

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



# EOF European Outplacement Framework Vocational Support for People with Difficulties on Employment Access

## GOOD PRACTICE CATALOGUE



## Table of contents

Introduction.....	9
Good practice catalogue with instruments of outplacement.....	10
Tool Profiles .....	11
1. A new beginning a new opportunity.....	11
1.1 Target group.....	11
1.2 Framework .....	11
1.2.1 Description of the tool.....	11
1.3 Duration.....	12
1.4 Purpose.....	13
1.5 Networks .....	14
1.6 Criteria for success .....	14
1.6.1 Aim .....	14
1.7 Benchmarks .....	15
1.8 Finishing line .....	15
1.9 Description of the methodology, didactics and learning style .....	16
1.10 Provenance of the tool .....	17
1.11 Notes.....	18
2. Business presentation .....	19
2.1 Target group.....	19
2.2 Framework .....	19
2.2.1 Description of the business presentation.....	19
2.3 Duration.....	20
2.4 Purpose.....	20
2.5 Networks .....	21
2.6 Success criteria.....	21
2.6.1 Aim .....	21

2.7 Benchmarks .....	21
2.8 Finishing line .....	22
2.9 Description of methodology, didactics and learning styles.....	22
2.10 Provenance of the tool .....	23
2.11 Notes.....	24
3. Consulting programme .....	25
3.1 Target group.....	25
3.2 Framework .....	25
3.2.1 Description of the consulting programme .....	25
3.3 Duration.....	27
3.4 Purpose.....	27
3.5 Networks .....	27
3.6 Success criteria.....	27
3.6.1 Aim .....	27
3.7 Benchmarks .....	27
3.8 Finishing line .....	28
3.9 Description of methodology, didactics and learning styles.....	28
3.10 Provenance of the tool .....	28
3.11 Notes.....	29
4. Inspiration Course.....	30
4.1 Target group.....	30
4.2 Framework .....	30
4.2.1 Description of the tool.....	30
4.3 Duration.....	32
4.4 Purpose.....	33
4.5 Networks .....	33
4.6 Criteria for success .....	33
4.6.1 Aim .....	33
4.7 Benchmarks .....	34
4.8 Finishing line .....	34

4.9 Description of the methodology, didactics and learning styles.....	34
4.10 Provenance of the tool .....	37
4.11 Notes.....	38
5. Informative talk .....	39
5.1 Target group.....	39
5.2 Framework .....	39
5.2.1 Description of the tool.....	39
5.3 Duration.....	39
5.4 Purpose.....	39
5.5 Networks .....	40
5.6 Success criteria.....	40
5.6.1 Aim .....	40
5.7 Benchmarks .....	40
5.8 Finishing line .....	40
5.9 Description of the methodology, didactics and learning styles.....	40
5.10 Provenance of the tool .....	41
5.11 Notes.....	42
6. Job Circuit - enhanced opportunities for young people .....	43
6.1 Target group.....	43
6.2 Framework .....	43
6.2.1. Description of the tool.....	43
6.3 Duration.....	44
6.4 Purpose.....	44
6.5 Networks .....	44
6.6 Success criteria.....	44
6.6.1 Aim .....	44
6.7 Benchmarks .....	45
6.8 Finishing line .....	45
6.9 Description of the methodology, didactics and learning styles.....	45
6.10 Provenance of the tool .....	46

6.11 Notes.....	47
7. Job club .....	48
7.1 Target group.....	48
7.2 Framework .....	48
7.2.1. Description of the tool.....	48
7.3 Duration.....	49
7.4 Purpose.....	49
7.5 Networks .....	50
7.6 Criteria for success .....	50
7.6.1. Aim .....	50
7.7 Benchmarks .....	50
7.8 Finishing line .....	51
7.9 Description of the methodology, didactics and learning styles.....	51
7.10 Provenance of the tool .....	52
7.11 Notes.....	53
8. Job fair .....	54
8.1 Target group.....	54
8.2 Framework .....	54
8.2.1 Description of the job fair.....	54
8.3 Duration.....	54
8.4 Purpose.....	55
8.5 Networks .....	55
8.6 Criteria for success .....	56
8.6.1 Aim .....	56
8.7 Benchmarks .....	56
8.8 Finishing line .....	57
8.9 Description of methodology, didactics and learning styles.....	57
8.10 Provenance of the tool .....	58
8.11 Notes.....	59
9. Job seeking technique course .....	60

9.1 Target group.....	60
9.2 Framework .....	60
9.2.1 Description of the tool.....	60
9.3 Duration.....	60
9.4 Purpose.....	61
9.5 Networks .....	61
9.6 Criteria for success .....	61
9.6.1 Aim .....	61
9.7 Benchmarks .....	62
9.8 Finishing line .....	63
9.9 Description of the methodology, didactics and learning styles.....	63
9.10 Provenance of the tool .....	63
9.11 Notes.....	66
10. My career.....	67
10.1 Target group.....	67
10.2 Framework .....	67
10.2.1 Description of the tool.....	67
10.3 Duration.....	69
10.4 Purpose.....	69
10.5 Networks .....	69
10.6 Criteria for success .....	69
10.6.1 Aim .....	69
10.7 Benchmarks .....	70
10.8 Finishing line .....	70
10.9 Description of the methodology, didactics and learning styles.....	70
10.10 Provenance of the tool .....	70
10.11 Notes.....	71
11. Name: My way .....	72
11.1 Target group.....	72
11. 2 Framework .....	72

11.2.1 Description of the tool.....	72
11.3 Duration.....	74
11.4 Purpose.....	74
11.5 Networks .....	74
11.6 Criteria for success .....	74
11.6.1 Aim .....	74
11.7 Benchmarks .....	75
11.8 Finishing line .....	75
11.9 Description of the methodology, didactics and learning styles.....	75
11.10 Provenance of the tool .....	75
11.11 Notes.....	75
12. Outplacement Module.....	76
12.1 Target group.....	76
12.2 Framework .....	76
12.2.1 Description of the tool.....	76
12.3 Duration.....	76
12.4 Purpose.....	77
12.5 Networks .....	77
12.6 Criteria for success .....	77
12.6.1 Aim .....	77
12.7 Benchmarks .....	78
12.8 Finishing line .....	78
12.9 Description of the methodology, didactics and learning styles.....	78
12.10 Provenance of the tool .....	78
12.11 Notes.....	79
13. Mentor course.....	80
13.1 Target group.....	80
13.2.1 Description of the tool.....	80
13.3 Duration.....	81
13.4 Purpose.....	81

13.5 Networks .....	82
13.6 Criteria for success .....	82
13.6.1 Aim .....	82
13.7 Benchmarks .....	82
13.8 Finishing line .....	82
13.9 Description of methodology, didactics and learning styles.....	83
13.10 Provenance of the tool .....	85
13.11 Notes.....	86
14. Partner Organisations.....	87

## List of tables

Table 1 List of Tools.....	10
Table 2 Implementation of the programme “A new beginning a new opportunity”.....	12
Table 3 Quality criteria.....	15
Table 4 Implemented methods tools and didactic-techniques.....	17
Table 5 Quality criteria.....	62
Table 6 Implemented methods tools and didactic-techniques (learning style).....	64
Table 7 Partner Organisations.....	87

## List of figures

Figure 1 Implementation process of the programme.....	12
Figure 2 The implementation process.....	65

# Introduction

## What does “outplacement” mean?

Outplacement is the process of supporting persons to achieve permanent connection to the labour market. This process connects trainees, training organisations and the labour market (companies/organisations) in order to create new employment environment - this also means to locate new jobs and jobs accesses as well as possibilities for working.

Therefore outplacement is composed of 2 pillars:

1. The first pillar consists of a group of services, which is given to trainees in the field of career transition as well as guidance and focuses on (re)orientation training counselling in order to get (re)integrated into the labour market. These services include - guidance - career guidance career evaluation the foundation of work experience education/training - developing communications & self presentation skills, networks - targeting the job market. The philosophy of outplacement is the support for trainees in their future career options and should be regarded as a complete process, which is intended to relate holistically to the individual person.
2. The second pillar is the set of various tools for contacting enterprises in order to assist the trainees not only in work related circumstances but also in other circumstances that may exclude this person from the labour market

# Good Practice Catalogue with Instruments of Outplacement

This catalogue consists of various tools which are related to the „outplacement“ topic. The structure and contents of each of these tools have been developed by one of the organisations cooperating in this project and subsequently tested by a partner organisation. It is the aim of this catalogue to provide a variety of instruments for all those (educational) institutions dealing with the subject of „job search support“. Depending on their requirements and/or their target groups they will be able to adopt these instruments either in their original or in an adapted form. The way this catalogue is structured, the description of the tool is followed by the homepage of the responsible organisation, from where one can contact the people in charge, ask for information or pass on any comments or feedback.

Table 1

*List of tools*

Name of the tool	Partnerorganisation
1. A new beginning a new opportunity	Dimitra Institute Greece
2. Business presentation	Schulungszentrum Fohnsdorf Austria
3. Consulting program	Coop Institute of Education Slovakia
4. Course of inspiration	IteE Instytut Technologii Eksploatacji-PIB Poland
5. Informative talk	School Center Ptuj Slovenia
6. Job circuit	Univerzitetni rehabilitacijski institut Republike Slovenije - Soca Slovenia
7. Job club	IteE Instytut Technologii Eksploatacji-PIB

	Poland
8. Job fair	Schulungszentrum Fohnsdorf Austria
9. Job seeking techniques course	Dimitra Institute Greece
10. Mentor Course	Randers Bo-Og Erhvervstraening Denmark
11. My career	School Center Ptuj Slovenia
12. My way	School Center Ptuj Slovenia
13. Outplacement Module	Schulungszentrum Fohnsdorf Austria

## Tool Profiles

### 1. A new beginning a new opportunity

Run by OAED, (state Man power Employment Organisation)

#### 1.1 Target group

“A new beginning a new opportunity” addressed to:

- Unemployed people, graduates of the compulsory education or secondary education (16-25 years old) and without previous work experience

#### 1.2 Framework

##### 1.2.1 Description of the tool

The programme “**A new beginning a new opportunity**” is based on three fundamental modules offering the opportunity to the target group to choose:

- Acquisition of working experience for 5 months through an outplacement programme,  
or

- Enhancing their professional qualification in terms of basic information technology skills. A short term training course (under 3 months) taking place for 100 hours leading to accreditation exams, or
- To receive a counselling course in 3 topics such as:
  - Vocational orientation and selection of career path
  - Preparation to active search for employment and job seeking techniques
  - Assistance in the development and management of their own business activity

### 1.3 Duration

Young people choosing to participate in counselling course, enjoy 30 hours compulsory counselling course in groups, on the topic of “**Vocational orientation and selection of career path**” and after that have the option to participate either in a counselling course on the topic of “**Preparation to active search for employment and job seeking techniques**” or in a counselling course on the topic of “**Assistance in the development and management of their own business activity**” duration of 30 hours each one.



Figure 1. Implementation process of the programme

Table 2

Implementation of the programme “A new beginning a new opportunity”

Choices	Type of support	Type of Action	Duration
Module	Acquisition of working	Outplacement pro-	5 months

1	experience	gramme	
Module 2	Enhancing their professional qualification in terms of basic information technology skills	A short term training course leading to accreditation	100 hours (1-2 months)
Module 3	A counselling course in 3 topics :	<u>Group meetings</u> <ul style="list-style-type: none"> <li>➤ Vocational orientation and selection of career path</li> <li>➤ Preparation to active search for employment and job seeking techniques</li> <li>➤ Assistance in the development and management of their own business activity</li> </ul>	<u>60 hours totally</u>  30 hours compulsory  30 hours optional  or  30 hours optional

The training process is quite intensive and the duration of the education is approximately 20 – 30 hours per week (max 6 hours per day).

#### 1.4 Purpose

The main purpose of this tool is to play a key role not only in enhancing skills, knowledge, and the qualification generally but also in assessing their competences (personal / social) of the trainees as well as in getting work experience through the outplacement process in the cooperated companies.

## 1.5 Networks

- Regarding the networks mention should be made that there is a network so-called OAED (Manpower Employment Organization) which ought to be derived the trainees from because they keep records of all unemployed people in the area with their experience and qualifications.
- As regards the tutors and mentors, in Greece, they have to be accredited by the National Accreditation Centre for Continuing Vocational Training (EKEPIS). In order to assure the quality of vocational training courses, EKEPIS uses evaluation criteria and has implemented systems for Accreditation of Trainers of Continuing Vocational Training. All the vocational training tutors/mentors come from the network of National Accreditation Centre EKEPIS. In the case that mentors could not be accredited from an accreditation organization, “mentors” may come from the staff of the cooperating company.

## 1.6 Criteria for success

### 1.6.1 Aim

An effective team of vocational / business counsellors / mentors and course coordinators (if integrated in a training course) which can match the needs and aims of the unemployed participants play the key role in order to secure the success of the outplacement tool.

On one hand, trainees on their part contribute to the quality of the “Job seeking techniques course” setting the principle objectives and targets within the course both on a personal and at a group level.

During the “Job seeking techniques course” trainees in cooperation with the Vocational / Business counsellors and the coordinators of the training course adjust their goals in order to achieve to assimilate and adopt all the techniques for better assimilation of those knowledge, skills and attitudes which are essential for their integration into the labour market.

So, we can draw the conclusion that the general aim of the “Job seeking techniques course” is to improve and enhance communications & self presentation skills, knowledge, and the qualification generally as well as to help decisively in assessing their personal / social competences.

On the other hand, the most proper way to enhance / improve the quality of the “Job seeking techniques course” is the evaluation process where the stakeholders of the programmes (trainees, vocational / business counsellors, and the coordinators of the programmes) evaluate each other and themselves as well.

Through evaluation, either the formative during the training course (on 30% and 70% of the total duration of the training course) or the summative (the last day of the training course), useful conclusions can be derived in order to adapt the objectives and the implementation procedures of “Job seeking techniques course”. Moreover summative evaluation contributes to final conclusions and future improving.

## 1.7 Benchmarks

Thus, in order to secure the quality of the programme some measurable criteria has been set such as:

Table 3

### *Quality criteria*

	<b>Criteria</b>	<b>Target</b>
1	Number of benefited people	90% of the potential number
2	Number of trainees completed the specific programme	90%
3	Number of trainees accessed to the labour market	15%
4	Number of trainees accredited their skills, knowledge (in the case that is available)	>30%
5	Counsellors evaluation	>8,5 (out of 10)
6	Total evaluation of the programme	>8,5 (out of 10)

## 1.8 Finishing line

Participation in the course results in the new employment of the participant, his/her start of business activity, or undertaking other gainful occupation.

## 1.9 Description of the methodology, didactics and learning style

Acquisition of both professional and personal/social competences of the trainees is a significant factor helping decisively their integration into the labour market.

Instructors (vocational / business counsellors and mentors) have all those tools and methods which are necessary to implement the principles of vocational counselling. Depending on the educational methods, the adequate combination of educational (didactic) techniques, tools, media and methods contribute positively in upgrading the educational, learning and counselling process. The vocational / business counsellors and mentors work together to select the appropriate methods tools and techniques according to their trainees needs, in each individual case.

The counsellors, coordinators and mentors interaction for the selection of the most adequate methods according each trainees group special needs, is crucial leading a program / course to success.

On the below table we present methods, tools and didactic - techniques implemented by counsellors / trainers during the development of the “Job seeking techniques course”.

Table 4

*Implemented methods tools and didactic-techniques*

Goal	Support type	Methods	Tools	Didactic techniques
Outplacement Business start up	Development of personal skills	Engaged learning	Questionnaire	Individual meetings / group meetings
				Counselling discussion and support
	Vocational counselling		Tests	Exercises/ group exercises
				Role-playing
	Business counselling		Training workshops	Interactive tasks
				Case studies
				Brainstorming
				Simulation games
				Presentations

1.10 Provenance of the tool

Dimitra Institute – [www.dimitra.gr](http://www.dimitra.gr)

1.11 Notes

## 2. Business presentation

### 2.1 Target group

#### 1<sup>st</sup> Target group

Traditional employment companies (company representatives: department head, mentor, managing director, personnel manager), which are currently searching for new employees

- Staffing and employment agencies
- Companies which are not recruiting at the time but are interested in long-term business relations or cooperation

#### 2<sup>nd</sup> Target group

- All participants and job seekers who are trainees in any of the educational areas at the time of the business presentation

### 2.2 Framework

#### 2.2.1 Description of the business presentation

The business presentation - which takes place in the training organization - is a face to face meeting, to which both trainees and company are invited to contact each other in an open and friendly atmosphere in order for job applications respectively for job recruitments. This platform intends to provide trainees with an opportunity to get to know company, learn about vacancies and job requirements and to find out, who the contact persons are. In return the company is offered a possibility for presentation, which enables it to become better known among trainees and both to recruit suitable staff as well as to receive support with recruitment.

In the first part of the business presentation a company representative introduces his/her company by a presentation, which includes portfolio, job-related structures, data and information about vacancies and the special job application processes.

The second part is dedicated to answer questions put forward by the participants about the presentation/company/vacancies/application details etc. It would be advisable to let the participants compile a list of questions during the preparatory talks, so that question time can be conducted smoothly and a certain degree of anonymity is maintained. The jobseekers' personal networks are thus supposed to be widened and enhanced, the potential goal being to obtain employment after the training via this contact.

## 2.3 Duration

### Preparatory work:

Preparing such a presentation takes about **two full workdays**, which consists of:

- Preliminary research and customer acquisition
- The overall coordination with participants, trainers and tutors
- Discussing with the company the presentation concerning the contents, materials, schedule and venue

On the other hand the participants are expected to gather relevant information on the Internet or via other or public channels to prepare themselves for asking questions in the forthcoming presentation

### Performance:

The duration depends on the size of the company presented and the number of questions asked after the event. As a general rule a timeframe of **two hours** should be planned for the presentation.

### Reflexion:

In total another **two hours** are needed for talking to the participants after the event. After the presentation the participants are encouraged to reflect on the presentation contents, on further steps to be taken and on their conclusions (significance of statements) together with outplacement tutors.

## 2.4 Purpose

Business presentations are a professional tool and a time-tested PR instrument used to introduce a company to a wider audience. A technically well prepared, attractive presentation will serve this purpose in a convincing way. Business presentations are characterized by the companies' endeavours to draw attention to their enterprises, to provide information, to analyse opinions, trends and the audience (clients), and to achieve the company's own goals. There is a danger that this tool might be abused and solely serve the purpose of providing publicity for the company. Consequently, prior to holding a business presentation the organizers must be assured that the company recognizes the presentation as an opportunity for participants to find employment.

A crucial benefit of the business presentation is to make the market of current or future non-advertised jobs more transparent for the participant. So on one hand the participants can

increase their chances to find a proper new work placement easier and in a shorter period and on the other hand entrepreneurs can fill their vacancies faster and more efficiently than before with adequately trained applicants.

## 2.5 Networks

It is supportive and helpful, when the organisation manages a data base containing all company contacts that counts among the clients of the organisation. These companies should be invited regularly to events. Moreover, companies which provide practical traineeships are approached and asked about their requirements and/or their willingness to hold a business presentation. Parallel to these networks, a network of former trainees, who act as multipliers and/or mentors in the companies they work for, should be built up.

## 2.6 Success criteria

### 2.6.1 Aim

The general aim of the business presentation is to match job seekers with future employers. How effective this aim can be realized depends primarily on how attractive the companies are for the educational organization / trainee. In this context, it is important that the companies' selection criteria for new staff are coherent with the training programmes and objectives of the educational institutions. An increase in the number of adequate business presentations increases the jobseekers' chances to find suitable employment.

Despite this general aim it should be regarded, that very high priority should be given to networking, the flow of information and the general benefit participants derive from such events in order to improve their chances to find employment.

After the business presentation has been concluded, participants are asked to reflect on the outcomes, and the company is approached for a joint evaluation (how many participants found the company interesting, how many will apply at this company – number of actual placements, what impression has the company made on trainees).

## 2.7 Benchmarks

- Amount of business presentations per quarterly year
- Quality and amount of the new job placement offers
- Coherence of the job vacancies with the training programme
- Amount of participants per business presentation

- How many participants wrote job applications respectively were invited for a job interview?
- How many participants have succeeded in the job application process and have got employed in this company?

## 2.8 Finishing line

The business presentation has a limited duration and is a closed unit that is organized independently of other activities. Nevertheless, business presentations can be a follow-up to or overlap with a number of other tools, e.g. job application coaching, application management or outplacement module. On principle, the set of options is successfully concluded when the applicant has been offered or has found an adequate job.

## 2.9 Description of methodology, didactics and learning styles

Preparation work:

Support is offered to the participants by means of preparing them systematically for the company holding the presentation and making them more perceptive (Internet search, -Which open questions are there? compiling a list of questions). These preparations are made in open discussion rounds but also in workshops and self-directed instructions.

Trainees need to be encouraged to actively participate in their own application process through self-directed instruction. Without taking a role in their own application process, students become too dependent on their tutors / trainers / advisors or - generally speaking - on the organisation and fall behind in independent thought, reasoning, critical-thinking, and problem-solving abilities.

In the discussion rounds the discussions help to develop the thinking process, to promote a positive attitude towards application and to develop interpersonal skills. Group discussions foster interaction between trainees whose skills, attitudes, and interests differ and allow the trainees to use democratic leadership skills to lead the direction of their discussions and participation. In this manner, discussion sessions help trainees to extend their knowledge through higher-level independent thought and to develop a clear picture on their future options.

### Performance of the business presentation:

The beginning of the presentation is marked by direct instruction and presentation of the representatives of the company with some visual aids like PC, video tape or posters and the trainees are in the position to watch and listen. The representative of the company illustrates the potentials and the – exceptional - specifics of the company. As these presentations are in most cases similar to advertisement talks the trainees have to be aware of the contents and are expected to put – also critical - questions to the representative/s. This kind of method is a proper “starter”, but it doesn't entirely need the individual information demands of all trainees. Apart from that this method works for only a small percentage of trainees, not for a great variety. The trainees who have other than verbal “intelligence”, or who have a more introvert personality, will fail. Therefore the trainees get the opportunity to meet in sole appointments with the representative of the company in order to clarify the personal situation, resources, interests and further options. These sole appointments are held in a private and trustful atmosphere and are offered voluntarily.

## 2.10 Provenance of the tool

Schulungszentrum Fohnsdorf – [www.szf.at](http://www.szf.at)

## 2.11 Notes

## 3. Consulting programme

### 3.1 Target group

#### Trainees in:

- A. Group
- B. Individual

### 3.2 Framework

#### 3.2.1 Description of the consulting programme

##### A. Introductory presentation for trainees:

- **Explanation of the current situation** - helping trainees cope with the loss of their jobs and motivating them towards an active approach
- Offering a **general perspective on how to proceed during searching jobs** or positions

The consultants will answer all the eventual questions after the presentation, followed by personal consulting (“Personal register interview”), which will be adjusted according to the schedule of the client and the consultant.

##### B. Individual consulting:

- **Individual session** - tutors meet trainees
- **Psychologist analyzes** trainee behaviour and reactions

#### **INDIVIDUAL SESSION**

- Preparing a CV
- Identifying job opportunities
- Evaluating the job market situation of the particular region
- Preparing for an interview
- Entering the agency database
- Follow-up consulting

**-personal interview:** carried out with individual trainees; aim of these interviews is to clarify the reasons on individual level, discuss immediate impressions, gather personal data from the trainees (individual characteristics)

**-listing qualifications and work experience:** trainees add work experience and acquired skills or knowledge to the list of professional achievements. **How to write a CV** – preparing a CV together with the candidates (including the list of professional achievements and qualifying experience). Candidates receive a CV template; discuss the individual sections and what personnel clerks look for in a CV in the first place – what catches their attention; what mistakes should be avoided; question session

**-assisting with identifying job opportunities:** opportunities for becoming successful on the job market again and providing information where to look for a job ([internet job hunting sites](#))

**-evaluating the job market situation:** Analyzing the region, eventually the individual employers, help with the interaction with Job Offices

**-interview:** how to prepare for an interview; how to behave; how to dress; types of interviews; questions, discussion

**-free registration offer:** candidates will be offered the opportunity of free registration, consulting and advice from Grafton divisions

**-follow-up support according to a pre-agreed timeline:** in person, on the phone or via e-mail

## **PSYCHOLOGIST ANALYZES**

### **Assisting during requalification**

- Analyzing the potential, identifying trainee strengths and weaknesses
- Identifying opportunities for honing skills and abilities of the individual trainees
- List of requalification centres and seminars in the region

### **Consulting a psychologist**

- Professional psychological discussions and support during mental adaptation
- Individual consulting
- Motivating positively
- Participation is individual, trainee has to agree

### 3.3 Duration

Introductory presentation for trainees (3 full workdays)

Individual consulting (for a period of three months)

### 3.4 Purpose

Program aimed at:

- psychological support for trainees,
- summarizing their work experience and achievements,
- complex consulting during job hunting,
- self-presentation during job interviews.

### 3.5 Networks

The organisation which provides this outplacement programme is in close contact with labour offices, training and education institutions, and stakeholders.

### 3.6 Success criteria

#### 3.6.1 Aim

For the trainees:

Shortens the time needed for finding a new job

- Helps restore self-confidence
- Helps understand the objective reasons for termination
- Positively motivates and helps focus on future professions
- Supports and objectively directs towards utilizing own potential
- Reference for future employers

### 3.7 Benchmarks

1. Number of trainees who find a new job
2. Number of trainees who understand the objective reasons for termination
3. Quality and number of the new job placements

### 3.8 Finishing line

Consulting programme for finding a new job is a complex program consisting of a different kind of educational and supporting tools. The main criteria for success are that trainees after finishing one job are able in a short time without any restrictions find a new job.

### 3.9 Description of methodology, didactics and learning styles

#### Methodology, didactics and learning styles:

- personal interview;
- professional psychological discussions;
- group discussions;
- face to face meetings;
- practical exercises – preparing CV, writing covering letters, etc.;
- interview coaching - role plays, personal counselling, etc.;
- testing

### 3.10 Provenance of the tool

COOP Institute of Education - [www.vic.sk](http://www.vic.sk)

## 3.11 Notes

## 4. Inspiration Course

*On the basis of „ Zeszyty informacyjno-metodyczne doradcy zawodowego. Metody grupowego poradnictwa zawodowego. Kurs inspiracji cz.II. (Information and Methodology Notebooks). Methods of vocational group counselling. Inspiration Course. Part 2).KUP, Warszawa 1998*

### 4.1 Target group

The outplacement tool described here can be used with all groups of unemployed people (professional experience and current/ past are of no importance).

### 4.2 Framework

#### 4.2.1 Description of the tool

The Inspiration Course is one of the vocational group counselling methods. Classes take place in groups of 8 - 16 participants, and are run by two instructors. The groups can be uniform in terms of age, education, sex etc., or mixed. In mixed groups, the participants inspire each other, but there is the danger that "cliques" may form. In the uniform groups, the participants feel better because they are "among equals", but their ability of mutual inspiration is reduced. It is important for the trainer to know the structure of the group beforehand, so that he/she can plan the course earlier.

As the course product, all its participants develop the so-called „individual action plan" (IAP). The IAP is a personal job search program, prepared in cooperation of the unemployed or job-seeking person with the employment agent, vocational counsellor or training specialist. The IAP entails determining with the jobless person a number of actions adapted to his/her personal situation, and to the local labour market.

The Inspiration Course consists of five thematically organised components:

#### **A) Presentation of the course and its participants**

- Course foundations and objectives;
- Introduction of the term „Individual action plan" and explanation of its meaning.
- Introducing themselves by participants (including their expectations from the course)

## **B) Man and society**

The aim of this thematic component is to make the participants understand the relationship between an individual projection of their own persons and social factors influencing values, and make them aware that they are affected by the ongoing changes. By making them understand that both they and the surrounding world are the changing values, the participants' abilities and potential for action become strengthened.

The sum of mutual experiences builds up the basis for the development of social thinking.

## **C) Employment and education**

The aim of this thematic component is the assessment of participants' individual qualifications against the general background of job requirements. This assessment is to inspire them for qualification updating, expansion of the job search area, development of particular education-related initiatives, etc. The thematic component consists of three parts:

1. Qualification requirements in the present and future labour market.
2. Situation in the labour market.
3. Educational opportunities.

The methods used in the implementation of this component serve the purpose of knowing oneself better and individual analysis of qualifications. Taking, for instance, an analysis of selected job advertisements as a starting point, it is discussed how and why different types of qualifications and qualification requirements are being developed and will be developed in future.

An important task for the instructor is to translate abilities and skills into the language of qualifications, e.g. the ability to take care of children involves such broadly understood qualifications as responsibility, inventiveness, patience, ability to organize work.

## **D) Individual action plan**

The action plan is to make all the knowledge and skills that the participants have acquired on the course give them further action directions and help them work further on the ideas and inspirations gained from the course.

Individual action plan is the basis of action for each participant after the course has been completed.

It is also an important element in further cooperation with the job counsellor. It consists in planning change-orientated activities enabling them to find employment. The individual action plan contains vocational goals, activities to be undertaken and deadlines for their completion. Goals must be realistic. The individual Action Plan can also contain dreams. For some the action plan can be a well developed education plan with its goal clearly identified; for others it can be limited to a plan of enrolling on a short course. The trainer's task is to introduce the term of the Individual Action Plan as an essential part of the course on the very first day of the course and explain how to work on it. It is important for the participants to know who to turn to with a request for further information and advice after the course has been completed. Two different work models are possible while working on individual action plans. In the first one the individual action plan is treated as an element of the final phase of the course. In the second one the work on an individual action plan is treated as an ongoing process, as a constant element running through the entire course duration time, i.e. a participant collects his/her own ideas which result from the experiences gained during the course and discusses them in small groups or with the instructor. Individual counselling can accompany performing individual exercises or be offered during the last hour of classes and during breaks. At the end of the course, the participants are given a task to develop an individual action plan. It is not exactly specified how detailed and concrete the plan is to be and therefore it is better not to use the earlier prepared schemata. Next, the trainer talks to every participant explaining what his/her actual abilities and barriers are, helps him/her to prepare a realistic plan.

### **E) Course evaluation**

The course is evaluated at its end. The participants are the evaluators. Both verbal and written evaluation is planned. During the evaluation of the course, the participants consider its contents, the trainer, other participants and themselves. A meeting between the course participants is also recommended, a month after its completion.

## **4.3 Duration**

The Inspiration Course is a short form. If a very intensive mode of work is adopted – the minimum time needed to carry out the course is 3 days.

## 4.4 Purpose

The purpose of the Inspiration Course is to generate motivation in its participants for more active approach to their professional future. The course has also the following goals:

- to motivate its participants for keeping active and maintaining relationship with the labour market while they are jobless. To achieve this goal, the participants should reach the conclusion that the change in their situation is possible only through the conscious and purposeful use of their own potential for action.
- to make the participants aware of their potential for action, of their rights and obligations, and to inform them of the possibilities of learning, change of qualifications etc. This is done on the basis of current legislation and local and regional opportunities for learning and employment,
- strengthening the awareness and understanding of oneself and of the surrounding world. The participants' experiences are processed in the psychological and social context, stressing their own potential for action, and showing the circumstances of unemployment,
- alerting the participants to the need of taking responsibility for themselves and their lives, as well as to the meaning of readiness for change and upholding motivation for lifelong learning.

## 4.5 Networks

There is no network of participants / users of the presented tool.

The course leaders are usually vocational counsellors. Polish vocational counsellors may be associated in one of the two nationwide organizations:

- The Polish Association of School and Vocational Counsellors (<http://www.sdsiz.pl/>)
- the National Forum for Lifelong Guidance Policy (<http://www.doradztwokariery.pl/>)

## 4.6 Criteria for success

### 4.6.1 Aim

The aim of the Inspiration Course is to motivate its participants for a more active approach to their professional future.

## 4.7 Benchmarks

- the number of inspiration courses in a specified period of time
- the number of course participants,
- the number of developed individual action plans,
- the number of job applications submitted after the course has been completed
- the number of the people employed
- the number of companies registered by course participants
- the number of course participants who following the course completion started vocational development training (or re-qualification)

## 4.8 Finishing line

Participation in the course results in the new employment of the participant, his/her start of business activity, or undertaking other gainful occupation.

## 4.9 Description of the methodology, didactics and learning styles

Methodology of work with the inspiration course participants becomes an inherent part of the theoretical foundations of **experience-based pedagogy**. Experience-based pedagogy represents such an approach to the learning process in which concrete experiences are generalised and given a social context. Experience is described as an active, creative, reflective and conscious process. Experience is gained through action, therefore all new actions are useful in order to change one's own situation significantly. Thus it is important to get to the experience contents to be able to analyse them.

The aim of the teaching process is to achieve social thinking in the sense of an ability to understand one's own subjective and individual situation in the context of the social situation as well as an ability to move from an individual point of view to the social point of view, e.g.:

- ability to see the relationship between the household budget and national economy,
- ability to perceive the relationship between one's own personal and individual biography, and history,
- ability to see the relationships between an individual and personal experience of being unemployed and social causes and effects of unemployment.

### **SELECTED WORK METHODS**

#### **1) The life story method of analysis (autobiography)**

The starting point for this method is memories of one's own life. By listening to memories of others one can recall one's own memories which can be generalized and presented in social contexts. The method favours introduction of a historical dimension in such a way that individual biographies can be analysed against the background of social development. A small-scale individual history exemplifies large-scale history.

Due to the limited time it is recommended to specify the theme of memories already in the introductory phase. If, for example, we analyse the topic of "upbringing and socialisation", it is advisable to limit the discussion to childhood memories only with reference to a given person's upbringing.

The work is carried out in groups of 4 or 5 where each person takes a "trip down a memory lane" recollecting his/her life memories concerning, e.g. the school, family, work, etc. Other participants can ask questions. When everybody has told their stories, one person in each group is chosen. This person is to tell how the picture of a given memory has changed starting from childhood and ending with the present time. The participants can develop materials from interviews in the form of an article, tape recording, etc.

Results of work in small groups are presented to the entire group which can together choose the topics they want to work on. It is important to discuss the topics from the long-term perspective and perceive them in the context of social development processes.

## **2) Role play**

This method can help to reveal some broadly understood qualifications which the participants do not realise they possess. The role play may focus on two different spheres:

- roles played by the participants (roles can be outlined beforehand, dialogues between the characters are not determined earlier).
- situations, which are acted out by the participants (what must be determined is the situational context of the plot and what characters are needed).

It is essential for both sides that the instructor defines the goal of the play (what the participants are to learn) at the very beginning.

Inspiration Courses use this method:

- for the presentation of job interviews,
- as a tool in work on the subject of communication and body language,
- for the presentation of group work results,
- as a starting point for solving conflicts in a group,
- to demonstrate knowledge gained by the participants.

Both the participants and the instructor can be actors in the role play. If the latter takes part in the play, he/she can have the main role and in this way control the role play. A good idea is to have some course participants as observers who will have to analyse the play. Since the participants do not play themselves but other people, the process shall not be “dangerous” in the sense that it relates to them personally.

While assigning roles, the instructor should be careful not to give participants the roles identical with their personalities. To distance themselves from the roles played, the participants can draw photos/pictures of the characters which they will have to play.

The following elements can be distinguished in the role play:

- the topic which is worked on, e.g. presenting a conflict in a group,
- specified expectations towards actors and observers,
- proper role play,
- Summary: if in the beginning the goal was clear and it was established what the participants have to learn, what the centre of attention must be, then the process of summary is going to be simple.

The summary can be arranged in the following way:

- actors tell how they felt while playing their roles,
- observers share their observations,
- general discussion on the play,
- discussion on how to benefit in future from the experience gained during the role play.

### **3) The forge of future**

The forge of future is a workshop in which one’s future „is forged”. It is a form of work where the starting point is a topic vital for the participants. There are many variants of this method – from a one-day workshop to classes covering the whole teaching process. The feature they all share in common is that in the course of their workshops, the participants undergo a process starting with the phase of criticism, followed by the phase of utopia, and eventually they reach the phase of action. The forge of future consists of four phases. The instructor takes care that the rules specific for each of them are observed.

Presentation of the method: the method and its rules are presented to the participants.

Sheets of paper are hung on the room walls in such a way as to make them visible to everyone.

Phase of criticism: taking the mutually agreed topic/problem as the starting point, the participants formulate critical remarks in the form of slogans, words or sentences referring to it. The leader asks the participants a question – *what makes you dissatisfied, what would you like to criticize?*

Answers are written on the sheets of paper hanging on the walls. They cannot be commented on aloud. When all the ideas are exhausted, or when the time assigned is over, the leader of the forge, together with the participants, can gather critical remarks and divide them into the thematic groups.

Then each participant is given 5 points which he/she has to allocate to these words/sentences which he/she thinks worth considering. The terms which are allocated the most points become topics which are worked on in the phase of utopia.

The leader can ask the question: – *which statements are most relevant to you, which of them shall we work on?*

Phase of utopia: words/sentences are converted into opposite terms having a positive dimension/meaning. We hang new sheets of paper on the wall on which the participants write words referring to the topic which emerged in the previous phase. Speaking out comments is not allowed here, either. The main task of the person in charge of the forge is to stimulate imagination, to create good atmosphere and ensure that imagination is not restricted by anything. In this phase even the most unlikely solutions are worth considering. When invention is exhausted or the time set is coming to an end, each participant is given 5 points again. He/she allocates them to these terms which he/she wants to work on in the phase of implementation. The leader can ask the question: – *what do we dream of, what do we want the ideal situation to look like?*

Phase of implementation: the starting point for this phase is the problem chosen in the phase of utopia. The participants write down the proposals of changes and actions on the sheets of paper hanging on the wall. When the time set is over, each participant gets 5 points again and allocates them to the proposals which he/she wants to treat as the starting point for further action. The proposal which is allocated the most points becomes the topic which becomes the subject matter of further work. In this phase the participants rationalize the ideas which appeared in the phase of utopia. Eventually they standardize their position and develop a preliminary implementation plan.

#### 4.10 Provenance of the tool

Instytut Technologii Eksploatacji – PIB – [www.itee.radom.pl](http://www.itee.radom.pl)

## 4.11 Notes

## 5. Informative talk

### 5.1 Target group

Unemployed persons who seek employment only by sending written applications.

### 5.2 Framework

#### 5.2.1 Description of the tool

*Informative talk* is a workshop, organised by the Employment Service for a certain group of unemployed persons that have trouble finding employment. The maximum number of people in this workshop is 15. Presence at these meetings is mandatory. Every absence of a participant needs to be appropriately justified (a note from a doctor, a stamp from a state body etc.). If an absence is unjustified, it can be a ground for removing the person from the unemployment register and from the Employment service, respectively. This workshop is carried out at the National Resource Centre for Vocational Guidance (NCIPS).

In this workshop the participants first fill in the questionnaire, where they describe an informative talk and say if and why it is necessary. The leader writes down various answers on the blackboard and discusses the questionnaire with the participants. The participants are then divided into two groups and make a poster on contents of a good job application. The leader also gives some pointers about an informative talk. After that they watch a videotape with an example of an informative talk. The next exercise is role playing in pairs, where they make a phone call to the employer. They discuss the exercise and at the end of the workshop reflect on what they have learned.

### 5.3 Duration

The duration of the workshop is 120 minutes. It comprises one meeting only.

### 5.4 Purpose

The purpose of the workshop is to teach unemployed persons how to conduct a telephone call, so that they can use this skill besides writing applications. At the same time the purpose is to motivate the participants to join other workshops, organised by the Employment Service.

## 5.5 Networks

The Employment Service keeps a record of the participants of this workshop. This record is kept in a computer programme and only employees of the Employment Service have access to the programme.

## 5.6 Success criteria

### 5.6.1 Aim

The aim of the workshop is to help the unemployed persons use phone call as one of the forms of active search for employment.

## 5.7 Benchmarks

The benchmark of this workshop is to help the participants use both a written application and a phone call to contact the employer and arrange an interview, meaning, they have better chances for employment.

## 5.8 Finishing line

For persons participating in this workshop it is easier to get an employment, as they gain a lot of new knowledge that can help them in finding a job.

## 5.9 Description of the methodology, didactics and learning styles

The maximum number of people that can attend such a workshop is 15. Various working methods are applied:

- Individual work
- Group work
- Role playing
- Working in pairs
- Discussions on various topics
- Presentations

## 5.10 Provenance of the tool

School Center Ptuj – [www.scptuj.si](http://www.scptuj.si)

## 5.11 Notes

## 6. Job Circuit - enhanced opportunities for young people

### 6.1 Target group

- VET school drop-outs young people
- non-register unemployed young people 15-20 years
- long-term unemployed young people - who did not find employment in their profession (till 26 years old)

### 6.2 Framework

#### 6.2.1. Description of the tool

##### Selection criteria:

- Inform the potential candidates
- Selection of integrating in the programme in conformity with the employment plan
- Knowledge and experience by entering the programme
- Formation the individual programmes during training in conformity with planned vocational career

##### Test phase:

- Formation of programme content and proficiencies at individual jobs
- Backup information system setup
- Consultancy work development in the on job training
- Psychosocial programmes
- Checking and aligning needs of on job training programme by enterprises

##### Theoretical part of training content:

- Start up test phase gathering the target group with focus on the theoretical items
- Protocol / code of behaviour / rights and duties
- Mainstreaming soft skills acquisition / development
- Personal Computer knowledge (word, excel, internet, e-mail)
- Job coaching

### Practical part of training content:

- Getting first job experiences in the circuit
- Change between 2 – 3 jobs in 2 - 3 months
- Individual help in finding further activities for each participant

## 6.3 Duration

Theoretical part: 1 month, the practical programme duration is 2 - 3 months.

## 6.4 Purpose

The purpose of on Job Circuit training is:

- First real work experiences
- Work experiences for more jobs
- More self-confidence
- Individual access
- Good cooperation with employees
- Individual help of mentors in enterprises
- Computer knowledge, skills for better communication,
- Skills for motivation
- Skills to find a job
- More possibility to get permanent job etc.

## 6.5 Networks

In this programme we are connected with "real word" which assures that our participants get knowledge which is temporally searching for on labour market:

- Cooperation with 30 enterprises and sole traders
- Practical training in enterprises – 2 to 3 months
- Carrying out tasks for the enterprises

## 6.6 Success criteria

### 6.6.1 Aim

The aims are:

- Real work which occur in the company

- Accomplished by trainees
- Due to practical orientation and authentic business environment
- Work assignments lead to effective learning and working results
- The main training method at work
- On-job training suits for handcrafts and the majority of small enterprises, the training for apprenticeship workshops and practical training workshops

## 6.7 Benchmarks

Practical experience in real enterprises and work experiences for more jobs gives participants more opportunities to get permanent job.

## 6.8 Finishing line

Participation in the "Job Circuit" programme gives practical work experience which increase their possibilities to find a job the labour market, in the new employment of the participant, his/her start of business activity, or undertaking other gainful occupation.

## 6.9 Description of the methodology, didactics and learning styles

### Lecture and Discussion Methods:

The discussion method helps teach material, but it also develops the thinking process, promotes a positive attitude towards learning and develops interpersonal skills.

### Grouping:

Organizational arrangements place participants together in groups to improve the learning condition. Cooperative learning groups place participants of different abilities together, so that they can help to each other.

### Tutoring:

The need for tutoring tends to arise when other teaching methods have failed, or participants need extra instructions about the particular topic.

### Team work:

Promotes social competence notably. Trainees of different age and standard of knowledge are trained in heterogeneous groups.

## 6.10 Provenance of the tool

Univerzitetni rehabilitacijski institut – [www.ir-rs.si](http://www.ir-rs.si)

## 6.11 Notes

## 7. Job club

### 7.1 Target group

Participants of the Job Club may be adult persons of various age: graduates, persons with many years of work experience, persons who lost their jobs a few days ago, persons who have not worked for years and want to come back to the labour market, as well as persons looking for their first employment. Their common feature is the low level of skills associated with handling the labour market.

### 7.2 Framework

#### 7.2.1. Description of the tool

The Job Club is a place where training events in the field of active job seeking are held. Every person who wants to find a job obtains here knowledge and support helping them to find a job. In Polish realities, the Job Club functions mainly in public structures of employment services.

The participants come daily to the Club, check the new job offers, call the employers, report on their activity from the previous day, use the individual counselling of the so-called Job Club Leader<sup>1</sup>, practise in pairs the job interview skills, update their job search strategies, write motivational letters, exchange experiences, job offers, motivate and support each other.

#### Organization

In order for the Job Club to function effectively, basic technical conditions must be met. First of all, the Club needs an appropriate location. Optimum conditions would mean one large room where group classes could be held, and at least one additional room which could be treated as the "backup" for the Club. In this room the Leader may keep auxiliary materials, documentation of training etc., may also meet individually with former participants while another group is having classes in the large training room.

The basic equipment for the main training room of the Job Club usually includes (aside from furniture, board, and office supplies) a camera, TV and a video player used to watch presentations and scenes recorded during exercise sessions. The participants should have access to a free of charge phone (however, the phone should be monitored) and a PC with the printer, to be able to prepare their job application documents. The Job Club should also have: current newspapers with up-to-date job offers, telephone and address directories, lists of

---

<sup>1</sup> The Job Club Leader may be a person who completes a specialist training and obtains the license issued by the Labor Market Department of the Ministry of Labor and Social Policy.

websites of the most important institutions and websites where information for job-seekers and job offers are placed; as well as reading materials on the job search techniques, work on one's own development and on setting up one's own business activity. The participants should have permanent access to the Internet, allowing them to seek job offers and other useful information on an ongoing basis.

It is important to create a „warm atmosphere” at the Club that would help the participants to last through several hours of the classes (e.g. provide the opportunity for having tea/coffee together).

The leader should have permanent access to a computer and a photocopier. The computer allows the Leader to prepare new materials for participants on an ongoing basis, and the photocopier to make appropriate number of copies for the sessions.

It is advisable for the Job Club to have an overhead projector, or a computer projector for multimedia presentations. This allows the Leader to present contents in an attractive form, and to quickly return to specific information, which facilitates the association of content elements.

### 7.3 Duration

Training at the Job Club lasts for 3 weeks. During the first two weeks, training sessions are held. Their total duration is 40 hours. Training sessions should be delivered during 10 consecutive working days (3-5 hours per day). During that time, the participants acquire theoretical knowledge and develop their practical skills of searching for work.

The third week is dedicated to active job search by the participants and practical testing of the practice new behaviour, methods and techniques learned during the training. The total time allocated for joint meetings with the Leader and with other members of the group during the third week is set for about 15 hours. The time for individual actions to be undertaken by the individual participants is unlimited.

### 7.4 Purpose

The Job Club is the outplacement tool, which offers support to trainees in their future career planning. In the final stage, they are also offered assistance in contacting enterprises in order to find new employment.

## 7.5 Networks

It is very helpful when the institution rendering the Job Club services runs a database of people using their assistance. It allows to analyse the effectiveness of the Job Club activities and follow further fortunes of the participants (e.g. success examples, examples of bad practice).

## 7.6 Criteria for success

### 7.6.1. Aim

Training at the Job Club is expected to make its participants ready for intense and effective job seeking so that after the course completion they are able to:

- Define and analyse the local labour market,
- Define and compare their strengths with the opportunities offered by the labour market,
- Apply various techniques of job seeking,
- Improve their skills in the field of making decisions and implementing them. Both the contents of training, and the manner of running it, are meant to strengthen one's faith in one's own skills and the ability to run their own life among the Club participants. Finally, the activities undertaken in the job club should result in finding new employment.

## 7.7 Benchmarks

Various methods for measuring the Club's work effectiveness are used. The most frequent ones are:

- the number of persons who found employment (or have taken up further education) after completion of the training,
- the number of persons completing the training versus the number of persons who started the training.

Those benchmarks preset the absolute number of persons who received assistance – without analyzing who the participants were, to what extent they absorbed the contents of training, and how active they were during the Club sessions. Naturally, each Leader wants to know whether his/her work produces the expected results. Effectiveness of training understood in this way can be assessed by observing the involvement of individual participants and the level at which they perform their specific tasks, and next by comparing these with their success in the search for employment.

## 7.8 Finishing line

Participation in the Job Club activities results in the new employment of the participant, his/her start of business activity, or undertaking other gainful occupation.

## 7.9 Description of the methodology, didactics and learning styles

Training at the Job Club is delivered in the form of group sessions. The group size should range from 8 to 12 persons. Different work methods are applied:

- Case study
- Discussion
- Camera recording of exercises
- Creative thinking (brainstorming, the use of analogies, metaphors and imagination)
- Individual consultations
- Group work
- Presentation
- Work observation
- Games, role play
- Lecture, mini-lecture

### **The Job Club textbook – session structure:**

- Session 1. Welcome to the Job Club!
- Session 2. Work methods at the Job Club.
- Session 3. Reacting to the loss of job.
- Session 4. Analysis of failures in the job search.
- Session 5. Learning and the power of creative and positive thinking.
- Session 6. Discovering one's own talents and potential.
- Session 7. Stocktaking of the skills, abilities and vocational predispositions.
- Session 8. The labour market. Myths and reality.
- Session 9. Own business – am I fit for this?
- Session 10. Your action plan.
- Session 11. Job application documents.
- Session 12. Interpersonal skills.
- Session 13. Assertiveness in the job search
- Session 14. Seeking out job offers.
- Session 15. Preliminary conversation with the potential employer.
- Session 16. Telephone conversation with the potential employer.

Session 17. Job interview.

Session 18. How to stick to your plan and how to become resistant to failures.

Session 19. The new job.

Session 20. Completion of the training.

## 7.10 Provenance of the tool

Instytut Technologii Eksploatacji – PIB – [www.itee.radom.pl](http://www.itee.radom.pl)

## 7.11 Notes

## 8. Job fair

### 8.1 Target group

#### 1st Target group

Traditional employment companies (company representatives: department head, mentor, managing director, personnel manager), which are currently searching for new employees

- Staffing and employment agencies
- Companies which are not recruiting at the time but are interested in long-term business relations or cooperation

#### 2nd Target group

- All participants and job seekers who are trainees in any of the educational areas at the time of the business presentation

### 8.2 Framework

#### 8.2.1 Description of the job fair

The job fair - which takes place in the training organisation - is a face to face meeting to which both trainees and companies are invited to contact each other in an open and friendly atmosphere for job applications or job recruitments, respectively. This platform intends to provide trainees with an opportunity to get to know companies, learn about vacancies and job requirements and to find out who the contact persons are. In return the companies are offered a possibility for presentation, which enables them to become better known among trainees and to recruit suitable staff as well as to receive support with recruitment.

The second part is dedicated to answering questions put forward by the participants about the presentation/company/vacancies/application details etc. It would be advisable to let the participants compile a list of questions during the preparatory talks, so that question time can be conducted smoothly and a certain degree of anonymity is maintained. The jobseekers' personal networks are thus supposed to be widened and enhanced, the potential goal being to obtain employment after the training via this contact.

### 8.3 Duration

#### Preparatory work:

Preparing such a presentation takes about five full workdays and consists of:

- Preliminary research and customer acquisitions
- The overall coordination with participants, trainers and tutors

On the other hand the participants are expected to gather relevant information on the Internet or via other or public channels to prepare themselves for asking questions in the forthcoming presentation

#### Performance:

The job fair takes place two to three times a year, and its average duration is six to seven hours. The frequency of such events also depends on the labour market situation.

#### Reflection:

In total another two hours are needed for talking to the participants after the event. After the presentation the participants are encouraged to reflect on the presentation contents, on further steps to be taken and on their conclusions (significance of statements) together with outplacement tutors.

## 8.4 Purpose

It is the aim of the job fair to provide additional employment options for the trainees. At the job fair they are given the opportunity to contact companies directly and apply for a job on site. Job fairs facilitate the recruitment process for companies as direct talks make it easier to assess the quality of the training portfolio.

Job fairs are a starting point for companies and trainees to find out about one another. They provide an opportunity to investigate preconditions for employment such as: Do the business activities of the company, its location/requirements/career opportunities match the interests/plans of the trainee? The training organisation receives important feedback on the extent to which the behaviour/qualification/attitude of the trainees fit company requirements.

Generally speaking, the job fair offers opportunities to bring about closer links between companies and the training organization, which subsequently turns into an important contact when vacancies and/or traineeships are available.

## 8.5 Networks

Companies which successfully recruited new staff at a job fair will have an incentive to keep in touch and cooperate again with the training organisation. The event itself is an ideal setting for networking as existing contacts can be deepened and new contacts can be made.

Besides it is supportive and helpful, if the organisation manages a data base containing all company contacts that count among the clients of the organisation. These companies should be invited regularly to events. Moreover, companies which provide practical traineeships are approached and asked about their requirements and/or their willingness to hold a business presentation. Parallel to these networks, a network of former trainees, who act as multipliers and/or mentors in the companies they work for, should be built up.

## 8.6 Criteria for success

### 8.6.1 Aim

#### Participation:

- One of the essential success criteria for regular participation of relevant companies in job fairs is the quality of SZF trainees.
- Infrastructure/support/catering are important success criteria which should not be underestimated.
- The event is free of charge.
- It is a measurable success if a company participates a second time/repeatedly in the job fair.

#### Placement:

- The company's need to find staff could be met (measurable via company feedback)
- Trainees have found new jobs (measurable via company feedback and feedback from the SZF technical divisions).

## 8.7 Benchmarks

- Amount of job fairs per year
- Quality and amount of the new job placement offers
- Coherence of the job vacancies with the training programme
- Amount of participants per job fair
- How many participants wrote job applications respectively were invited for a job interview?
- How many participants have succeeded in the job application process and have got employed in the companies?

## 8.8 Finishing line

The job fair has a limited duration and is a closed unit that is organised independently of other activities. Nevertheless, job fairs can be a follow-up to or overlap with a number of other tools e.g. job application coaching, application management or outplacement module. On principle, the set of options is successfully concluded when the applicant has been offered or has found an adequate job.

## 8.9 Description of methodology, didactics and learning styles

### Preparation work:

Support is offered to the participants by means of preparing them systematically for the companies participating in the job fair and making them more perceptive (Internet search, -Which open questions are there? compiling a list of questions). These preparations are made in open discussion rounds but also in workshops and self-directed instructions.

Trainees need to be encouraged to actively participate in their own application process through self-directed instruction. Without taking a role in their own application process, students become too dependent on their tutors / trainers / advisors or – generally speaking- on the organisation and fall behind in independent thought, reasoning, critical-thinking, and problem-solving abilities.

In the discussion rounds, the discussions help to develop the thinking process, to promote a positive attitude towards application and to develop interpersonal skills. Group discussions foster interaction between trainees whose skills, attitudes, and interests differ and allow the trainees to use democratic leadership skills to lead the direction of their discussions and participation. In this manner, discussion sessions help trainees to extend their knowledge through higher-level independent thought and to develop a clear picture of their future options.

### Performance of the job fair:

The beginning of the job fair is marked by presentation of the representatives of the companies with some visual aids like PC, video tape or posters in their exhibition stands. The representatives of the companies illustrate the potentials and the – exceptional - specifics of the company. As these presentations are in most cases similar to advertisement talks the trainees have to be aware of the contents and are expected to put – also critical - questions to the representative/s. The trainees get the opportunity to meet also in sole appointments with the representative of the company in order to clarify the personal situation, resources, interests and further options. These sole appointments are held in a private and trustful atmosphere in their exhibition stands.

## 8.10 Provenance of the tool

Schulungszentrum Fohnsdorf – [www.szf.at](http://www.szf.at)

8.11 Notes

## 9. Job seeking technique course

“Job seeking techniques course” in the framework of the vocational training programmes for supporting people facing difficulties in accession into the labour market.

### 9.1 Target group

Addressed to:

- Unemployed people, graduates of the compulsory education/secondary education or third degree graduates with or without previous work experience

### 9.2 Framework

#### 9.2.1 Description of the tool

People choosing to participate in vocational training course, could enjoy approximately 10-20 hours compulsory counselling course in groups, on the topic of “job seeking techniques”

The topic “job seeking techniques” includes training in:

- Vocational orientation and selection of career path
- Detection of personal strengths and weaknesses
- Preparing a CV
- Preparing for an interview
- Preparation to active search for employment and job seeking techniques
- Making use of the e-services for job seeking
- Assistance in the development and starting up of their own business activity

### 9.3 Duration

The training process is quite intensive and the duration of the education is approximately 10-20 hours per week (max 5 hours per day).

If the tool is integrated into a vocational training program, then after completing of theory training in the classroom, the trainees continue into practical training in companies with mentors from the company in cooperation with supervisors determined by the vocational training organisations.

## 9.4 Purpose

(Referring to the definition):

The main purpose of this outplacement tool mentioned above is to play a key role not only in enhancing communications & self presentation skills, knowledge, and the qualification generally, but also in assessing their competences (personal / social) of the trainees as well as, if integrated into a training course, in getting work experience through the outplacement process in the cooperated companies and maybe a job position in the company being trained.

## 9.5 Networks

- Regarding the networks mention should be made that there is a network so-called OAED (Manpower Employment Organization) which ought to be derived the trainees from because they keep records of all unemployed people in the area with their experience and qualifications.
- As regards the tutors and mentors, in Greece, they have to be accredited by the National Accreditation Centre for Continuing Vocational Training (EKEPIS). In order to assure the quality of vocational training courses, EKEPIS uses evaluation criteria and has implemented systems for Accreditation of Trainers of Continuing Vocational Training. All the vocational training tutors/mentors come from the network of National Accreditation Centre EKEPIS. In the case that mentors could not be accredited from an accreditation organization, “mentors” may come from the staff of the cooperating company.

## 9.6 Criteria for success

### 9.6.1 Aim

An effective team of vocational / business counsellors / mentors and course coordinators (if integrated in a training course) which can match the needs and aims of the unemployed participants play the key role in order to secure the success of the outplacement tool.

On one hand, trainees on their part contribute to the quality of the “Job seeking techniques course” setting the principle objectives and targets within the course both on a personal and at a group level.

During the “Job seeking techniques course” trainees in cooperation with the Vocational / Business counsellors and the coordinators of the training course adjust their goals in order to achieve to assimilate and adopt all the techniques for better assimilation of those knowledge, skills and attitudes which are essential for their integration into the labour market.

So, we can draw the conclusion that the general aim of the “Job seeking techniques course” is to improve and enhance communications & self presentation skills, knowledge, and the qualification generally as well as to help decisively in assessing their personal / social competences.

On the other hand, the most proper way to enhance / improve the quality of the “Job seeking techniques course” is the evaluation process where the stakeholders of the programmes (trainees, vocational / business counsellors, and the coordinators of the programmes) evaluate each other and themselves as well.

Through evaluation, either the formative during the training course (on 30% and 70% of the total duration of the training course) or the summative (the last day of the training course), useful conclusions can be derived in order to adapt the objectives and the implementation procedures of “Job seeking techniques course”. Moreover summative evaluation contributes to final conclusions and future improving.

## 9.7 Benchmarks

Thus, in order to secure quality of the course some measurable criteria can be set such as:

Table 5

### *Quality criteria*

	<b>Criteria</b>	<b>Target</b>
1	Number of trainees completed the specific “Job seeking techniques course” (get a certification)	100%
2	Number of trainees accession into the labour market	15%
3	Number of trainees accredited their skills, knowledge (if required)	>30%
4	Trainers /mentors evaluation from their trainees	>8,5 (out of 10)
5	Total evaluation of the course from trainees an Trainers	>8,5 (out of 10)

## 9.8 Finishing line

Participation in the course results in the new employment of the participant, his/her start of business activity, or undertaking other gainful occupation.

## 9.9 Description of the methodology, didactics and learning styles

Acquisition of both professional and personal/social competences of the trainees is a significant factor helping decisively their integration into the labour market.

Instructors (vocational / business counsellors and mentors) have all those tools and methods which are necessary to implement the principles of vocational counselling. Depending on the educational methods, the adequate combination of educational (didactic) techniques, tools, media and methods contribute positively in upgrading the educational, learning and counselling process. The vocational / business counsellors and mentors work together to select the appropriate methods tools and techniques according to their trainees needs, in each individual case.

The counsellors, coordinators and mentors interaction for the selection of the most adequate methods according each trainees group special needs, is crucial leading a program / course to success.

On the below table we present methods, tools and didactic - techniques implemented by counsellors / trainers during the development of the “Job seeking techniques course”.

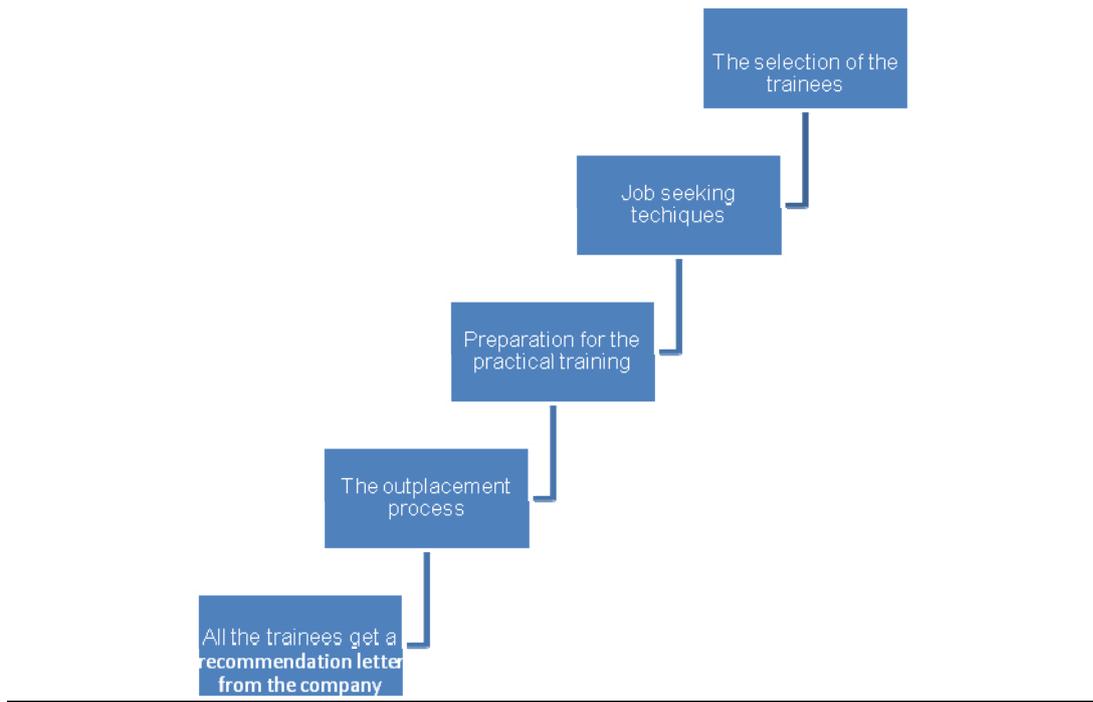
## 9.10 Provenance of the tool

Dimitra Institute – [www.dimitra.gr](http://www.dimitra.gr)

Table 6

*Implemented methods tools and didactic-techniques (learning style)*

Goal	Support type	Methods	Tools	Didactic techniques	
Job seeking techniques	Vocational orientation and selection of career path	Problem-solve learning	Questionnaire	Group meetings	
	Preparation to active search for employment and job seeking techniques			Counselling discussion and support	
				Exercises/group exercises	
	Assistance in the development and starting up of their own business activity			Engaged learning	Training workshops
		Interactive tasks			
		Case studies			
		Brainstorming			
					Simulation games
				Presentations	



*Figure 2.* The implementation process

## 9.11 Notes

## 10. My career

### 10.1 Target group

- Young job seekers who dropped out of the education system
- First-time job seekers
- Job seekers that lack the skill of job searching
- Job seekers that lack motivation for active job searching

### 10.2 Framework

#### 10.2.1 Description of the tool

*My career* is a workshop, organised by the Employment Service for a certain group of unemployed persons that have trouble finding employment. The maximum number of people in this workshop is 12. The leader explains to the participants that they can reimburse travel expenses for the preceding month by submitting tickets to the National Resource Centre for Vocational Guidance (NCIPS), where there get a certificate of attendance and then submit both to the Labour Office. Presence at these meetings is mandatory. Every absence of a participant needs to be appropriately justified (a note from a doctor, a stamp from a state body etc.). If an absence is unjustified, it can be a ground for removing the person from the unemployment register and from the Employment service, respectively. This workshop is carried out at the NCIPS.

*At the first meeting* the leader explains the aim of the workshop to the participants. It is explained to them that by applying to the Employment Service they are obliged to actively search for employment. The Employment Service can help them by providing guidelines on how to search for a job, where to search for open posts, how to write applications and offers and how to prepare for an interview. The leader also explains why it is important to search for a job, how unemployment can affect their lives and what the benefits of having a job are. The participants are then placed in pairs and conduct a type of an introductory interview. The leader distributes the questionnaires and the participants have to fill them in for one another. Then everyone presents the person they were paired with to the whole group. The next task is to fill in a questionnaire entitled *My unemployment*. The aim is to gain the views of the participants about their unemployment, how they feel about it and how they are prepared to solve this problem. The leader also presents the theory regarding unemployment and defines

it as one of life changes. At the end the participants make a poster on what does unemployment bring to them. The leader places the participants in groups of 3; each group makes a poster and presents it to the whole group.

The second workshop relates to the first one. At the beginning every participant thinks about what is in his opinion the most important thing written in the poster and shares with the group the way he could achieve that. The leader then explains the meaning of needs and values; during the period of unemployment they greatly influence a person's attitude towards work. After that the participants get a handout, where they mark 3 the most and the least important things in their lives and discuss them. The leader explains the meaning of the word *goal* and explains to the participants how to set goals. The participants fill in a handout and write down their values and concrete goals. The leader then explains the aim of setting employment goals and what they are. The participants write down their employment goals and the leader puts down realistic goals on the poster. If a participant does not have realistic goals, the leader advises him to go through the computer programme *Where and How*. The participants then get homework – they have to write an example of an application and a CV.

In the third workshop the leader presents all possible ways of searching for a job and explains how to predict and discover potential job vacancies. The participants then watch the tape *Ways of finding a job* and discuss what they have seen. Their next task is to write down where they would like to work. The leader then presents a proper manner of writing an application, explains its structure and what it should contain. He hands out an example of a complete application for a job. The participants review each others' applications that they have brought with them and fill in a table *My ideal offer*, where they write down eventual errors and good points. The participant whose application was assessed then reviews the table to see what the other person liked or disliked. The leader helps the participants to improve their applications. Then they watch a tape entitled *Informative talk*. At the end they get their homework.

At the beginning of the fourth workshop the participants first look at the table *Where to find a job*. They go through open posts and then play some roles in pairs – they have to make a phone call to the employer. The leader explains how to prepare for an interview and after that they watch *Interview with an employer* and discuss the example they have seen on tape. The next exercise is on how to present yourself to an employer. The leader places the participants in groups of 3, where they conduct 3 interviews and play 3 roles. The leader then reminds the participants that they will have to bring in proof of participation for the next 8

weeks. At the end the leader compares satisfaction at the conclusion of the workshop with expectations at the beginning of the workshop.

### 10.3 Duration

This workshop comprises four meetings. The duration of each meeting is 120 minutes.

### 10.4 Purpose

The purpose of the workshop is to provide unemployed persons with new skills of finding a job. They learn how to write an application, conduct a conversation on the phone and an interview with an employer and where to find a job.

The purpose of group monitoring is to monitor each individual in terms of where he sent an application and if he conducted any phone calls with employers or made a personal visit. It is also verified if the participants corrected the mistakes they made at the previous meeting.

### 10.5 Networks

The Employment Service keeps a record of the participants of this workshop. This record is kept in a computer programme and only employees of the Employment Service have access to the programme.

### 10.6 Criteria for success

#### 10.6.1 Aim

The participants first get to know themselves and each other – what are their interests, personal characteristics, skills, working experiences, education and their views on unemployment. The participants are also motivated for finding an employment as they get to know the meaning of having a job.

In the second workshop the participants learn about values and needs and how to set goals. They have to broaden their employment goals and set their priorities in life.

In the third meeting the participants learn about different ways of finding a job and develop the skill of conducting a conversation with an employer on the phone as well as writing an application. They also learn how to search for posts and write an application on a computer.

In the last meeting the participants learn how to present themselves in an interview with an employer. They make the final version of their application and learn the basics of searching for jobs via Internet.

## 10.7 Benchmarks

The benchmark of this workshop is that a participant can now write a proper application for a job vacancy. Because of an improved impression the participant can receive more invitations to an interview and consequently, due to an improved presentation at the interview, get a job.

## 10.8 Finishing line

For persons participating in this workshop it is easier to get an employment, as they gain a lot of new knowledge that can help them in finding a job.

## 10.9 Description of the methodology, didactics and learning styles

The maximum number of people that can attend such a workshop is 12. Various working methods are applied:

- Individual work
- Group work
- Role playing
- Working in pairs
- Discussions on various topics
- Presentations

## 10.10 Provenance of the tool

School Centre Ptuj – [www.scptuj.si](http://www.scptuj.si)

## 10.11 Notes

## 11. Name: My way

### 11.1 Target group

- Unemployed persons with poorer literary skills
- Less-employable unemployed persons
- Disabled persons
- Long-term unemployed persons
- Persons who lack motivation to become active in the labour market

### 11.2 Framework

#### 11.2.1 Description of the tool

*My way* is a workshop, organised by the Employment Service for a certain group of unemployed persons that have trouble finding employment. The maximum number of people in this workshop is 8. The leader explains to the participants that they can reimburse travel expenses for the preceding month by submitting tickets to the National Resource Centre for Vocational Guidance (NCIPS), where they get a certificate of attendance and then submit both to the Labour Office. Presence at these meetings is mandatory. Every absence of a participant needs to be appropriately justified (a note from a doctor, a stamp from a state body etc.). If an absence is unjustified, it can be a ground for removing the person from the unemployment register and from the Employment service, respectively. This workshop is carried out at the NCIPS.

In the first workshop the leader first greets the participants and they introduce themselves (their name, work, career, interests). The leader explains the purpose of this workshop. Because these participants are unemployed, they are obliged by applying to the Employment Service that they will actively search for employment. The Employment Service can help them by providing guidelines on how to search for a job, where to search for open posts, how to write applications and offers, how to prepare for an interview etc. After that the participants are placed in pairs; they introduce themselves to each other and then introduce their partner to the group. The leader writes down expectations of the participants on a poster. Then he briefly introduces NCIPS. It is a National Resource Centre for Vocational Guidance, functioning as an open system where a person can search for information by himself and free of charge. It is intended for pupils, students, unemployed persons and others. The participants

watch an introductory tape about NCIPS. They get homework – they have to fill in a handout entitled *Personal employment pattern* and write an application.

In the second workshop they first look at the homework. The participants briefly present their *Personal employment pattern*, where they have written down their work experience, personal characteristics, where they could work and what they could do. The leader then explains the aim of setting employment goals and what they are. The participants fill in the *My employment goals* handout and read them out loud; the leader writes down goals on the poster. If a participant does not have realistic goals or any employment goals at all, the leader advises him to go through the computer programme *Where and How*. The leader presents the programme that serves for establishing interests and setting employment goals. He looks at the applications the participants wrote at home and marks eventual mistakes. Then the group discusses the mistakes and how to correct them. The leader searches for open posts for every participant. After that they get homework: a table they are going to have to fill in on a regular basis; they have to write down information on who they sent an application to or an offer to and if they made a phone call, the date and the outcome. They also have to write a new application with their newly gained knowledge and additional instructions. The workshop leader also makes copies of corrected applications of the participants to see whether a participant took the corrections into consideration when writing a new application.

In the third workshop they first watch the tape *Ways of finding a job* and discuss the topic. The leader goes through their homework and corrects applications and offers. He checks if the mistakes a participant made in his previous application are corrected. Then they search for open posts. They watch a tape entitled *Informative talk* and discuss it. After the discussion the leader explains how a phone call to the employer should look, how to prepare for the call, how to ask if they could set a date for an interview etc. Later on the participants work in pairs – they make a phone call to the employer and ask about the job vacancy. Then they report to the group. For their homework they have to fill in a table they got at the previous workshop and prepare a concrete application for a concrete employer, which has to be written impeccably. They also have to send it. A phone call or a personal visit also counts as a satisfactorily carried out mandatory activity.

In the fourth workshop the leader reviews the applications and offers. They go through job vacancies with regard to employment goals they have written down. They watch the *Interview with the employer* tape. The participants are then placed in pairs; they have to play a role of a candidate in an interview. The leader explains what they should and should not say at an interview. He then reminds the participants that they will have to bring in proof of par-

ticipation for the next 8 weeks. He notifies them of the date and the place. At the end the leader compares satisfaction at the conclusion of the workshop with expectations at the beginning of the workshop.

### 11.3 Duration

This workshop comprises four meetings. The duration of the first meeting is 90 minutes and the duration of other three meetings is 120 minutes.

After the workshops the participants are monitored for 8 weeks; they have to bring in 2 applications or 1 application and 1 offer per week.

### 11.4 Purpose

The purpose of the workshop is to provide unemployed persons with new skills of finding a job, to activate and motivate them and classify their position on the meaning of employment.

The purpose of group monitoring is to monitor each individual in terms of where he sent an application and if he conducted any phone calls with employers or made a personal visit. It is also verified if the participants corrected the mistakes they made at the previous meeting.

### 11.5 Networks

The Employment Service keeps a record of the participants of this workshop. This record is kept in a computer programme and only employees of the Employment Service have access to the programme.

### 11.6 Criteria for success

#### 11.6.1 Aim

The aim of the first workshop is to inform the participants of the purpose of these workshops, their content, methods of work and the time course. The aim is also for the participants to get to know themselves and others and reduce their stage fright.

The aim of the second workshop is that the participants broaden their employment goals (to have more employment goals, not just one) and present themselves before a group. The most important aim is to teach the participants how to write applications correctly and to take the corrections of their applications in consideration.

In the third workshop the participants learn about different ways of finding a job and develop the skill of conducting a conversation with an employer on the phone. They also get to know the basics of searching for job vacancies via the Internet and learn how to write an application on a computer.

In the fourth workshop the participants learn how to present themselves in an interview with an employer and make the final version of their application and offer.

### 11.7 Benchmarks

The benchmark of this workshop is that a participant can now write a proper application for a job vacancy. Because of an improved impression the participant can receive more invitations to an interview and consequently, due to an improved presentation at the interview, get a job.

### 11.8 Finishing line

For persons participating in this workshop it is easier to get an employment, as they gain a lot of new knowledge that can help them in finding a job.

### 11.9 Description of the methodology, didactics and learning styles

The maximum number of people that can attend such a workshop is 8. Various working methods are applied:

- Individual work
- Group work
- Role playing
- Working in pairs
- Discussions on various topics
- Presentations.

### 11.10 Provenance of the tool

School Centre Ptuj – [www.scptuj.si](http://www.scptuj.si)

### 11.11 Notes

## 12. Outplacement Module

### 12.1 Target group

The target group comprises all those trainees in the various fields of education and training who have either reached the last third of their course or are about to finish their course, and have no prospect of employment.

### 12.2 Framework

#### 12.2.1 Description of the tool

The outplacement model offers trainees the opportunity to search for a job in an intense and structured manner after they have finished their technical training. In order to attend such a module some basic requirements must be met. On the one hand, the regular training course must have been concluded, on the other hand they must have completed a period of on-the-job training as part of their course. Moreover, the trainees are expected to present their "Job Search Folder" so that they can prove they have actively prepared themselves for the job search and taken action – e.g. attended job fairs, business presentations, excursions etc. The outplacement module only has a limited number of spaces available, which makes it necessary to choose the candidates with particular care. There is great importance attached to the principles of motivation, commitment and initiative, which form the basis for participation in this module. The sole focus of this module lies on finding employment. This objective defines the main tasks such as taking care of job applications and establishing new contacts on both the hidden and the open labour market.

### 12.3 Duration

Two weeks.

The weekly schedule comprises time spent in the class room and external appointments such as job interviews. Generally speaking, a maximum of 25 hours per week will be spent at guided job search preparation, whereas the remaining hours (with regard to a 38-hour working week) are available for other appointments that are relevant to finding employment.

## 12.4 Purpose

This outplacement module focuses on intensifying the job application process. This implies that offers, opportunities and conditions on the labour market are investigated, selected and thoroughly considered. By making continuous focused efforts to find a job, trainees are supposed to improve their knowledge about the situation on the labour market, to get in touch with other job seekers, pass on information and create a network so that a maximum of information can be generated from which they themselves as well as other participants benefit. This "information pool" improves their chances to find a job quickly. The trainees have to assume a high degree of self-responsibility in order to reach these goals or at least prepare them in such a way that they find a job immediately or soon after the module has finished.

The individual objectives:

- enhance and optimise one's personal application competency
- up-date, complete and fine-tune application strategies
- intensify the individual steps in the application process
- tackle the „hidden job market“
- use online application forms/company application forms
- make intensive efforts to contact companies (by telephone, e-mail)
- discuss job interviews before and after the event
- analyse and document applications continuously (entries in documentation folder)
- if required, another traineeship of 1 – 2 weeks can be done

## 12.5 Networks

Not only does the outplacement module provide trainees with opportunities for networking, but it is at the centre of this concept as it helps trainees to deepen existing contacts and establish new ones. Besides, it is supportive and helpful, if the organisation manages a data base containing all company contacts that count among its clients. Parallel to these networks, a network of former trainees, who act as multipliers and/or mentors in the companies they work for, should be built up.

## 12.6 Criteria for success

### 12.6.1 Aim

The trainees are to:

- receive an offer for a job to be taken up within three months after completion of the module and which corresponds to their occupational/educational profiles.

- develop a time schedule during the module which specifies who has to be contacted when and in which form so that they can take up a job which corresponds to their occupational/educational profile within the following three months.

## 12.7 Benchmarks

- Number of applications and job interviews
- Number of successful job placements after completion of outplacement tools

## 12.8 Finishing line

The outplacement module is supposed to pave the way for a new employment, a career change or possibly for becoming self-employed.

## 12.9 Description of the methodology, didactics and learning styles

The most important method used in the outplacement module is communication, and much effort is put into promoting communication between trainees and trainers. Group discussions, which make it possible to exchange experiences and collect information, are given high priority. If necessary, the trainers give relevant input. In some cases individual instruction is given to trainees, e.g. regarding the handling of business-marketing CDs or similar instruments which make it possible to sound out companies. One-on-one instruction and support have to be adjusted to the trainee's need for assistance. This includes discussing and analysing vacancy notes, adapting application documents, discussing questions that are likely to come up and adequate answers, "rules of conduct" before and during a job interview, and finally the "simulation" of job interviews and role play. General guidance and psychological counselling are not part of the module but can be provided if necessary.

## 12.10 Provenance of the tool

Schulungszentrum Fohnsdorf – [www.szf.at](http://www.szf.at)

## 12.11 Notes

## 13. Mentor course

### 13.1 Target group

Mentors are employees working at the companies that are managing the training of the trainees from Randers Bo- og Erhvervstræning. The mentors are the primary group of people taking part in the training, and therefore, the contacts between trainee, Randers Bo- og Erhvervstræning, and the company. The mentors typically have no pedagogical backgrounds or in other ways any social educational backgrounds, and therefore, there is a need for an education being offered to them in order for them to understand the challenges related to being a mentor.

### 13.2 Framework

#### 13.2.1 Description of the tool

##### Course content:

##### Program 1<sup>st</sup> day

- Welcome
- Short presentation of the participants
- Presentation of course and program
- The participants' expectations to the course
- Exercise in cooperation: Detailed presentation of the person sitting next to you
- What is the mentor's role/tasks: Group work
- Film about the mentor's tasks / discussion/comments
- Summing up the group work
- Communications exercise with the person sitting next to you
- Cases: The participants' cases or the instructors' cases
- Finish: What do we need to address tomorrow?

##### Program 2<sup>nd</sup> day

- Welcome
- Summing up – what did we do yesterday?
- Presentation: Who is the target group?
- Group work regarding target group
- Summing up the group work

- My competences – introduction to working tool for mentor and tutor
- Presentation: What is a mentor?
- What characterises a good mentor? Professionally – personally – socially
- How do I take care of myself as a mentor?
- Letter to myself (what would I like to work with as a mentor in the immediate future?)
- Summing up and evaluation: Were the expectations met?

### 13.3 Duration

The duration of the course is two workdays and typically the course participants have acted as mentors for a shorter or longer period of time beforehand. During this period of time they have received guidance and have gradually developed a thorough knowledge of the trainee in question.

The mentor course is therefore an offer and an opportunity to get some constructive feedback regarding the problems the mentors may face on a daily basis.

8-10 mentors participate in the mentor course and each one of them are given the opportunity to contribute with their own experiences.

Therefore, the course varies between education and exchanges of experiences.

### 13.4 Purpose

The primary purpose of the course is to convey some kind of understanding to the mentors of the handicaps, and thereby provide a better insight into the various barriers our trainees run into at their workplace as well as in their spare time. This understanding is sought to be applied in order to see the possibilities a well-planned vocational course can contribute to the individual trainee. When the mentors understand the individual trainee and his/her special problems and learning difficulties new opportunities for development and learning may surface.

Another purpose is that the individual mentor gains knowledge and insight into the problems their mentor colleagues may have and in this way the opportunity arises for the mentors to contribute to the tasks at hand. The knowledge the individual mentors get from each other is sought utilised and maintained by offering the mentors the opportunity of participating in the mentor network, which has been organised during the past 11 years. For this purpose we have the web site [www.mentornetvaerket.dk](http://www.mentornetvaerket.dk).

## 13.5 Networks

As previously mentioned, the mentors are given the opportunity of participating in the mentor network organised by Randers Bo- og Erhvervstræning. Most mentors participate more actively in the network after having participated in a mentor course. The network is not only a social educational forum for discussion; the participants are also invited to events with more cultural angles. This is a form of recognition of the daily work of the mentors, and at the same time it gives both mentors and Randers Bo- og Erhvervstræning the opportunity of meeting each other under other circumstances than the purely professional, which contributes to the cooperation between us all.

## 13.6 Criteria for success

### 13.6.1 Aim

A criterion for success is that the mentors get a firm belief in the fact that their work has a higher purpose.

## 13.7 Benchmarks

- One course a year
- The quality of the job offers and the amount of these offers get better because the mentors are better equipped to help the trainees in their work ability testing.
- The more knowledge the mentors get about the trainees' strengths and weaknesses, the better they are able to help them. Thereby coherence between job vacancies and the training program is vastly improved.
- Approximately 12 participants per mentor course
- All course participants are already mentors at various companies who wish to improve their competences as mentors. They get the opportunity of passing on their knowledge to the company, their colleagues, and others who may be interested in working as mentors.
- All mentors are employed at the companies with which we cooperate.

## 13.8 Finishing line

The finishing line can be regarded as being divided into three parts. It is important that the mentors gain knowledge of the trainees' strengths and weaknesses and of the tools which the mentor needs to learn how to use in order to understand, guide and handle the trainees on a day-to-day basis. Moreover, it gives us as an institution the opportunity of gaining a more binding relationship between us and the mentors, that is the contact and the knowledge

we achieve among each other at the course – between the mentors themselves as well as between us and the mentors - become forwardly more binding.

Furthermore, it is also a form of personal development for the mentor to learn about the tasks and the part he/she takes on when working as a mentor. This means that the end result of the course is that we get some well-equipped mentors, who are fit to do the job, who have the knowledge, and who have gained the right acquisition of tools, which can be used in the work with the trainees, and thereby give the trainees the best possible opportunities for learning and employment.

## 13.9 Description of methodology, didactics and learning styles

### Preparation work

Presentation of target group:

The purpose is to give the mentors a better knowledge of the difficulties of the trainees; their special abilities and ways of acting.

### General difficulties:

- Literary – special class and special school
- Concentration – one task at a time – message from one person only
- Memory – one task at a time
- Speed – in comparison to colleagues
- Planning – difficulties coping with things
- Adaptability – from one task to another
- Being together with others – colleague, boss, customers
- Personal problems at home
- Hygiene – bath, clothes, teeth
- Stability – meeting
- Sensitive towards criticism – experienced many defeats and bullying
- Background – disadvantaged(lack in support, abuse, neglect)

### Specific difficulties:

- ADHD
- Asperger's
- Autism
- OCD
- Tourette
- Eating disorder
- Self harm

The young people are often good at:

- Routine tasks
- Stability
- Loyalty
- Conscientious
- Eager to work

Discussion of the questions mentioned below:

- Do you know any of the abovementioned problems?
- How are they expressed?
- How do you handle them?
- Are some problems harder to handle than others?
- How much regard do you have to pay?

**Performance of the mentor course**

Presentation of the mentor's tasks:

What is a mentor?

- Role model
- The good relationship
- Social glue stick
- Guide
- Coach
- Critical friend
- Loyal colleague.

What do I get from being a mentor?

- Recognition
- Training in communication and counselling
- The joy of teaching
- New inspiration
- Close relationships with colleagues
- The joy of making a difference

Am I fit to be a mentor?

- Would you like to be a mentor?

- Would you like to learn something about your own job?
- Do you have the time needed?
- Are you ready to get involved in the well-being of a new colleague?
- Are you a good listener?
- Are you good at making social contact?
- Are you committed to your job and your colleagues?
- Know your limits – take care of yourself
- Mentor is not a social worker
- Mentor is not a psychologist
- Who does the mentor represent?
- Ethics
- What are the practical tasks?
- What are the social tasks
- What are the professional tasks?
- Which demands can be made of a trainee?
- Demand that trainee too takes responsibility!

### 13.10 Provenance of the tool

Randers Bo-Og Erhvervstraening – [www.boogerhvervstraening.dk](http://www.boogerhvervstraening.dk)

## 13.11 Notes

## 14. Partner Organisations

Table 7

*Partner Organisations*

Austria	Schulungszentrum Fohnsdorf	<a href="http://www.szf.at">http://www.szf.at</a>
Denmark	Randers Bo-Og Erhvervstraening	<a href="http://www.boogerhvervstraening.dk">www.boogerhvervstraening.dk</a>
Greece	Dimitra Institute	<a href="http://www.dimitra.gr">www.dimitra.gr</a>
Poland	Instytut Technologii Eksploatacji- PIB	<a href="http://www.itee.radom.pl">www.itee.radom.pl</a>
Portugal	CESIS	<a href="http://www.cesis.org">www.cesis.org</a>
Slovakia	COOP Institute of Education	<a href="http://www.vic.sk">www.vic.sk</a>
Slovenia	School Centre Ptuj	<a href="http://www.scptuj.si">www.scptuj.si</a>
Slovenia	Univerzitetni rehabilitacijski insti- tut Republike Slovenije - Soca	<a href="http://www.ir-rs.si">www.ir-rs.si</a>