

Questions to be answered:

1. What is the understanding of assessment in the method Join in a Job!
What are the basic parts of it?
 2. What should be taken in account in the social diagnosis?
 3. What are the three important conditions for a successful career counselling?
-

Literature to *Join in a Job!* – *The Method*

4. General conception of counselling method

Silvia Exenberger, Eva Fleischer, Paul Schober

In the previous chapters, we have presented the main ideas of the Join in a Job! Method. The resources and abilities of young immigrants should be identified, supported and used in a way that would allow providing them with optimum career counselling and support. It may be achieved only by means of a method that employs individual information and counselling instruments based on assessment.

In this chapter, after a brief outline of the beginnings of the method and its points of reference, different aspects of the general conception will be presented, so that application of particular instruments may be described (see chapters 6 - 10).

4.1. Background

The consultative method was created within the Join In project (see chapter 2), supported by the EQUAL Initiative. A group of experts on social work was gathered within the “Intercultural Assessment and Counselling Instruments” subproject. Their aim was to develop and then support the first evaluation of such instruments. The experts came from the following institutions:

Arbeitsmarktservice Tirol (<http://www.ams.or.at/neu/tirol/start.html>)

BFI Partner (<http://www.bfi-tirol.at>)

Chill Out (<http://www.dowas.org>)

Frauen aus allen Ländern (<http://frauenausallenlaendern.org>)

Universität Innsbruck – Institut für Soziologie (<http://www.uibk.ac.at/soziologie/>)

Verein Multikulturell (<http://www.migration.cc/>)

Z6 Jugendzentrum (<http://www.z6online.com/frameset.html>)

ZeMiT – Zentrum für MigrantInnen in Tirol (<http://www.zemit.at>)

There were five workshop sessions and one training session between October 2005 and November 2006. Each of these meetings had different goals. What is more, experts stayed in touch with each other.

During the first workshop, that took place in October 2005, the *Join In* project was presented, along with a research report concerning current methods and resources on career counselling (Fleischer 2006, see CD-ROM). The report was supplemented with the practical experiences of the experts. Thus, an information database was created, allowing them to formulate the main requirements towards the instruments to be worked out.

During the second workshop, that took place in February 2006, the first version of the assessment process was presented. It contained a very detailed questionnaire and thorough instruments. The feedback we gathered and subsequent tests carried out by experts made us rearrange the complicated questionnaire and divide the assessment process into two parts: initial assessment and intense assessment (see chapter 5.4).

In April 2006, there was a training session concerning the biographical and network diagnostics instruments we were to use. Its aim was to familiarise our experts with the abilities necessary to implement our instruments.

In May 2006, the third meeting of experts from the planning group took place. We dealt with reports from putting the assessment process into practice, as well as the specific characteristics of intercultural counselling.

During the fourth workshop that took place in June 2006, rearranged assessment instruments were presented along with the first version of a professional “must-have” list. Apart from receiving feedback on the clarity of particular worksheets, we also arranged to test the professional “must-have” list in practice.

The fifth and the last workshop took place in November 2006. It was devoted to the first results of the professional “must-have” list evaluation. An outline of the course curriculum was also created. It should contain all the information necessary to implement the *Join in a Job! Method*.

The presence of planning group members and the opportunity to carry out practical tests were extremely helpful while working out the method.

4.2. The method’s point of reference

The Join in a Job! method is based on the following points of reference, which also constitute the basis for the counselling and support process:

taking into equal consideration, the five basic directions (see chapter 3):

- orientation at competence and resources
- focus on vocational guidance
- counselling young people
- sensibility to sex
- intercultural guidance

Thorough consideration of the living situation, which constitutes a premise for the ability to take part in the process, provides guidance and emphasises the potential, identifies resources and the diverse dimensions of demand for support. The following thematic areas have been incorporated into the consultative dialogue:

- documents and legal aspects
- housing situation
- education and skills
- immigration / life in Austria
- work
- financial situation
- health
- social relations
- aid schemes and institutions

Cooperation between counsellors and the youths while drawing up the main needs and the particular goals of the consultative process: social diagnostics is not the goal itself, actions are more important. Thanks to that, pressing issues can be worked out immediately. There are three main fields of counselling. Each of them requires a different approach, methodology and scope of support:

- *Information:* It is the most important aspect for young people with a solid social background, who have a clear vision of their dream job. There is no, or little, need for support in particular areas of their lives. Therefore, the counselling process focuses on opportunities to expand their education, information about jobs and provides them with the specific know-how on applying for a job.
- *Counselling:* In the case of young people with stable living conditions who are not aware of their own resources and skills and have no vision of their job, a longer counselling process is necessary. Their strengths, visions and strategies of applying for a job are worked on.
- *Care:* In the case of young people who have problems not only with work or education, but also in other areas of their lives, it seems that career counselling is not what they need the most. The focus should be on social integration, and when that is achieved, they can start receiving advice on how to look for a job.

Clear focus on professional integration, with social stabilisation, are a must.

Fulfilling the above quality requirements for particular instruments (see chapter 5.7).

In the next point, we are going to present instruments we worked out and their cooperation.

4.3. Elements of the method – an outline

The picture below presents an outline of the counselling elements:

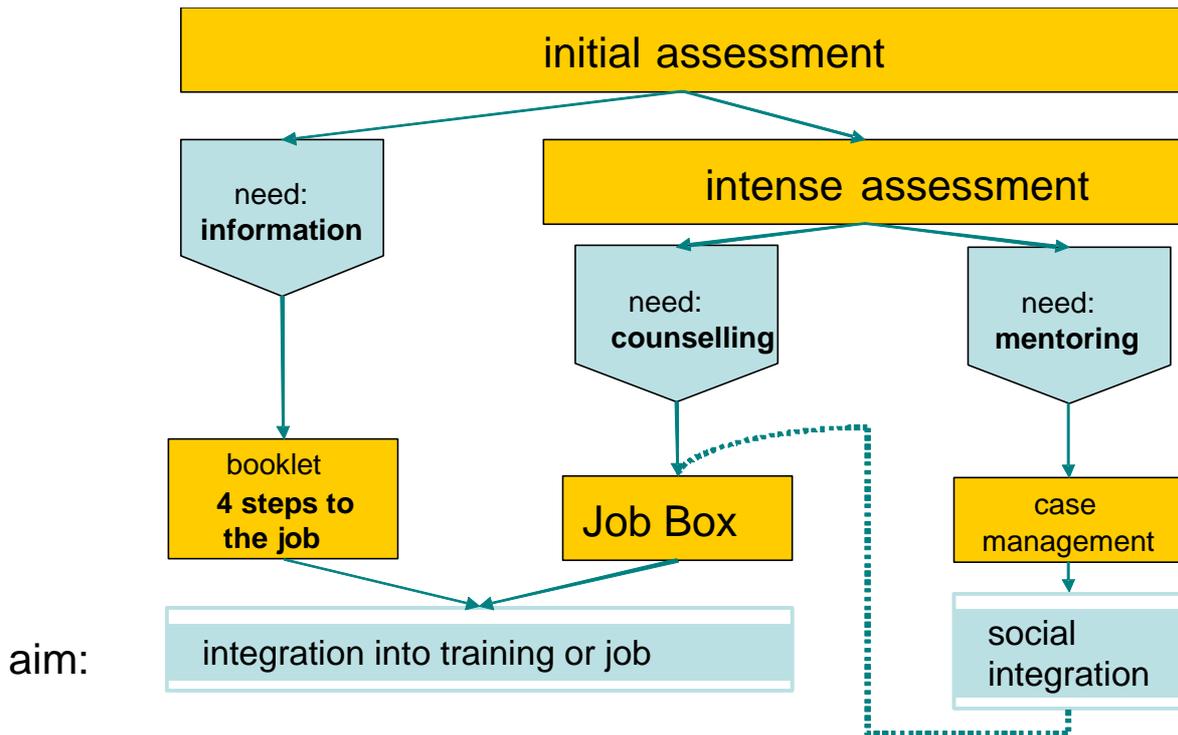


Figure 3: *Join In a Job!* – an outline of the method

As we mentioned in chapter 1.2, there is a large discrepancy between young people's initial position and their need for support. Assessment instruments have been worked out to get rid of these discrepancies. *Initial assessment* (see chapter 6.), is the starting point for the support offer. It is a more or less an hour-long talk with the counsellor (see chapter 1.2), during which the following thematic areas are discussed: documents and legal aspects, housing situation, education and skills, immigration / life in Austria, work, financial situation, health, social relations, aid schemes / institutions. Afterwards, matters requiring immediate attention are listed. Initial assessment also helps assess whether a client requires information or has problems within any of the areas that should be further discussed during intense assessment.

Young people who come from a solid social background and require particular information are referred to the appropriate job centres (especially the Labour Office, but also to centres for vocational information of the Chamber of Commerce). What is more, a brochure has been prepared for them, entitled “4 steps to a job” (see chapter 8), providing them with information on four steps they need to take to get a job:

- Step 1* Working in Austria: explanation of legal aspects of obtaining residence permit and work permit for young immigrants in Austria
- Step 2* Professional orientation: there should be information about jobs and education paths that would allow them to make the right decision concerning education or work.
- Step 3* Probing the labour market: a description of public and the hidden labour market that should make it easier to find vacancies
- Step 4* Applying for a job: advice on how to prepare documents when applying for a job, hints concerning the job interview.

Intense assessment (see chapter 7) deals only with thematic areas that require further examination, as indicated by initial assessment. They are reassessed with diagnostic methods that allow them to get to know the root of the problem and show the way out. At the end, an

action plan is created by the counsellor and the client. It contains goals and tasks for young people and counsellors. Intense assessment also helps to establish which area requires the bigger support, i.e. counselling or care.

Good career counselling is possible only when there is stable social situation and unclear idea of the job. That is why a *professional “must-have” list* has been created (see chapter 9). It is an instrument that is used to assess, describe and document competence. It helps to choose a profession and apply for a job. It is a modular consultative method consisting of the following areas:

Explanation / starting package: It is a talk (e.g. with the parents) during which the contents of the method are presented. It also helps to explain mutual expectations.

Thematic area 1 - assessment of strengths: During consultative meetings and self-assessment, a reflection on one’s life and education is achieved, containing strengths, interests and professional skills.

Thematic area 2 - professional goals: strengths constitute a profile, which show a person’s dreams concerning the job and particular professional goals. If necessary, there is another session with the parents.

Thematic area 3 - applying for a job: young people receive help with writing a CV and a cover letter, as well with getting through the job interview.

The counselling instruments described so far are to support young people taking up a job or further education.

In case of young people whom need the care of social workers, their problems have to be solved before career counselling can start. In general, social care cannot be provided only by career counselling institutions. Joint or coordinated cooperation of different aid institutions is the core of case management concept, which will be introduced in chapter 10. Introduction of this concept could mean a social-political revolution; therefore, we have just created a framework within the *Join In* project, which could be further expanded. We also described the context and interrelated ideas of *Join In a Job* and Case Management. A visible result of our actions can be seen in offers of various social institutions and societies. That is why *Tiroler Soziallandschaft*¹ was catalogued and is now available both on the attached CD-ROM and on the Internet (<http://www.join-in.at>) under the name “*Tiroler MigrantInnenkompass*”².

According to these points, we are now going to present the theoretical and ideological foundations of particular elements of the method.

4.4. The idea of assessment

“An assessment programme is a part of numerous political assumptions and resources, aimed at young people with special needs, so that they can be prepared and supported in their efforts to integrate into the labour market” (Bothmer 2004, 7). That is the definition of assessment found on the website of the Federal Ministry for Social Security, Generations and Consumers Protection³. In literature and social work there are different views on what assessment is. Sometimes it is seen as a separate counselling process, and sometimes it is considered a part of Case Management.

¹ (translation) Social Landscape of Tyrol

² (translation) Tyrol’s Compass of an Immigrant

³ (translation) Ministerium für soziale Sicherheit, Generationen und Konsumentenschutz

In the next part of this book, we are going to describe the idea of assessment and how it is implemented in Austria. Its target group will be described in the chapter “Assessment target group”. We will focus on the assessment process in the current project, and at the end, we will discuss assessment as a social-diagnostic process.

4.4.1. Assessment in Austria

Assessment is described in Austria mainly as a counselling process and that is how it was first proposed in 2000. Assessment provides common factors for school and professional life. For young people with “special needs” (the handicapped, young people needing special pedagogical support, or with social-emotional disorders) it is a signpost showing them the way to the most suitable job or education (see Bothmer 2004). In 2001, the federal government launched an employment campaign (so called “billions of the harmed”) that was designated for people with disabilities. Assessment centres were created, their aim being to integrate people into the labour market and show them their possibilities and perspectives. At the same time, assessment was offered to young people aged 13 - 24. To enable everyone to have access to these resources, a website “Assessment Österreich” <http://www.clearing.or.at/> was launched (see press folder “Clearing 2006”).

Time span and the end of assessment process

An assessment process is equivalent to a single counselling process that lasts up to six months. In the case of students, there is one assessment meeting every two or three weeks. For young people who are not busy during the day and would like to find a job or school as soon as possible, the intensity of care is increased (see Lechner 2006). At the end of the assessment process, there is a personal career and development plan that includes recommendations for next the professional steps (see press folder “Clearing 2006”). Assessment results are discussed not only with the young people, but also with their parents. Assessment counsellors consider this session with a young person, his or her parents and also, if possible, with the institution taking over, very important. It is important to give a realistic outline of a young person’s future. First of all, it influences them in a very positive way, but also gives a picture of difficulties and weaknesses (see Lechner 2006). According to the “Clearing Österreich” website, assessment is offered in Tyrol by Arbeitsassistentz Tirol, Lebenshilfe Tiron and TAFIE⁴.

Assessment counsellors

There are two key factors when choosing an assessment counsellor in the appropriate institutions: knowledge of career counselling and proper education (see Lechner 2006). The specific education of a assessment counsellor usually lasts about 20 days, and is later supplemented with modular courses improving qualifications, initially designed for labour assistants (see Bothmer 2004).

Methods in the assessment process

Methods are chosen from a wide variety, including exercises, tests, educational games, etc., so that they suit each person’s individual needs.

Assessment of assessment by the youth

⁴ (translation) Tiroler Arbeitskreis für integrative Entwicklung – Tyrol Working Party for Inclusive Development

In the process of evaluation of the assessment process carried out by Lechner (2006) in Austria, young people were interviewed over the phone and asked about their assessment of the process. One of the questions considered their opinion on assessment. The results show that young people gained a lot of knowledge about their strengths and weaknesses. They also expressed positive opinions about their experiences with the world of work that they gained during vocational practice. On the other hand, they were not satisfied with their knowledge of various types of schools. All in all, young people's opinion seems to have confirmed that the very process makes sense.

Target group of assessment

Assessment is designed for young people aged between 13 and 24. Handicapped people constitute a small part of that group. Most participants have “emotional, social or special” needs. In 2004, it was discovered that women and immigrants did not take part in this process very often (see Bothmer 2004). In addition, Lechner’s evaluation (2006) proved that a significant majority of participants (90%) were Austrians. It was a false image though, as immigrants of Austrian origin were also listed as Austrians. If there was a “young people from immigrant families” group consisting of immigrants with Austrian citizenship and a group consisting of people without citizenship, 25% of programme participants would be of immigrant origin.

What’s interesting is the division of young people of immigrant origin (with or without citizenship) that would show types of schools young immigrants attend. According to data from the Federal Ministry for Social Security, Generations and Consumers Protection (2003), the assessment process is most often implemented in cooperation with special schools and integration schools for students of their last years. If we consider the fact that there are almost twice as many students for whom German is not their native language (3.25%) as there are those with German as their native language (1.48%) attending special schools (Nairz-Wirth 2005), we can easily notice that there are more young people taking part in the assessment process than could be derived from the statistical data. The more immigrants there are taking part in the process, the more necessary it becomes to include aspects related to immigration in the process methods. Assessment within the Join In a Job! method takes that into account.

4.4.2. Assessment process in Join In

As we have mentioned before, assessment target group profile indicates that almost a quarter of young people undergoing the process in Austria are of immigrant origin (see Lechner 2006). Although the number of young people from immigrant families taking part in the process is relatively high, the annual Assessment Report of 2003 (Federal Ministry for Social Security, Generations and Consumers Protection) indicated that there are special offers for them only in Voralberg. In Vienna, immigrants were called “specific clients”. That is why assessment instruments have been created within the Join In project that take into account the immigrants’ origin, treating it as reserves / risks in the assessment process carried out by means of the main questions and in-depth instruments.

To define the immigrants’ background, an “immigrant index” (see chapter 2.1), invented by Deutsche Jugendinstitut⁵ (see Reißig/Gaupp 2006), is used.

Assessment process within the provisions of Case Management

As opposed to the assessment process in Austria, in the case of the Join In a Job! method, the assessment process is set within the Case Management framework and divided into two parts: initial assessment and intense assessment, which constitute one of five pillars of Case Management. Initial assessment corresponds with Screening, whereas intense assessment is more or less equivalent to Assessment.

Below: assessment processes in Case Management.

⁵ (translation) The German Youth Institute

Case Management				
Screening/ Assessment	Help plan Looking for a goal rights & duties	Implementation / coordination of help	Monitoring	Evaluation
Screening Initial assessment Assessment Intense assessment	Help plan Intense assessment	Data bank Tyrol's Compass for Immigrants		Checklist

Figure 5: Case Management

Case Management occurs if the stages presented above overlap and have common goals. It means that Screening and Assessment help to prepare a help plan. Intended help steps are coordinated by a Case Manager and transitional goals are assessed taking into account how much the client’s situation changed after he or she had received support. The purpose of Monitoring is to check if the intended support has in fact been given. A more detailed description of Case Management provisions can be found in chapter 10. The theory of Case Management is described in chapter 5.6.

Initial and intense assessment

The first pillar of Case Management assumptions consists of initial and intense assessment. Intense assessment is implemented only if initial assessment shows that a young person needs some more support than only point-after-point counselling. The advantage of both assessment processes within the Join In a Job! method is that each counselling centre, employing counsellors educated in social work, can implement assessment (see chapter 6). A detailed description of initial and intense assessment can be found in chapters 6 and 7.

Target group of initial and intense assessment

Young immigrants aged 15 – 25, who visit a counselling centre for the first time, constitute a target group for initial assessment. Intense assessment has been developed for all people of an immigrant background, from the same age group, who have shown a moderate or large need for support during initial assessment.

4.4.3. Intense assessment as a social-diagnostic process

Initial assessment corresponds with the first Screening and its aim is to check whether it is necessary to gain more information about a young person’s life. Intense assessment may be compared to Assessment. According to Reis (2003a), terms like assessment, anamnesis and diagnosis can be used interchangeably.

“The point is to consider all problematic situations troublesome, identify the reasons and causes, and apply them to the help being given” (Reis 2003a, 2). The term “Assessment” is more commonly used in social work. It usually means, “a comprehensive review of a client’s life situation that could help create an image of future help offer” (Pantucek 2005a, 65). Even though diagnosis is undoubtedly really important in social work, it is approached cautiously.

Intense assessment as a social diagnosis

One of the main arguments against social diagnostics is the stigmatisation of clients. There is fear that a client will get a label that he or she will never be able to get rid of. Naturally, an understandable way of making decisions is the necessity to create a detailed help plan. Intervention decisions need to be made in some way. Treating the problem as a foundation for decision-making process is very important in the *Join In a Job!* Method. In fact, the whole assessment process serves as means of making a social diagnosis.

According to Pantucek (2005b), two steps are necessary for a diagnostic process:

- An outline of the complexity of the context
- Filtration of problems so that they can be worked on

General questions asked during the initial assessment process concern all areas of the young people's lives and help to discover their resources and problems. Additional instruments of social diagnostics, such as network cards and biographical time lines, help to consider the context of problems. Generally speaking, intense assessment fulfils all requirements Pantucek (2005b) sets for a diagnostic process.

Social diagnosis deals with everyday problems. It means it is not enough to study a person, but also his or her surroundings need to be examined. Trust is necessary in order to get to know a young person. The foundation of trust is usually established during initial assessment. Clients' support for themselves should be encouraged during the social diagnostic process. Young people have to find out where their problems come from and understand them on their own.

The result of social diagnosis, i.e. intense assessment, should constitute a basis for the intervention strategy decision. The justification of intervention steps has to be recognisable for other professions as well. Social diagnostics / intense assessment have to put the whole problem in a way that would allow making decisions in the form of transitional goals. Social dialogue with clients should be supported with a social diagnosis. In the case of intense assessment, social dialogue is really supported during the creation of a detailed help plan.

While creating the *Join In a Job!* method, we have been strongly in favour of the social diagnosis. Intense assessment is its foundation. If social diagnosis is perceived as putting labels on people, it should be taken into account that numerous means of support may be received only when these labels are used (see Pantucek 2005b). At the end of intense assessment, a decision is made concerning the kind of support young people need, i.e. whether they need career counselling or care. If the problem is complex, Case Management is implemented (see chapter 10). A professional "must-have" list has been created for young people who need help in professional orientation. It will be described in the next chapter.

4.5. Job Box – Concept of counselling

The target group for the professional "must-have" list consists of young people who have shown the need for further career counselling during initial and intense assessment, especially counselling on professional orientation and getting a job. It may also turn out that people who have clear goals may need advice on, for example, how to look for a job.

If, during counselling, it turns out there is the need for extensive career counselling, a shortcut can be taken and it is possible to make use of the professional "must-have" list.

The aim of this list is to provide young people with an optimum preparation for when they start applying for a job. It should help them consciously choose their job and get to know the "immigrant origin" factor. Results constitute a foundation for choosing the proper job and are used during the "applying for a job" phase, for example, when preparing documents or training before a job interview. Thus, the professional "must-have" list becomes an instrument of identification, self-assessment, description and documentation of skills.

There are a lot of ideas concerning skills assessment (see Alber 2005) in social work, related to professional work. They can be roughly divided into:

- “*routine actions*” (*tests*)
- *partly routine actions* (*observation of behaviour*)
- *action-oriented ideas* (*Assessment Centre*)
- *talk-oriented methods* (“*biographical interviews*”) (Alber 2005, 551).

According to this division, the professional “must-have” list should be treated as a talk-oriented method containing both standard and non-standard actions. Remaining tests of professional orientation and the ability of people who are close to empathise, complete the method. Its focus is not on finding skills but on describing them in a dialogue.

The idea of the professional “must-have” list has been influenced by similar processes, such as:

- workshop of competence (Lang-von Wins /Triebel 2006, 164),
- balance of competence (Ibidem, 62-132),
- language and qualification portfolio for immigrants and refugees (see Plutzar/Haslinger 2005)
- set of counselling methods Job Tools (see Pascher 2005),
- professional choice passport (<http://www.berufswahlpass.de/>),
- immigrants balance of competence (see Jaeckel/Erlor 2003) and COMPETENCE PASSPORT (see Brunnbauer 2004)

The choice and order of methods was based on theoretical prerequisites that have already been described (see chapter 3). What is more, according to Alber (2005), there are three important conditions for successful career counselling:

- “Conformity of the person and actions supports professional development”. It is included in the idea of matching not only as an answer to the question “How does the particular action match young people’s skills?”, but also the description of “motives, needs, goals and values” of a given person. These basic issues serve as an intrinsic system of professional development.
- “Development of one part of the career (“work”) is supported by success in another part of the career”. Other parts may include “education, employment, finances, social relations network, health, free time, legitimacy, civil competence, and/or the housing situation”. Parts of particular careers influence each other and they should be taken into account during counselling.
- “Free space supports professional development and professional orientation.” Employment conditions are becoming more and more unpredictable, making it necessary for young people to turn into “competent participants of their own career” (Wardekker, quoting Alber 2005, 552). It requires undertaking certain steps during education that should be present in a so-called favourable education situation (tolerant to errors and mistakes, secure, free of fear) (see Alber 2005).

Prerequisites resulting from such frameworks have been implemented in the following way: *Biographical orientation* allows them to understand the basic professional direction, main values and motives (biographical work as an introduction to the counselling process, e.g. together with a worksheet “My way of life”).

Life and the world are described in a detailed manner, which means the following areas are discussed: free time, immigrants’ experiences (family life is really important). Just like in biographical work, the biography is worked on in the form of worksheets “My way of life”,

“My education” and described in details, not only in aspects relating to professional experience.

Immigration background is discussed on each stage. Including their parents in critical stages of the counselling process (the beginning and implementation) allows them to refer to possible cultural differences in the orientation at values (decisions concerning work are made by the whole family instead of an individual).

Immigration background is perceived as *the potential source of strengths* and discussed, taking into account different issues, e.g. language level and multicultural skills.

Young people are encouraged to be *self-responsible* and *self-reflective* (Empowerment) by working on themselves and being given the proper tools, e.g. worksheets “The next step”.

The main point is a young person’s *own interpretation* and *own reconstruction* of his or her professional biography. Thanks to this, it is young people who decide on the way they interpret it. Other people’s feelings are not treated as objective truths concerning young people, but as a reason for *self-reflection*, e.g. worksheets “This is how I see myself” or “This is how others see me”.

Free space is defined by Settings, which encourages freedom and should be shaped by the counsellors without any limitations. Individual counselling should also create a stress-free atmosphere.

The structure is consistent with *professional orientation trends*:

- Working out the strengths and interests of young people
- Documenting strengths
- Expressing wishes concerning job and working conditions
- Adjusting one’s strengths and professional requirements
- Action Plan
- Applying for a job

The professional “must-have” list is aimed at young people whose only need concerns their job and it can be used relatively freely by any institution. Complex problems require an effective cooperation of several institutions, just like in the case of Case Management. Now we are going to present a short outline of this idea.

4.6. The idea of Case Management

The aim of Case Management is to authorise professionals from social and health institutions to agree on the possibility of support while complying with complex conditions and referring to already existing institutional resources within the working area. Case Management is connected with the shift from financial support to providing services. The target group of Case Management consists of people with complex needs for support. It means that there are different criteria of choosing a target group, depending on the area of implementation. Case Management is carried out by Case managers. Although the very title of “Case manager” is not legally protected in Germany, there are regulations ensuring the quality of Case Management (see Deutsche Gesellschaft für Care und Case Management⁶ 2007). In Austria, there are reliable courses of Case Management in Steiermark and Lower Austria (see BAP⁷ 2006). The idea of Case Management in German speaking areas has been defined by several authors and its implementation has been described quite accurately. We are now going to present Case Management provisions within the *Join In* project. Requirements of good Case Management will be presented at the end of this chapter.

⁶ (translation) German Association for Care and Case Management

⁷ (translation) Beruf und Arbeit im Pakt – The Job Training Agreement “BAP”

4.6.1. Definition of Case Management

The definition of Case Management, consistent with the “Case Management Society of America”, has been chosen from among numerous definitions. Case Management was implemented in the USA as early as in the 1990s as a professional idea of action in newly created systems of social politics and the labour market (see Reis 2004). The value of Case Management as a tool helping the unemployed, and social workers in Germany has recently increased (Sozialgesetzbuch II⁸) (see Gissel-Palkovich 2006).

Case Management is described as “a collaborative process of assessment, planning, facilitation and advocacy for options and services to meet an individual's needs through communication and available resources.” (Case Management Society of America 2007, translation by Reis 2003a, 2). This definition allows us to determine the two poles of Case Management. On one hand, it is oriented to an individual’s needs (individual case management), but on the other it is oriented to planning and control of help offer (system management) (see Reis 2003a).

Individual case management and/or system management

The two poles of case management mentioned by Reis and other authors (e.g. Gissel-Palovich) can be observed in the definition of Case Management by Löcherbachs. Individual case management involves specific support, aiming at the improvement of personal contacts. The point is to assist a person needing help in an efficient way and to direct his or her help process. System management is related to using, attracting and initiating connections. It is about “efficient management of resources within the particular skills and optimisation of supply system” (Löcherbach 2002, 6).

4.6.2. Steps in Case Management

There is no specific conception of Case Management. It is rather about a relatively open solution that can be implemented in various areas and offers various forms (e.g. goals, assigning priorities) (see Gissel-Palkovich 2006).

Generally speaking, Case Management is understood as a conception consisting of several stages. Some authors identify four stages (e.g. Reis 2003b), while others distinguish five or more (e.g. Löcherbach). If someone identifies fewer stages, it does not mean some of them are missing, but rather that some authors join two stages or split one into more.

We assume the position of Wolf Rainer Wendt (1991), the leading representative of Case Management in social work in Germany. The five steps Wendt defines as stages or functions of Case Management are described below according to his division.

Assessment

According to Wendt (1991), the role of Assessment is to determine the client’s strengths and weaknesses. The client’s active participation is important during this analysis. Problems should be revealed and it is important to assess them, taking into account the very particular situation, and define actions necessary to diminish the problem. The way the client perceives the matter is just as important as the way the counsellor sees it.

Planning

Decisions concerning support are made during the planning stage. Set goals are accomplished step by step, so that they can be adjusted to the changing surroundings. The conclusion is that planning must be a repetitive process and short-time plans must be adjusted to medium and

⁸ (translation) German Social Code II

long-term goals. In “support plan” and “help plan”, we should stick to each and every detail - who should do what, when, and how. As a contract, the plan becomes a binding document.

Realisation

While describing the process of realisation of Case Management, Wendt focuses on the functions of the Case manager. He distinguishes direct and indirect services. Direct service occurs when a manager takes the matter into his or her own hands by directing and assisting the client. Indirect services are present in social surroundings and the administration system. Case managers are intermediaries between institutions and other resources, or they refer clients to institutions. These are management tasks that are connected in the field of medium and macro social work. The management function should be separated from the therapeutic function, as they could interfere with each other.

Managing a budget can be a motivation to implement Case Management. Managing a budget aims at increasing the efficiency of resources being used during support. On the one hand, there should be increased transparency of finances in the cases of people offering support and its recipients, but on the other hand, responsibility of individual people / families and social workers for financial resources should also be increased.

Monitoring

This Case Management function is implemented in the case of clients, formal or informal helpers with their cooperation. Monitoring should ensure support. Development reports may serve as monitoring instruments. Monitoring also helps to push clients’ requirements towards society.

Evaluation

During evaluation, the difference between the client’s situation before and after receiving support is assessed. There are three types of evaluation:

- Input evaluation: Expenditure (e.g. time, money) is juxtaposed with results.
- Process evaluation: Support process is assessed taking into account its practical usefulness.
- Outcome evaluation: Focuses on achieving the goal. On one hand, it concerns improvement in a person’s situation, while on the other it concerns closed group or society support.

Wendt emphasises the importance of the disengagement of the client by the social worker in evaluation. Social work cannot be implemented endlessly. It should focus on particular, planned steps of support.

4.6.3. Case Management in Join In

As we have mentioned before, Case Management for Join In has been developed on the basis of Wendt’s views (see above). It means our Case Management conception consists of five steps. These five pillars (“steps” and “pillars” can be used interchangeably) can be used in the counselling process. If particular steps are intentionally interrelated, it is Case Management. Professional implementation of Case Management requires structures that are not present in Tyrol (yet); therefore, we have created instruments for each step so that they can be implemented separately. Right now, we would like to present our idea of Case Management. A detailed presentation of our Case Management concept can be found in chapter 10.

Initial and intense assessment

We have created initial and intense assessment to be included in the Screening / Assessment pillar. Intense assessment (equivalent to Assessment) is used to emphasise a person's strengths and problems.

Planning help

Planning help is the last part of intense assessment. It can be replaced by providing help. A help plan that is drawn up during intense assessment can be used in professional Case Management.

Providing help / coordination of help

A data bank (Tiroler MigrantInnenkompass) has been created to be used in this pillar. It contains descriptions of each institution that is important for immigrants in Tyrol. Coordination of help ensures efficient referral of clients.

Monitoring

Within the Join In conception of Case Management, "monitoring of realisation" is oriented at possibilities of referring clients.

Evaluation

In case of Join In, it concerns the proper implementation of created instruments. To ensure that, proper checklists used in initial and intense assessment have been created. The way of evaluating particular steps is also presented.

4.6.4. Requirements for Case Management

If Case Management is to be used as a conception of actions, Reis (2003a) formulates requirements that also apply in the case of Join In Case Management:

- § Building proper attitudes towards work: it focuses on increasing the client's motivation. Communicative skills of both parties are necessary, as it is impossible to shape readiness or willingness to cooperate with sanctions (see Reis 2003a). Direct work with the client and good knowledge of him or her seems to be of utmost importance in such case (see Renshaw 1996 in Löcherbach 2000). Initial assessment focuses on building proper attitudes towards work.
- § Development of alliance at work: a long-term goal should be drawn up together with the clients. To achieve the goal, reasonable transitional steps are necessary (see Reis 2003a). Description of transitional steps suggests that clients are aware they are included in the Case Management process. The client and counsellor's perception is the same. It is not only the expert's opinion that is looked for, but also commonly achieved results for a particular case. A detailed analysis of strengths and weaknesses takes place during intense assessment.
- § Development and taking advantage of working area: a case manager's job is to ensure a client makes use of what is offered to him or her. Services have to be coordinated and directed (see Reis 2003a). They need to be divided according to the experts' specialisation (see Renshaw 1996 in Löcherbach 2000). Efficient shaping of help is the goal of Case Management. It should be noted, though, that while implementing efficiency-oriented ideas, there is the danger that economic rationalities opposed to leading social and employment rules may occur (see Gissel-Palkovich 2006).
- § Independence of actions: Case managers need space and independence, so that they can make decisions appropriate to a given case and situation.

There are quality requirements not only towards Case Management, but also towards the whole method, as described below.

4.7. Quality requirements

The quality requirements presented in this chapter are based on the quality requirements of DBSH - Deutscher Berufsverband für Soziale Arbeit e.V⁹ (see Ballweg, no date) and on the standards of Arbeitsmarktpolitischen Gesellschaft Tirol für Bildungs- und Berufsinformation, Bildungs- und Berufsberatung, Berufsorientierung¹⁰ (see AMG, no date). Quality criteria help to create our own definition of quality from the point of view of social work, without any economic factors (see Ballweg, no date, 2-3). Quality is not an objective quantity. It is the result of the negotiation process between “providers of social services” (social centres and institutions, associations and independent counsellors), subjects bearing the costs and beneficiaries of social services (Ibidem, 5). Quality is measured by the level that can be achieved when dealing with a problem in a methodical and effective manner that develops potential and increases skills, based on a professional code, political and social conditions, personal resources and environmental structures, making use of scientific and methodological inventions and skills.

There are three levels important for quality of results:

Level of institutional, structural and social conditionings (institution / structure)

Level of counsellors’ competence (competence)

Level of professional activities including clients (clients)

We are going to present the three levels, but first we are going to list the criteria that are of equal importance to all three methods (initial assessment, intense assessment, and the professional “must-have” list). After that, we will list criteria matching particular methods only.

4.7.1. Institution / structure

This level deals with institutional conditions of counselling work of a high quality. As social work is not financed from the clients’ contributions but by political structures and other subjects, this level also deals with the social context. The ability to provide counselling institutions with proper resources is a political issue. For example, no counselling institution can make the decision whether it can spend as much time providing a client with support as it needs. To get the necessary resources, institutions have to negotiate with subjects that offer subventions. Other quality requirements are typical only of institutions. The criteria mentioned here are related to all three methods (initial assessment, intense assessment, and professional “must-have” list).

Institutional level	Examples
Own workplace	A separate office or other place that allows to talk to the client freely
Proper resources	A computer with an Internet connection, phone, flipchart, and the resources necessary to carry out any training

⁹ (translation) German Association of Social Workers

¹⁰ (translation) Tyrol Society for Educational and Professional Information, Counselling and Professional Orientation

Ability to safely store data (personal data protection)	
Access to necessary literature / essential data banks	Access to legal acts, professional data banks
Supervision / Education	Reimbursement of costs or treating this time as working time
Cooperation of professionals	A clear contract concerning goals and importance of tasks
Competence to make decisions concerning how to provide help	Taking into account the vision of an institution
Independence and freedom of actions concerning critical remarks of parties taking part in the process	Ability to display discrimination
Making contact with all parties on a given field	
Social and political participation	
Institution's quality criteria	
Description of positions for particular activities	
Transparency of costs	
Having enough time	Flexible time limits, ensured financing of time necessary for counselling
Being easily accessible by clients and informing them how they can get in touch	
Low level of interference	
Providing a counsellor that speaks the client's native language, or a translator	
Freedom of consultation	
Exemption from sanctions	Without resulting in worsening one's situation in case of a clients' lack of cooperation
Quantitative and qualitative evaluation of counselling work	Checklists for particular instruments

Tabelle 1: Quality requirements for an institution (see Ballweg, no date, 7-13; AMG, no date, 1-4)

4.7.2. Competence

Among starting qualifications, there are numerous requirements concerning counsellors. A proper diploma is usually necessary (education – social work, pedagogy, psychology, social and life counselling, psychotherapy or other counselling). In the case of intense assessment, education in the field of social work is necessary (higher vocational school level), as well as knowledge of Case Management. Explanations in intense assessment may be thorough; therefore, professional skills in the field of social work are necessary to handle gathered information, and emotions that may arise. People carrying out the assessment process may also need to be familiar with social work so that they can pass on their knowledge.

While there are numerous particular requirements concerning emotions (commitment to supervision, further education, intercultural competence, gender competence, structural, strategic, social and communicative competence) that are equally important for all methods (see table of competence), there are also requirements concerning specialist skills. Some methods require particular skills. It is explained in the table below:

Level of competence	Examples
Commitment to supervision and further education	Concerning intercultural counselling work and diversity

Intercultural skills	<ul style="list-style-type: none"> • Self-reflection on cultural conditions of own behaviour, thoughts and emotions • Openness and sensitivity to cultural differences • Ability to formulate and represent own standards and cultural values with dignity • Basic information concerning other cultures (importance of gender, orientation at values, communication styles, etc.) • Basic information concerning systems of education and employment in other countries • Knowledge of foreign languages
Gender competence	<ul style="list-style-type: none"> • Data and facts concerning inequality of the sexes • Knowledge of gender-specific division of work (housework, paid work) • Social conceptions and framework conditions • The role of gender, stereotypes and their influence in own culture and other cultures • Ability to deal with gender-related conflicts and misunderstandings • Reflection on the role of gender in one's professional life
Structural / strategic competence	<ul style="list-style-type: none"> • Knowledge of institutional and social structures in which actions are taken • Mediation between the world of institutions and the world of everyday life
Social / communicative competence	<ul style="list-style-type: none"> • Empathy • Knowledge of verbal and non-verbal communication • Conflict management • Dealing with closeness and distance in a professional manner • Dealing with "the establishment" in a professional manner
Specialist / methodological competence	<ul style="list-style-type: none"> • Knowledge of the labour and social law, especially law of residence, legal basis for employing people without Austrian citizenship • Information concerning economics • Knowledge of important people from the social environment • Knowledge of informative and communicative technologies • Basic knowledge of evaluation and quality management • Knowledge of how to talk to people • Ability to self-reflect • Ability to gather and check information • Ability to prepare information and complex matters and pass them on to the clients • Methods of incorporating clients' environment into the counselling process • Ability to analyse clients' needs and identify their resources and skills • Basic knowledge of Case Management • Dealing with critical situations in counselling • Taking into account one's own limitations and boundaries of counselling

Tabelle 2: quality requirements concerning competence (see Ballweg, no date, 7-13; AMG, no date, 1-4)

Initial assessment does not require the extensive knowledge of a profession, but it is necessary in the case of intense assessment and working with the professional "must-have" list. This is

when intense counselling processes take place and a counsellor who uses intense assessment or the professional “must-have” list needs to have established knowledge and experience concerning different methods of providing help in particular cases.

Specific requirements concerning counsellors using intense assessment or the professional “must-have” list

Repertoire of methods of providing help in particular cases

An overview of professional areas and particular jobs with various levels of qualification

Knowledge of offers with tests of interests or skills within education and career counselling

To work with the professional “must-have” list it is necessary to immerse oneself in the area of career counselling. In some cases, one can be even referred to special counselling centres to carry out his or her own study (Chamber of Commerce, Chamber of Workers). It is important to know how to talk to a family, as setting the results of counselling in the context of family is very important as far as the long-term context is concerned.

Specific requirements for counsellors using the Job Box

Knowledge of the system of education, further education opportunities, types of studies

Knowledge of current, medium and long-term trends in qualification requirements in the education and labour markets

Knowledge of regional and superregional labour market and foreseeable trends

Knowledge and reflection on changes of the meaning of work in society

Ability to identify the need for further education and professional needs among clients

Methods of working with groups or families (if the professional “must-have” list is used during group work, or if the counsellor talks to the family)

4.7.3. Clients

Quality requirements concerning interactions with clients refer to all methods. To make their implementation easier, we have created checklists for initial assessment, intense assessment and the professional “must-have” list. You can find them on the CD-ROM.

Level of clients	Examples
Services must correspond with ethical rules of different professions (social work, pedagogy, psychology, life and social counselling, psychotherapy, other education in the field of counselling)	
Actions based on theory	
Institutional criteria must be transparent for the client	<ul style="list-style-type: none"> • Description of services in a language he or she can understand (or a foreign language) • Naming client’s tasks and responsibilities
Clarity in respect of counselling framework conditions	<ul style="list-style-type: none"> • Guidelines created by supporting persons • Legal framework
Explanation of task and counselling contract (also other forms of agreement)	<ul style="list-style-type: none"> • Conformity concerning starting situation • Conformity concerning goals and measures • Making intentions binding • Common planning of contents and time of discussions

Referral to other counselling institutions	
Assessment of values and creating atmosphere of trust	
Confidentiality	<ul style="list-style-type: none"> • Ensuring confidentiality • Setting boundaries for necessity to maintain confidentiality • Personal data protection: Making information available to third parties only with client's written consent
Respect of client's own responsibility	
Increasing client's self-help	
Assurance of quality	<ul style="list-style-type: none"> • Realisation of established steps from particular methods • Documentation of process and results with client's participation • Evaluation of discussions and counselling processes with client's participation • Checking with time guidelines and providing documentary evidence • Qualified system of reports and statistics • Constant development

Tabelle 3: Quality requirements concerning clients (see Bellweg, no date, 7-13; AMS, no date, 1-4)