application letter	
Interview skills	
Internet	
Networking	
Labour market trends	
Other areas	

Job maintenance issue

.....

.....

.....

Assessment summary

.....

Areas needing follow-up

Areas	Notes/Options
Personal/environmental	
Clear job objective	
Skills improvement	
Job search	
Job maintenance	
Other areas	

Employment options/comments

.....

.....

Information follow-up

Date	Update information

► Appendix 6. Handout – Unit 5: Fastest growing jobs in South-East Asia

These are the fastest growing jobs in Southeast Asia, according to LinkedIn ¹¹

These (trends) have emerged in direct relation to the global pandemic

Feon Ang

Vice President (APAC), Talent and Learning Solutions, LinkedIn

1. Digital content

Top job roles:

Editor, copywriter, podcaster, YouTube content creator, video editor

Skills required:

Public speaking, proof reading, video editing, Adobe Premier Pro, creative writing

Where the jobs are:

Jakarta, Indonesia; Kuala Lumpur, Malaysia; Manila, Philippines; Bangkok, Thailand; Singapore

2. Data analyst

Top job roles:

Business operations analyst, business development analyst, data analyst

Skills required:

Data analysis, data visualization, analytical skills, database programming language SQL, requirements analysis

Where the jobs are:

Jakarta, Indonesia; Bangkok, Thailand; Chachoengsao, Thailand; North Sumatra, Indonesia

3. Software & technology

Top job roles:

Web developer, system analyst, mobile application developer, full stack engineer, front-end developer, DevOps consultant who manages software development and IT operations

Skills required:

JavaScript, web development, Amazon Web Services (AWS), programming languages MySQL and HTML

Where the jobs are:

Bangkok, Thailand; Kuala Lumpur, Malaysia; Chiang Mai, Thailand; Singapore

4. Data analyst

Top job roles:

Financial advisor, accountant, financial planner, finance specialist, insurance agent

Skills required:

Financial planning, insurance, risk management, financial analysis, accounting

¹¹ Karen Gilchrist, "These Are the Fastest Growing Jobs in Southeast Asia", in *CNBC*, 18 January 2021 (updated 8 February 2021).

Where the jobs are:

Jakarta, Indonesia; Bangkok, Thailand; Manila, Philippines; Kuala Lumpur, Malaysia; Singapore

5. Education**Top job roles:**

English second language teacher, Chinese teacher, academic tutor, information technology teacher, mathematics tutor

Skills required:

Educational leadership, curriculum development language teaching, English as a Second Language (ESL), tutoring

Where the jobs are:

West Java province, Indonesia; Manila, Philippines; Samut Songkhram, Thailand; Bangkok, Thailand

6. Digital marketing**Top job roles:**

Social media manager, digital marketing specialist, social media marketing specialist, marketing analyst

Skills required:

Social media marketing, copywriting, Google Analytics, lead generation, digital marketing

Where the jobs are:

Jakarta, Indonesia; Kuala Lumpur, Malaysia; Manila, Philippines; Bangkok, Thailand; Singapore

7. E-commerce**Top job roles:**

Online specialist, e-commerce coordinator

Skills required:

Online marketing, e-commerce, search engine optimization (SEO) to help drive web traffic

Where the jobs are:

Kuala Lumpur, Malaysia; Manila, Philippines; Jakarta, Indonesia; Singapore

8. Business development and sales**Top job roles:**

Sales specialist, account manager, account executive, business development specialist

Skills required:

Negotiation, account management, business development, business planning, lead generation to help attract consumer interest

Where the jobs are:

Jakarta, Indonesia; Kuala Lumpur, Malaysia; Manila, Philippines; Bangkok, Thailand; Singapore

9. Healthcare/medical support**Top job roles:**

Medical technologist, pharmacy assistant, healthcare assistant, medical officer, medical specialist

Skills required:

Healthcare, medical assisting, pharmaceuticals, medical education, clinical research

Where the jobs are:

Kuala Lumpur, Malaysia; Manila, Philippines; Bangkok, Thailand; Singapore

10. Customer service

Top job roles:

Customer service executive, customer support specialist, contact center specialist

Skills required:

Contact centers customer service, customer support, team leadership

Where the jobs are:

Jakarta, Indonesia; Kuala Lumpur, Malaysia; Manila, Philippines; Singapore

11. Healthcare/Medical frontline

Top job roles:

Medical doctor, general practitioner, medical officer, nurse, paramedic

Skills required:

Nursing, medicine, healthcare, Basic Life Support (BLS), emergency medicine

Where the jobs are:

Kuala Lumpur, Malaysia; Riau Islands province, Indonesia; Singapore

12. Cyber security roles

Top job roles:

Cyber security analyst, cyber security consultant, informational security specialist

Skills required:

Penetration testing, information security, security information and event management (SIEM), cybersecurity

Where the jobs are:

Kuala Lumpur, Malaysia; Singapore

13. Supply chain

Top job roles:

Distributor, logistics supervisor, operational specialist, logistics manager

Skills required:

Operations management, supply chain management, warehouse operations

Where the jobs are:

Bangkok, Thailand; Chiang Mai, Thailand; Kuala Lumpur, Malaysia; Manila, Philippines; Singapore

14. Public relations

Top job roles:

Public relations coordinator, director of public relations, public relations officer

Skills required:

Public relations, media relations, press release writing, event management, social media marketing

Where the jobs are:

Jakarta, Indonesia; Bandung, West Java, Indonesia; Denpasar, Bali, Indonesia; East Kalimantan Province, Indonesia; Surabaya, East Java, Indonesia

15. Specialized engineering

Top job roles:

Mechanical engineer, manufacturing engineer, engineering team lead

Skills required:

computer programme Solidworks, software AutoCad, Six Sigma techniques, structural engineering

Where the jobs are:

Bangkok, Thailand; Jakarta, Indonesia; Banten province, Indonesia; West Java province, Indonesia

► Appendix 7. Handout – Unit 6: Vocational counselling exercise

What labour market programmes (such as, education, training programmes, internship, etc.) would you recommend for the following jobseekers to improve their existing skills and experience. No. 1 has been answered for your guidance.

Jobseeker case	Labour market programme/s	Comments
<p>1. A student of economics who just graduated from university applying as technical staff in a research project on poverty indicators</p>	<ul style="list-style-type: none"> ► Project orientation ► briefing on job description ► on-the-job training 	<p>The student is qualified for the position and may require a simple orientation before starting with the job</p>
<p>2. An accounting officer wanting to establish his/her own accounting and auditing company</p>		
<p>3. A rural worker applying to be a factory worker (sewer) in a garments company</p>		
<p>4. A machine operator of 5 years applying for a position as a shop floor supervisor in a motorcycle manufacturing factory</p>		
<p>5. A medical doctor applying to be chief hospital administrator</p>		

► Appendix 8. Handout – Unit 10: Core skills, competencies

Core skills/competencies (also called core employability skills, or soft skills) encompass the skills, knowledge and competencies that enhances a worker's ability to secure and retain a job, progress at work and cope with change. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills.¹²

Core skills are generally defined as those skills that are needed in a modern economy in addition to the purely technical skills that are needed in a specific occupation. Core skills are common to many different occupations and are intended to promote the transfer of skills to contribute to labour mobility and to help people adapt to changing circumstances.

They are capabilities that are important for success in employment and in life. They are transferable, can be used in other context or jobs, and are increasingly highly prized and sought by employers. Other terms used for core skills include: core competencies, key competencies, essential skills, transferrable competencies, employability skills and soft skills. Core employability skills are built through basic education, such as reading and writing, and while acquiring the technical skills needed to perform specific duties, and include professional/personal attributes such as honesty, reliability, punctuality, attendance and loyalty. These skills are categorized under four broad headings: learning to learn, communication, teamwork and problem-solving.¹³

Core competencies enable an individual's potential to be realized in all aspects of life. They are required to perform all kinds of tasks at a wide variety levels. They are transferable from context to context, and they are developed over a lifetime.

In different countries, core competencies or skills are known by different terminology and contain some variation in content. However, despite the differences, all employability skills share some common elements:

- Basic/fundamental skills, such as literacy, using numbers, using technology;
- Conceptual/thinking skills, such as collecting and organizing information, problem-solving;
- Learning-to-learn skills, such as thinking innovatively and creatively, systems thinking.

To be considered “core” the competencies have to:

- Be able to be learned and be assessable;
- Be essential to preparation for employment;
- Be core to the kinds of work and work organization in a range of entry-level occupations rather than being occupation- or industry-specific;
- Equip individuals to participate effectively in a wide range of social settings, including workplaces and adult life, more generally;
- Involve the application of knowledge and skills.

The importance of core competencies

The world is changing in ways that require potential employees to hold a range of core skills as well as job-specific skills (that is, technical skills/hard skills). These changes include:

¹² Laura Brewer, *Enhancing Youth Employability: What? Why? and How? – Guide to Core Work Skills* (ILO, 2013).

¹³ Brewer, 10–11.

- ▶ Globalization and increased competition, which are driving the need for workers to be able to share information, work in teams, make appropriate decisions and show enterprise initiative – with the ultimate goal of improving productivity.
- ▶ Globalization and international mobility, which are highlighting the need for employers to respect social, cultural and religious diversity.
- ▶ Increased complexity of economic, social and technical issues, leading to the need for critical thinking and problem-solving skills;
- ▶ The pace of change is intensifying, driving the need for workers to be adaptive and have capacity for life-long learning;
- ▶ The shift to knowledge-based economies has led to requirements for information, management and communication skills.

Core competencies increase the employability of individuals across all industry areas. They are a principal component of occupational skills standards, can be integrated into any skills standards and contribute to:

- ▶ Creating an innovative environment;
- ▶ Improving productivity and competitiveness; and
- ▶ Minimizing unemployment through creating an adaptable and qualified workforce.

Examples of core competencies/core skills/soft skills ¹⁴

Maintain professionalism in the workplace

Respect work timeframes

Maintain personal appearance and hygiene

Maintain adequate distance with colleagues and clients

Work in an ethical manner

Communicate effectively with team members and customers

Develop effective workplace relationships

Communicate and work with team members

Respond effectively to customer requests

Apply workplace safety practices and procedures

Plan and prepare for safe work practices

Use safe work practices in work

Perform safe handling of tools, equipment and materials

Use fire extinguisher

Perform basic first aid

Maintain safe work area

Apply environmental principles and advocate awareness

Work sustainably and contribute to improved environmental work practices

Recognize and report potential environmental threats

Perform safe handling of tools, equipment and materials

5. What are the challenges that youth may face when trying to find employment (select all correct answers):
- a) Lack of work experience and unrealistic expectations regarding wages and hours of work
 - b) Less efficient looking for work, and tend to experiment and move from one job to the next
 - c) May belong to more than one target group
 - d) Discouraged youth have withdrawn from the labour market
 - e) Skills mismatch
 - f) First to be laid off during economic downturn
 - g) The younger they are, the more vulnerable
 - h) All of the above**

6. Give three employability dimensions in migration which PES staff should be concerned about.

Personal/environmental factors;
Clear job objectives;
Skills requirements to perform job;
Job search skills;
Ability to maintain a job;
Safe and legal migration;
Reintegration

7. Kinds of disability include (select all correct answers):
- a) Physical
 - b) Sensory
 - c) Intellectual
 - d) Psycho-social
 - e) Learning
 - f) All of the above**

8. Name two solutions PES can implement to assist youth in finding employment:

Career guidance combined with robust labour market information (LMI); Skills training combined with on-the-job work experience; Job subsidies; tax exemptions to employers; job search counselling; entrepreneurship training combined with mentoring and access to credit; apprenticeships programmes; internships; life skills training

9. All disabilities are obvious:

TRUE

FALSE – learning disabilities cannot be seen

10. Older workers can often find themselves competing with youth for the same jobs.

TRUE

FALSE

11. What are the advantages to employers when they hire people with disabilities (select all correct answers):

- a) Good and dependable employees
- b) More likely to stay on the job – less turnover
- c) Improve morale and teamwork
- d) Have positive effect to overall productivity
- e) All of the above**
- f) None of the above

12. What are the challenges that older workers often face (select all correct answers):

- a) Technical skills that are too complex
- b) Tend to experiment and move from one job to another
- c) Good and dependable workers
- d) Lack of current job search skills, out-of-date technical skills**
- e) None of the above

13. Disabled women often face double discrimination due to their gender and disability:

TRUE

FALSE

14. Name two challenges women returning to the labour force after a period of time away may face (select all correct answers):

- Need to make arrangement for child care;**
- Need to make arrangements for older parent(s);**
- Technical skills are not up to date;**
- Lack of recent work experience;**
- Limitations in terms of hours of work;**
- Lack of current job search skills;**
- Need to balance work and family responsibilities;**
- In some countries, social or cultural taboos**

15. What measures can be implemented to ensure safe and legal migration (select all correct answers):

- a) Liaise with private recruitment brokers
- b) Processing work permits
- c) Information dissemination; awareness raising**
- d) None of the above

► Appendix 10. Handout – Unit 12: Case studies – Group work

1. What are the challenges of the emergency situation?
2. What are the effects on the jobseeker?
3. What are the effects on the employers?
4. Recommend measures to assist both the jobseeker and employer

► Appendix 11. Presentations for Units 1-13

- ▶ Module/Unit 01: Provision of general information on public employment services (PES) (https://www.ilo.org/jakarta/info/WCMS_821125/lang--en/index.htm)
- ▶ Module/Unit 02: Services flow for jobseeker registration (https://www.ilo.org/jakarta/info/WCMS_821126/lang--en/index.htm)
- ▶ Module/Unit 03: Counselling needs assessment (https://www.ilo.org/jakarta/info/WCMS_821127/lang--en/index.htm)
- ▶ Module/Unit 04: Counselling needs assessment (Personal/environmental factors) (https://www.ilo.org/jakarta/info/WCMS_821128/lang--en/index.htm)
- ▶ Module/Unit 05: Counselling needs assessment (Clear job objective) (https://www.ilo.org/jakarta/info/WCMS_821129/lang--en/index.htm)
- ▶ Module/Unit 06: Vocational counselling (Skills and requirements to perform the job) (https://www.ilo.org/jakarta/info/WCMS_821130/lang--en/index.htm)
- ▶ Module/Unit 07: Employment counselling (Job search skills) (https://www.ilo.org/jakarta/info/WCMS_821131/lang--en/index.htm)
- ▶ Module/Unit 08: Employment counselling (Job search skills: effective skill on CV and cover or application letter preparation) (https://www.ilo.org/jakarta/info/WCMS_821132/lang--en/index.htm)
- ▶ Module/Unit 09: Employment counselling (Job search skills: job interview preparation) (https://www.ilo.org/jakarta/info/WCMS_821133/lang--en/index.htm)
- ▶ Module/Unit 10: Employment counselling (Ability to maintain a job) (https://www.ilo.org/jakarta/info/WCMS_821134/lang--en/index.htm)
- ▶ Module/Unit 11: Target groups (https://www.ilo.org/jakarta/info/WCMS_821135/lang--en/index.htm)
- ▶ Module/Unit 12: Emergency employment services (EES) (https://www.ilo.org/jakarta/info/WCMS_821136/lang--en/index.htm)
- ▶ Module/Unit 13: Providing effective services to employers (https://www.ilo.org/jakarta/info/WCMS_821137/lang--en/index.htm)

Advancing social justice, promoting decent work

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