



Lifelong
Learning
Programme

Skills Assessment and Career Counselling Tools

Training unit 1

Leonardo da Vinci partnership project
„Euro Job coach“

2011-2013

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What I can do

Target group

Unemployed people searching for a job, disadvantaged groups.

Objectives and context (if applicable)

To promote the knowledge of your own skills.

To strengthen mutual knowledge among the members of a group.

Instructions and methodological approach:

Step 1

The tutor (or counsellor of the group) gives a form to each participant and explains how to use it: everyone has to fill in the form using only verbs in the infinitive form, expressing actions that the person can do (for example, I can cook, I can drive, I can organize, and so on). The result is a list of 30 verbs.

Step 2

The participants read carefully the list of verbs of what they „can do“ and they give a score (evaluation)

The evaluation range of each verb goes from 1 to 4, according to three standards:

- A) Which level of importance do you give to the verb?
- B) Would you use it in a working context?
- C) Which value do you give to it?

Step 3

The tutor (or counsellor of the group) asks the participants to think about the skills that have come out and he/she incites the group to make some practical examples (of how to use those skills in a working context).

Material

A skill evaluation form for each person.

Feedback and evaluation

To draw up a precise list of what each person CAN DO.

The tool allows to raise the awareness of the user on what he/she can do.

The tool promotes mutual knowledge among the members of the group.

Sources (web-links, bibliography)

Attachment n. 1 – Skills evaluation form

Attachment „Skills evaluation form“

Name and surname of the client : _____

Please fill in the following form, keeping in mind your private, personal, school and working experiences ;

Choose a number from 1 to 4, according to the level of importance of the verb		A – Which level of importance do you give?				B – Would you use it in a working context?				C – Which value do you give to it?				Total score
		1	2	3	4	1	2	3	4	1	2	3	4	
1	I can													
2	I can													
3	I can													
4	I can													
5	I can													
6	I can													
7	I can													
8	I can													
9	I can													
10	I can													
11	I can													
12	I can													
13	I can													
14	I can													
15	I can													

Choose a number from 1 to 4, according to the level of importance of the verb		A – Which level of importance do you give?				B – Would you use it in a working context?				C – Which value do you give to it?				Total score
		1	2	3	4	1	2	3	4	1	2	3	4	
16	I can													
17	I can													
18	I can													
19	I can													
20	I can													
21	I can													
22	I can													
23	I can													
24	I can													
25	I can													
26	I can													
27	I can													
28	I can													
29	I can													
30	I can													

Identification of occupational values for work insertion

Target group

Unemployed people searching for a job
Disadvantaged groups

Objectives and context (if applicable)

To help users to reflect on themselves and their values concerning work.

Instructions and methodological approach

Step 1

The tutor (or the counsellor of the group) gives a form to each participant and explains how to use it: all the sentences have to be read carefully. Everyone has to evaluate each sentence (from 1 to 5) according to the importance given to each statement.

Step 2

After filling in the list, the tutor (or counsellor) gives to the users the check list of the results, and every user fills in the list with the given score.

Step 3

The tutor (or counsellor of the group) supports the users in commenting on the results of the evaluation, stimulating comparisons and remarks.

Material

A form (Individual form for identification of occupational values + check list for the evaluation of results) for each person.

Feedback and evaluation

Awareness of occupational values for work insertion.

Sources (web-links, bibliography)

Attachment n. 1 – Individual form for identification of occupational values.
Attachment n. 2 – Check list for the evaluation of results.

Attachment N. 1 „ Individual form for identification of occupational values“

Name and surname of the client : _____

Please read each sentence and check the box of your choice. There are no „right“ or „wrong“ answers.

1. I do not agree at all
2. I do not agree
3. I do not know
4. I agree
5. I completely agree

Sentence nr.	Suggested values	1	2	3	4	5
1.	It is more important to me to feel sure in my job rather than having opportunities of development.					
2.	It is hard to think that other people may improve in work faster than I do.					
3.	The wage is more important than the kind of work that I do.					
4.	I wish that my job could give me the opportunity to develop new skills and knowledge.					
5.	It is important that I can find new friends on the workplace.					
6.	I would like a job that could ensure a stable future for me.					
7.	It is important that my job gives me opportunities of occupational development.					
8.	Occupational success is measured most of all with relation to the salary.					
9.	I have the right to have an interesting and pleasant job.					
10.	I would rather have a job where I could relate to people rather than with machines.					
11.	It is more important to have a job than having lots of money.					
12.	I think that acknowledging and value other people is a professional success.					

Sentence nr.	Suggested values	1	2	3	4	5
13.	Work is only a means to live.					
14.	It is important to have a job in which I can develop my skills.					
15.	It is not positive to lose my friends by devoting myself only to my job.					
16.	The most important thing to me is to be able to count on my job.					
17.	It is important that my work is acknowledged by others.					
18.	My job must bring me lots of money.					
19.	I would like to have a job where I could have the opportunity to be creative.					
20.	My greatest satisfaction is to help my colleagues.					
21.	It is very important that my job is lasting and stable.					
22.	It is very important to put a lot of effort in my work, even if it concerns my private life.					
23.	The outcome of my job matches up my salary.					
24.	It is important that my work implies some responsibilities, that it allows me to take some initiative and to improve my skills.					
25.	It is very important for me to work in a friendly context.					

Attachment N. 2 „Check list for the evaluation of results"

Please write the figures obtained for each VALUE (from 1 to 25) in the check list and calculate the total for each column.

Sentence nr	Certainty	Sentence nr	Acknowledgement	Sentence nr	Salary	Sentence nr	Self - fulfilment	Sentence nr	Interpersonal relationships
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
	Total		Total		Total		Total		Total

Each total indicates the importance you give to the respective value.

Dossier of guidance of a vocational training course on the workplace

Target group

Unemployed people searching for a job, disadvantaged groups.

Objectives and context (if applicable)

To allow its clients to develop behavioural, social and relational skills on the workplace.

To supply a guide and a work method to the tutor, helping his/her role of support and guidance of the client.

Instructions and methodological approach

This tool should be used in two different stages of work: first of all, with the tutor and subsequently with the final client.

Step 1 (supporting the tutor of the company)

Meeting with the tutor of the company to share the management of the path of insertion on the workplace (vocational training stage or proper work insertion). The tutor of the company is a company worker who will have the task to follow the client work insertion during his/her working time).

Step 2 (with the client)

The tutor shares with the client(s) the work programme and the use of the personal dossier.

Step 3 (with the client)

Constant guidance of the client on the workplace, and support in writing up the personal dossier.

Logistics and material

A personal Dossier for each client.

Feedback and evaluation

Acknowledgement and improvement of the behavioural, social and relational skills of the clients.

Shared method of work among the tutors of work insertion.

Sources (web-links, bibliography)

Attachment n. 1 – Dossier of support to the tutor

Attachment n. 2 – Individual report n. 1

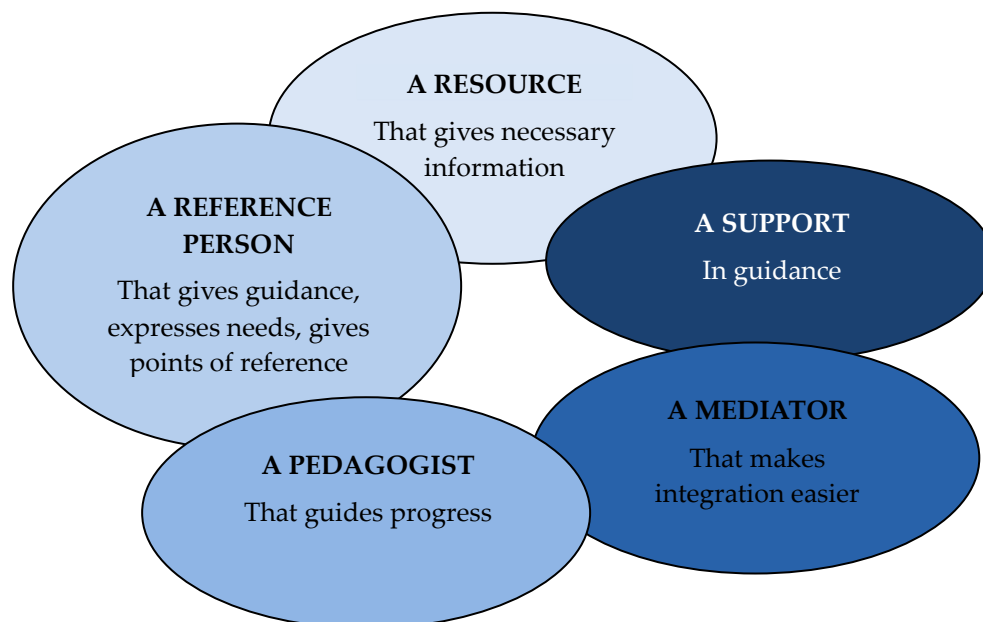
Attachment n. 3 – Individual report n. 2

Attachment n. 4 – Individual report n. 3

Attachment n. 5 – Individual report n. 4

Attachment N. 1 “Dossier of support to the tutor of the company”

The tutor of the company has 5 main roles in the phase of work insertion. He/she is:



Role	Tasks	Examples
RESOURCE	To give advice, help, information, and intervention on demand	- To give models and suggestions on how to act and work. - To explain the functioning of the service.
REFERENCE PERSON	To explain the culture of the company and its way of behaving	- To show how a certain activity is carried out.. - To welcome the client, to have a talk to him/her and to relate to him/her
PEDAGOGIST	To put the client in a real working situation, to explain the working process and the relational behaviours, to define the goals that have to be achieved, to guide, follow and evaluate the progress of the client.	- To take advantage of a mistake in order to make the trainee think about a solution. - To propose to the client to focus his/her efforts on a problem for 1 - 2 days and to evaluate together the results.
MEDIATOR	To make the insertion on the workplace easier.	- To keep the client up-to-date about what happens on the workplace. - To let the client take part to internal meetings of the firm.
SUPPORT	To listen and guide the client both from a professional and personal point of view.	To give moral support to the client.

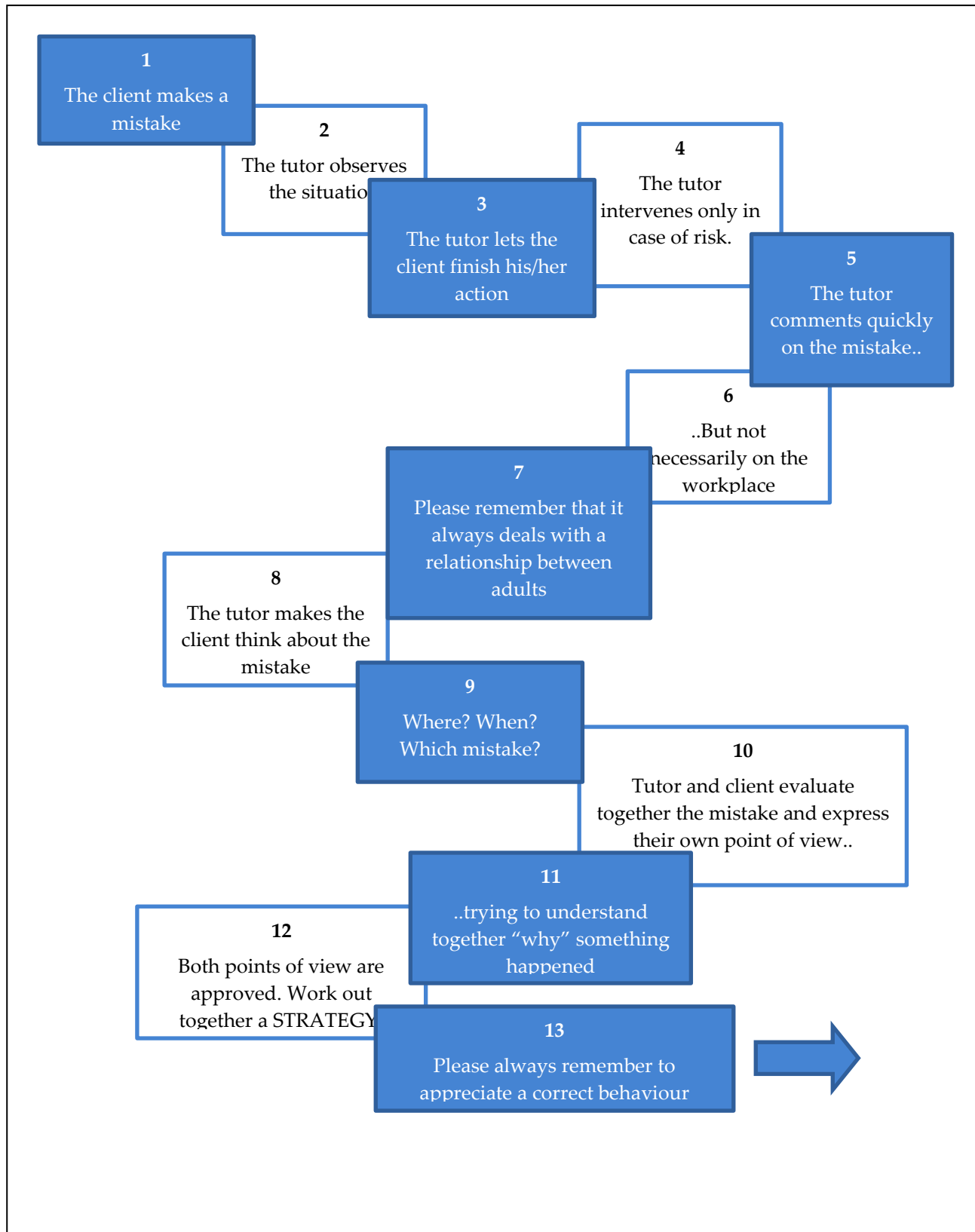
Which are the feelings of the client?

Here follow some answers, that could complete your point of view.

Fears	Expectations
• Not knowing everything immediately • Not succeeding in getting used to the job quickly • To disappoint or to be not useful enough for the company • Having too little/too much workload • Not having an appropriate language • Being disappointed by behaviour and mentality of the labour world • Being disappointed by the tasks given • Being considered unskilled • Not being integrated in the work group	• Developing one's own skills • Acquiring some techniques/methods • Being esteemed • Starting a professional life • Making an experience in the labour market • Improving what has been learnt in theory • Discovering the job world, meeting customers, suppliers, a work group.. • Observing reality • Getting to know yourself better
Others :	

The management of mistakes.

In a process of training and job insertion, mistakes are the best allies of a company tutor . Here are some hints on how to use them at best, favouring the personal and professional growth of the client.



Attachment N. 2 “Individual report n. 1”

First evaluation of the social and occupational behaviours of the client

(to be filled in by tutor and client together)

Name and surname of the client : _____

Tutor : _____

Criteria	Not developed	Developing	Developed
Introduction			
Dynamism			
Adaptability			
Interpersonal skills: ▪ In a group ▪ With a customer ▪ On the phone			
Sociability			
Proper use of language ▪ spoken ▪ written			
Nonverbal behaviour			
Endurance to failure			
Achievement of goals			
Strictness			
Ethics			
Punctuality			
Organization of work			
Management of time and priorities			
Ability to react			
Initiative : ▪ initiative skills ▪ opportunities of initiative			
Leading skills* * to fill in according to the activities			
Memory			
Capacity of bringing yourself into question			
Capacity to accept criticism			

Final considerations:

Signature of the tutor

Signature of the client

Seen, read and approved

Attachment N. 3 “Individual report n. 2”

Progress of the training course and/or of the workplace insertion

(to be filled in by tutor and client together)

Name and surname of the client: _____

Tutor : _____

Activities given to the client	Date and length of the activity	Goals to be achieved	Evaluation of obtained results	Questions on expectations (to be filled in by the client)
For example: to answer the telephone calls	Every day	To be kind To give right information	The client has reached the goal	Here the client must express his/her expectations about the job and possible future career.

Attachment N. 4 “Individual report n. 3”

Expectations to be fulfilled

(Timetable of the activities to be filled in by tutor and client together)

Name and surname of the client : _____

Tutor : _____

Please check out regularly, referring to the column « Questions on expectations » in “individual report n.2”, if some skills of the clients are missing.
And then:

1. The client makes a list of his/her needs of information and documentation;
2. The client informs the tutor;
3. The tutor and client examine together the cases in which the client has shown a lack of a particular skill;
4. You take together the decisions to implement the socio-occupational skills, by filling in the « TO DO » form.

At the beginning		At the end
TO DO		
For the tutor		
For the client		

Attachment N. 5 “Individual report n. 4”

Final assessment and evaluation of behavioural skills

(to be filled in by tutor and client together)

Name and surname of the client : _____

Tutor : _____

Relational behaviour	General impression	▪ communicative ▪ unpleasant ▪ nice ▪ very nice	☐ ☐ ☐ ☐
	Resistance	▪ unfit ▪ simple and correct ▪ neat	☐ ☐ ☐
Behaviour on the workplace	Keeping the pace of work	▪ not regular ▪ constant ▪ fast and energetic	☐ ☐ ☐
	Behaviour in workgroup	▪ shy ▪ simple acceptance ▪ comfortable and frank	☐ ☐ ☐
	Regarding the behaviour towards authority	▪ too independent ▪ submissive ▪ takes appropriate initiative	☐ ☐ ☐
	Leading skills *	▪ none or very little ▪ medium ▪ high	☐ ☐ ☐
	Answers to questions	▪ inaccurate and incoherent ▪ logical ▪ accurate and relevant	☐ ☐ ☐
	Relationship with the tutor	▪ asks for explanations ▪ follows a normal conversation ▪ understands and answers immediately	☐ ☐ ☐
	Enthusiasm for work	▪ indifferent ▪ shows curiosity ▪ is at ease	☐ ☐ ☐
Personality	Character	▪ pessimistic ▪ neutral mood, indifferent ▪ good mood, optimistic	☐ ☐ ☐

	Adaptability	▪ lack of self confidence ▪ able to adapt to situations ▪ able to foresee situations	☐ ☐ ☐
Expression	Vocabulary	▪ poor ▪ satisfactory ▪ rich	☐ ☐ ☐
Professional skills acquired			

* to fill in according to the activities

Final considerations :

(Please indicate if further training is required)

Signature of the tutor

Signature of the client

Seen, read and approved

Balanced life - the satisfaction with one's life

Target group

Unemployed people from disadvantaged groups searching for a job (Psychically and physically disabled persons, national minority people)

Objectives and context (if applicable)

To measure (evaluate) client's satisfaction with his life in concrete aspects of life at the moment, to find out (ascertain) client's virtues and expectations for the future.

This tool can be used in the beginning of the process and repeated with the client once more after a month (or at the end of the program) to assess progress

Instructions and methodological approach

The satisfaction with one's life at the moment

The participants are given the handouts which contains the cycle of life divided into distinct life areas. The cycle of life reflects client's sense of balance in his/her life at the moment. The middle of the cycle is the value „0“ (reflects the minimal satisfaction of the particular area of life), the edge of the cycle is the value „10“ (reflects the maximum satisfaction of the particular area of life, sometimes this value reflects excessively high satisfaction of particular domain). The participants are asked to think and measure (evaluate) their satisfaction of particular area of their life and indicate the line in the cycle reflecting client's satisfaction of particular area at present.

The desirable level of satisfaction with one's life

The participants are asked to think about the desirable level of satisfaction with one's particular area of life by indicating the line with different colour in particular area of life in the cycle of life.

The most/the least important domains of life at the moment

The participants are asked to mark the most important domains of life (it can be the ones that causes many problems at present) and these that they would like to pay more attention to (The values ranges from 1 to 12, 1 refers to the most important, 12 – the least important).

The dependence on me/other people and circumstances

The participants are asked to choose the one area of life of those most important ones (it can be those that causes many problems at the moment) and think if they want to change something in this particular chosen area of life and how these changes depend on oneself, the other people and circumstances.

In the cycle depicted underneath the handout participants are asked to give the particular percent meaning which reflects the influence of oneself, the other people and circumstances to the changes in particular area of life.

Materials

A form for each person (see attachment)

A pen/pencil

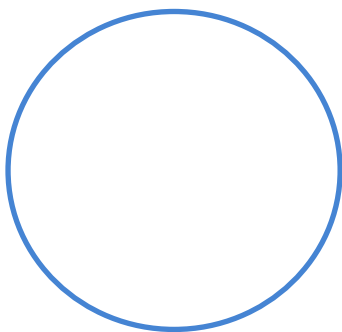
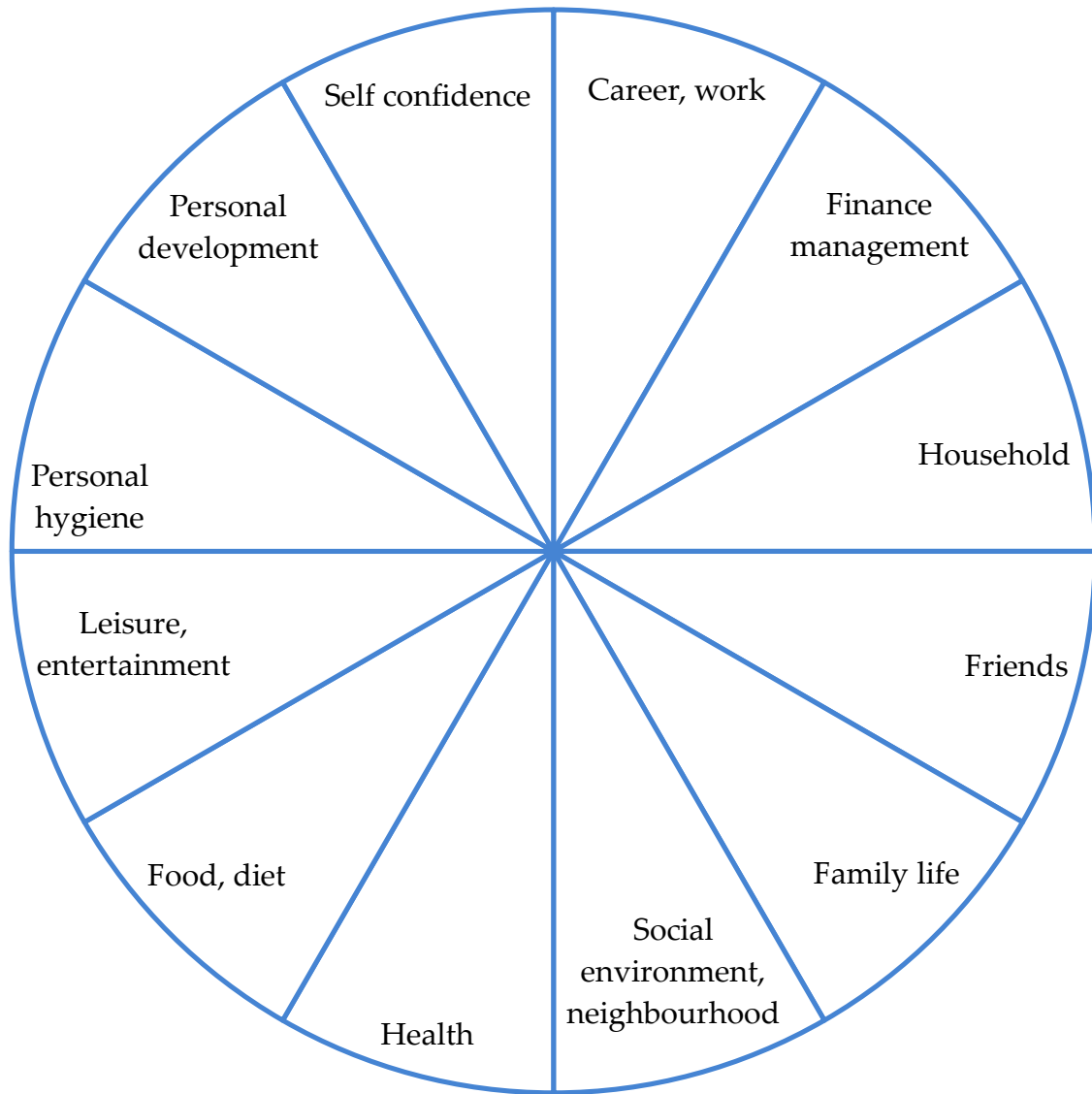
Feedback and evaluation

The participants present the results of their individual work to the other members of the group. The participants are asked to name the areas of life that they are satisfied with the most and those that are satisfied the least, name the reasons of dissatisfaction of particular area of life, the causes of the problems and what changes the participant expects.

Furthermore, the guide informs the participants that everybody is responsible for his/her life and everybody should control all areas of life by herself/himself. Although the influence of other people and circumstances should be taken into account too. Therefore the cycle reflecting the dependence on herself/himself should be divided equally (given 33 percent for each part).

If the client gives the biggest part responsibility for the changes to himself/herself, it may suggest that client takes too much responsibility for himself and for this reason he could feel disappointed when he do not succeed in particular activity or area of life. If the client gives the biggest part responsibility for the changes to the other people and circumstances, it may suggest that client takes not enough responsibility and maybe he/she is not self-sufficient enough.

Attachment „Cycle of life“



Wishes mind map

Target group

Unemployed people searching for a job

Disadvantaged groups (disabled persons, national minority groups etc)

The tool can be used working with the client, who does not know what she/he could or would like to work.

Objectives and context (if applicable)

To understand client's wishes and requirements for job and career

To help the client better get to know himself/herself

The tool can be used individual or in the groups. This wishes mind map is useful material when the participant should make decision about his or her career.

Instructions and methodological approach

Looking through the items of wishes mind map

The coach gives a form to each participant and asked to consider all items depicted on the handout.

The coach asks additional questions to help the participant to think and get more ideas.

1. DREAMS - What was your childhood dream job? Do you have dream jobs now?
2. THOUGHTS – What is your position about your dreams now? Where do you see yourself now?
3. HOBBY – What do you like doing in your free time? What are you interested in? Which activities do you like to do the most?
4. WISHES – What would you like to do? What kind of job would you like to do?
What things can you not do?
5. VALUES (priorities) – What are your priorities concerning the job? What things do you consider valuable in socialising with friends, studying, and working? Would you prefer big salary rather than safety and etc?
Possible values concerning work: big salary, safety, stability, prestige, independence, helps for other people, the diversity at work, leadership, enjoyable/pleasurable job, enough free time, quick placement.
6. POSSIBILITIES (successful activities) – In which activity do you succeed the most? Which activity at work scores a great success? What are activities that you are good at? Which abilities are you proud of?
7. FEATURES - Which your personality traits will help you at work?

Writing down the wishes and requirements

When all items are considered, the participants are asked to write or draw their wishes and requirements concerning the job/profession.

All members introduce their individual work to the group.

Materials

A form for each person (see attachment)

A pen/pencil

Feedback and evaluation

This wishes mind map is useful material for coach helping the participant to make decision about his or her future career. The tool gives ideas about client's thoughts, wishes, priorities concerning job. If the information collected is too much, coach can use other tools.

Speaking about career and possible jobs it is important, how the participant views the job in relation to his career path:

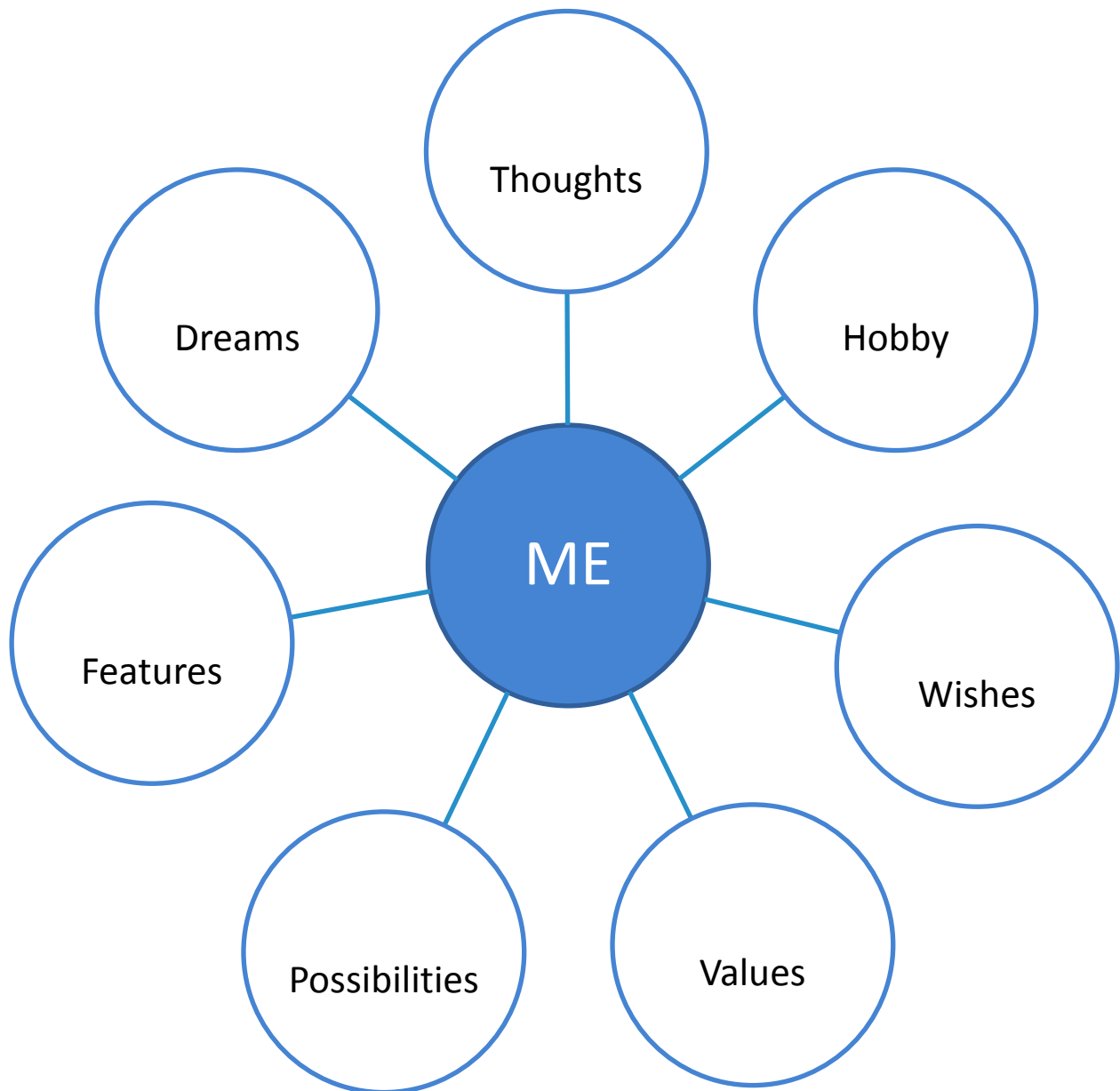
Survival jobs are positions which offer only a means to survive with little or no job satisfaction or opportunity for advancement. They are NOT in the participant's field of interest.

Entry-Level Career Jobs are positions which allow the participant to begin a career path within his career field. This level of entry will vary based on the participant's experience, education and current network, as well as what is available in the industry and local job market.

Transition Jobs are positions which the participant holds as he moves from his entry level career job to his dream job. Transitions jobs are always in the participant's career field.

Dream jobs - are positions which match the participant's interests, utilize the skills he loves to use and help him attain his personal goals.

Attachment „Mind map“



Core Quadrant from Ofman

Target group

The target group is people with some education and the possibility to reflect their behavior. It is a difficult tool for some people. This tool is being used in the beginning of the proces. In this way people can make their competence clear and write about this in their CV or lettre to an employer. It is also being used during jobcoaching to make the competences en pitfalls clear.

Objectives and context (if applicable)

Everyone has less likeable characteristics. However, you will discover that behind almost every restriction there lies a hidden quality. Through the core quadrant, developed by Ofman, you will gain insight into your strengths and your weaknesses.

Instructions and methodological approach

Before you start with the Corequadrant you can give the participant a competencelist to let him chose the 5 most important competence which fit him. Most of the time I give it with them as homework/preparation. The exercize can be made induvidualy or in a group.

First meeting: Give the competencelist to fill in at home to collect the 5 best suiting competences.

The next meeting you can discuss the list and start with the corequadrant. Most of the time I use the meeting for explanation and to make one or two quadrants for example. As homework the participant can make the other 3. If it is to difficult for the person to do it on his own then you can put the 5 competence in the corequadrant together.

Step 1:

Fill in the list of competences. Write down the 5 most suitable ones. Ask the candidate why he choses this ones and to give an example of how this competence becomes clear. In this way you can see if the candidate understands the competence he has chosen and if it fits.

Step 2:

Explain to the candidate the quadrant.

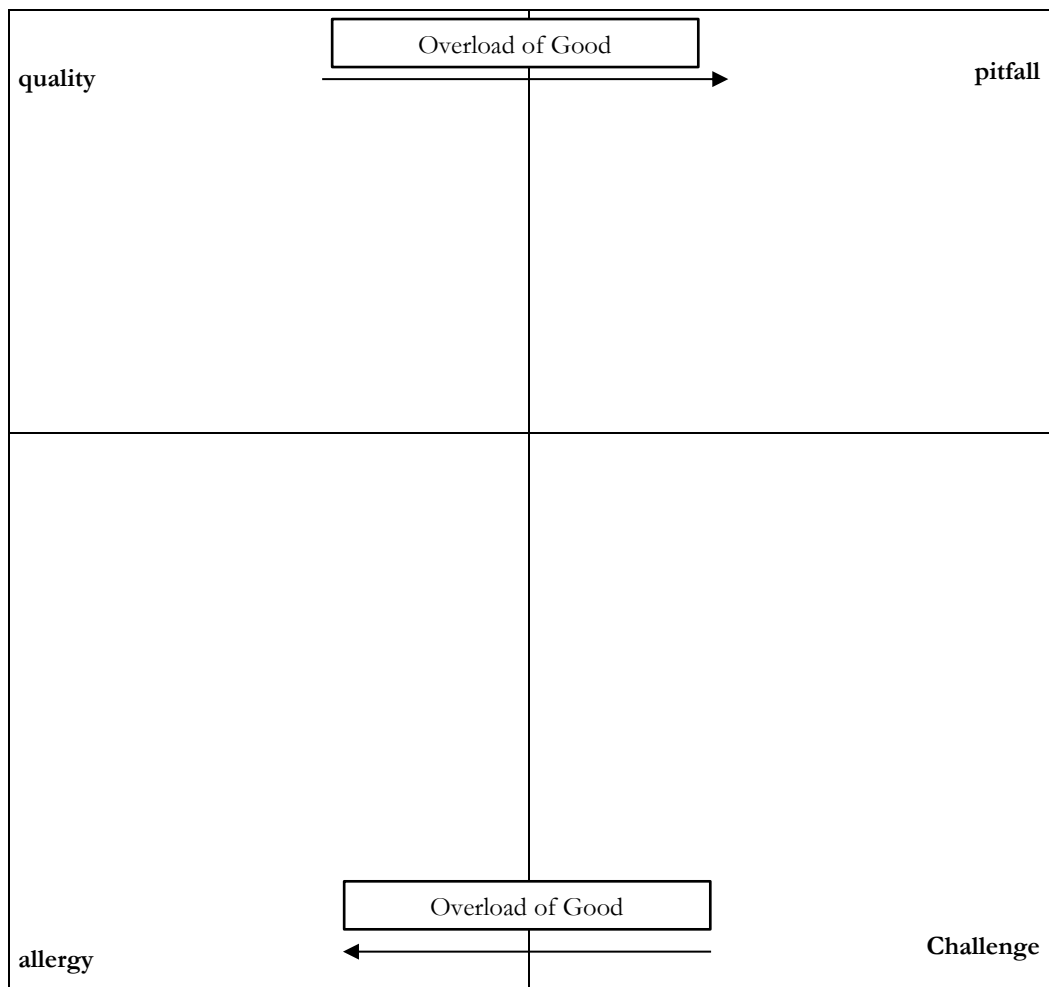
Quality: These are your good characteristics.

Pitfalls: This is an overload of your good characteristic as a result of which this characteristic turns into a restriction.

Challenge: If you want to change your restriction, you can refer to that as your learning point or challenge.

Allergy: Finally, everyone is sometimes bothered by certain qualities of others. This is often related to your own characteristics. Ofman calls this the allergy.

When we think one step further you can see your allergy is the pitfall of the other person.



Step 3

Put your first competence in the core quadrant by quality. For example: flexible

Step 4

Now think of you being to flexible, you can be accommodating/compliant. This is your pitfall. You can ask your participant if he recognize this in his behavior. Together you can look at some examples in his life.

Step 5:

We are going to write down something in the square under the pitfall: what is your challenge to make sure your quality stays your quality and doesn't become your pitfall? In this example it could be: have your own opinion or set limits.

Step 6:

And now we enter the last square at the left: when you bring this one step further: to much own opinion/ to much setting limits, you get your allergy. Most of the time people recognize this. Because they are very flexible they are allergic to people who are not flexible at all.

Step 7:

If the person understands the core quadrant he can fill in the rest at home at his own. If it is too difficult to do it alone you can do it together.

Step 8:

The competences and the pitfalls are important when you look at an advertisement to look if it fits. If the candidate can use the information in his CV, letter to apply or in the job interview.

Find also attached the list with competences and pitfalls to help you out when you cannot find the write word or the write combination. This list can you also give to the candidate when he has to make this exercise as homework. Please tell him to first try without the list!

Sometimes it is very clarifying when you show them that the person how is not flexible at all is standing in his pitfall!! His competence is probably the fact he can put his limits straight. In this way you can create more respect for the other person.

Materials

The instructions

A form to fill in

Feedback and evaluation

Your allergy will be in this example: uncompromising or relentless

Probably someone with the quality flexibility will react allergic to someone who is uncompromising or relentless. To have more sight on your qualities, pitfalls and allergic it becomes easier to handle this or to change behavior of yourself you want to change.

Sources (web-links, bibliography)

www.corequality.nl

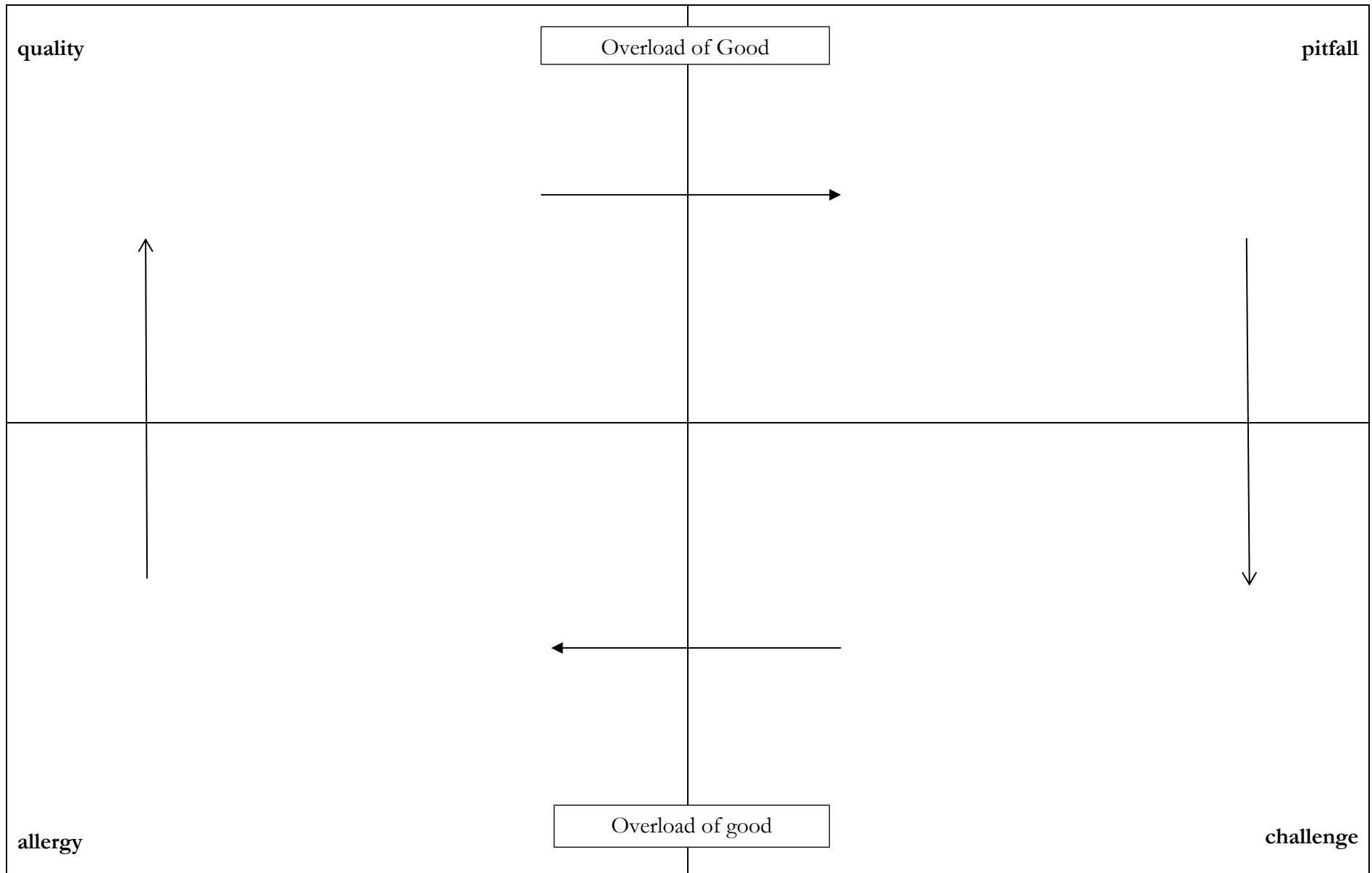
Attachments

- Competencelist
- The corequadrant from Ofman
- List with examples from competence-pitfall-challenge-allergy.

Attachment „Core Quadrant from Ofman CORE QUALITIES and their deformations in alphabetical order“

CORE QUALITY	PITFALL	CHALLENGE	ALLERGY
Alertness	Suspicion	Leave	Negligence
Adjusting	Fickle	Steadfast	Rigidity
Clear presence	Obtrusiveness	Timidity	Reserve
Adventurous	Rashness	Forethoughtfulness	Predictability
Cautiousness	Meekness	Decisiveness	Rashness
Helpfulness	Self-sacrifice	Setting boundaries	Egocentric
Brevity	Superficiality	Thoroughness	Prolixity
Interested	Obtrusive	Space	Disinterest
Mediating	Efface	Obstinate	Authoritarian
Contemplative	Distant	Directness	Impulsivity
Decisiveness	Short-sightedness	Reflection	Meekness
Modesty	Self-sacrifice	Assertiveness	Dominance
Trustworthiness	Dogmatism	Suppleness	Indolence
Agility	Nervousness	Calmness	Monotony
Conciseness	Terseness	Reliability	Tediousness
Charm	Narcissism	Connecting	Reserve
Consistent	Dogmatic	Provisional	Irresponsible
Confronting	Stubbornness	Docile	Flattery
Creative	Chaotic	Simple	Simplistic
Decisiveness	Boldness	Tact	Bigotry
Purposefulness	Obsession	Dose	Half-heartedness
Forethoughtfulness	Wavering	Adventurous	Rashness
Forethoughtfulness	Abstraction	Simplicity	foolishness
Stickler	Showboat	Setting boundaries	Dropping out
Unambiguous	Prevailing	Leaving space	Vague
Simplicity	Simplism	Authenticity	Eccentricity
Enthusiastic	Worked up	Objectivity	Brevity
Enthusiastic	Feigned	Objectivity	Detachment
Sensitivity	Treachery	Sincerity	Insolence
Sensitivity	Over-sensitiveness	Business-like	Feigned
Flexibility	Inconstancy	Orderliness	Austerity
Rapture	Fanaticism	Laid-back	Laziness
Patience	Biding	Setting boundaries	Impatience
Geniality	Absurdness	Simplicity	Simplism
Ordinariness	Insignificance	Spontaneity	Eccentricity
Authoritative	Perverted exercise of power	Equality	Obsequiousness
Grandeur	Tumidity	Ordinariness	Insignificance
Passion	Volatility	Objectivity	Cynicism
Helpfulness	Mothering	Light-heartedness	Indifference
Humor	Joking	Seriousness	Gloom
Idealism	Turbid	Realism	Cynicism
Initiative	Impulsivity	Thoughtfulness	Inertia
Empathy	Smothering	Contemplative	Detached
Interest	Fascination	Distancing	Disinterest
Introspection	Ruminate	Ordinariness	Futility

Empathy	Sentimental	Observing	Unfriendly
Calmness	Inertia	Spontaneity	Exaggeration
Strength	Brutal	Tender	Feebleness
Guts	Recklessness	Caution	Apprehensiveness
Loyalty	Indecisiveness	Confidence	Indolence
Light-heartedness	Undisciplinedness	Thoroughness	Gloom
Good listener	Passiveness	Assertiveness	Dominance
Empathic	Altruism	Egocentrism	Indifference
Mildness	Softness	Zeal	Hotheadedness
Courage	Audacity	Thoughtfulness	Anxiousness
Punctuality	Nitpicking	Pliability	Nonchalance
Curiousness	Meddlesomeness	Carefree	Detached
Curiousness	Restlessness	Satisfaction	Predictability
Accessible	Biding	Taking a stand	Blunt
Candour	Naivety	Wariness	Suspicious
Orderliness	Nitpicking	Flexibility	Inconstancy
Optimism	Superficiality	Profoundness	Pessimism
Cheerfulness	Joking	Seriousness	Gloomy
Convincing	Obsessive	Considerate	Indecisive
Perfectionism	Fear of failure	Acceptance	Nonchalance
Power	Forcing	Softness	Weakness
Prestige	Intractability	Servitude	Submissiveness
Reflection	Indecisiveness	Carefreeness	Volatility
Sensitive	Prudence	Clarity	Coldness
Laid-back	Tardiness	Temperament	Neurotic
Respectful	Submissive	Equal	Narcissism
Calm	Tardiness	Energetic	Worked up
Profile	Arrogance	Humbleness	Self-sacrifice
Seriousness	Worrisomeness	Carefreeness	Volatility
Spontaneity	Impulsivity	Thoughtfulness	Boredom
Pugnacious	Provocative	Pliability	Pettiness
Style	Bloated	Frugality	Barrenness
Sympathetic	Fawning	Authenticity	Arrogance
Tact	Circuitiousness	Honesty	Impertinence
Temperament	Hothead	Laid-back	Tardiness
Dedication	Fanaticism	Relativism	Laissez-faire
Determination	Stubbornness	Accessible	Indecisive
Responsibility	Strictness	Suppleness	Fickle
Responsibility	Worrying	Letting go	Indifference
Tolerant	Avoiding	Pugnacious	Untouchable
Confidence	Naivety	Alertness	Suspicion
Peacable	Passivity	Pugnacious	Rivalry
Generosity	Waste	Thrift	Stinginess
Self-discipline	Obsessiveness	Spontaneity	Volatility
Self-consciousness	Haughtiness	Modesty	Invisibility
Self-confidence	Arrogance	Sociability	Dependence
Self-conscious	Overestimation of oneself	Modesty	Insecurity
Carefulness	Nitpicking	Flexibility	Negligence
Diligence	Smothering	Leave	Neglect
Tenability	Rivalry	Forgiving	Dedication
Deliberate	Indecisive	Alert	Inconsiderateness



Top 10 Occupations

Objectives

To get clear different interests of people what they need or want in a job.

Target group

In general we use the tool for a lot of targetgroups because it is a simple way to make special interests clear. You can already use it for people with low or non education, you can do it together or they have to do it as homework.

Logistics and material

The test on paper and a pencil

Instructions:

Step 1

Write down 10 occupations that are appealing to you. You don't have to practice this job!

This is an orientation, do not look into the feasibility!

As a child you probably once said "when I grow up ... then I want to become a ..."

.... "Nurse": because I want to have meaning for others

.... "Fireman": because it looks rough and tough

.... "Teacher": because children are so nice

You make choices from your interests.

Step 2

Give two reasons why this jobs appeals you, why do you like this job?

Step 3:

Fold the sheet so that you only have the 20 items that appeal to you in terms of employment. What do you notice about your choices? Can you put a few together as a group? What does it say about you

Step 4:

Make from the 20 items a top 10.

What do you notice about your choices? What does that say about you?

Step 5:

Write the top 10 in order of importance from top to bottom.

Now think of realistic jobs with your top 10.

Feedback and evaluation

Now you have compiled a list of the 10 points that are important to you to find a new job.

The more of these items you can find a new job back, the more it suits your interest.

With the 10 items you look for jobs which are possible with the experience and education of the client. Maybe you can't be a teacher but you can work in childcare as house cleaning or as a companion. Maybe you can't be a doctor but you can work in a hospital in another occupation.

Attachment “Top 10 occupations”

Important!

This is an orientation; do not look into the feasibility!

As a child you probably once said "when I grow up ... then I want to become a ..."

.... "Nurse": because I want to have meaning for others

.... "Fireman": because it looks rough and tough

.... "Teacher": because children are so nice

You make choices from your interests.

Step 1:

Write down 10 dream occupations. Remember, you don't have to work in this occupation.

Step 2:

Give two reasons why this job appeals you, why do you like this job?

Step 3:

Fold the sheet so that you only have the 20 items that appeal to you in terms of employment.

What do you notice about your choices? Can you put a few together as a group? What does it say about you?

Step 4:

Make from the 20 items a top 10.

What do you notice about your choices? What does that say about you?

Step 5:

Write the top 10 in order of importance from top to bottom.

Now think of realistic jobs with your top 10.

Occupation	What do I like about it?
1.	1. 2.
2.	1. 2.
3.	1. 2.
4.	1. 2.
5.	1. 2.
6.	1. 2.
7.	1. 2.
8.	1. 2.
9.	1. 2.
10.	1. 2.

Company internships

Target groups

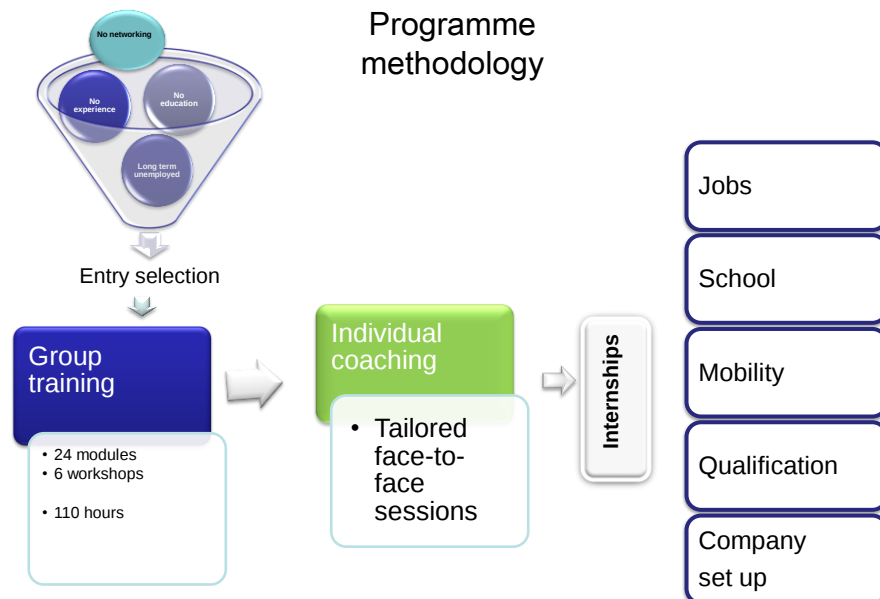
Long term unemployed persons lacking of education (low or no diplomas), of working experience (no or little working experience) and having little or no networking to mobilize to find a job. (Throughout this document the target has been named 'trainee').

The context

This document aims at introducing two career counselling tools which are part of a regional basis programme called 'flo8' (you can learn more on www.ftm.re). This programme aims at creating job opportunities for people who are facing long term unemployment, especially those who have been out of the market for more than two years. After four years of experience, more than 450 people have been through this programme. Results are meeting the expectations with more than 270 job contracts signed all over.

The tools have been developed by the staff involved in flo8 programme. All have been tested, though adjustments are often made to provide a more competitive and innovative service. Before going through these tools it is necessary to stress the importance of the behaviour and attitude one's has to adopt while using them. Empathy and logics are compulsory elements to develop.

The herewith methodology explains the context in which the tools operate.



Entry selection

A common information session to gathering all the people who wish to attend the programme aims at explaining the rights and the duties linked to programme and to find out the participants who wants to sit for an individual selection session.

Group training

After having sat for the individual selection session the persons who are keen on attending the classroom based programme go through 110 hours of a specific training.

24 modules of 4 hours each and 6 workshops (16 hours overall) are needed to prepare the participants to enter the career counselling service, called: *Individual coaching*.

The courses aims at providing the basic knowledge required to look for a job, finding it and keeping it. In other terms they allow the people to be ready to enter the labour market.

The modules aim at:

Develop self-confidence.	Learn how to resolve conflicts .
Understand the labour market.	Learn the juridical context of work.
Determine the most suitable job to practice.	Learn how to write curriculum vitae.
Be aware of the professional behaviour to endorse.	Learn how to succeed job interviews and job applications.

Individual coaching

The individual coaching aims at empowering the participants through face-to-face tailored meeting lasting about an hour. These sessions are planned to be held weekly and they are run by job-coaches. The elements that are developed with the trainees are meant to make them:

Aware of opportunities for career planning	Aware of current basic labour laws, employment rights and type of contracts.
Aware of opportunities to identify their own skills	Aware of process for accreditation and recognition of informal experience.
Aware of all necessary skills to enable them to become job ready	Aware of how to maintain an emotional, professional distance.

Company internship: 'HAVE A GO'

Introduction

Widely used in the field of vocational training, it is commonly called 'company internships'. Nevertheless the suggestion made herewith is to reconsider this practice by using it as a tool. As a matter of fact job coaches can consider 'company internships' as being a part of a whole process that leads to employment. This first tool is tailored for people facing difficulties in choosing a job they may do, since they lack of experiences, diplomas and support.

List of jobs

Through face-to-face individual meeting job coaches work with each person to determine the jobs he/she is able to do, even though it has never been done before. A list is set with the person and a ranking is made to select those who fit the person more. The document produced is the signed by the two parties to make it official and it stand for an agreement.

Sample of document to be filled by both parties:

What can you do?	How long can you do it?	From when can you do it?	Give a note from 1(low) -10 (high)
Job 1	e.g. 3 hours a day	e.g. from March 1st	8
Job 2	e.g. 7 hours a day	e.g. from April 20th	6
Job ...	...	...	...
Signature of the trainee			
Signature of the Job-coach			

Company internships conditions

Once the ranking is done the job-coach and the person look together for internships in a company. The company internships last no more than two weeks. The job-coach visits the company, at first, explains the aim of the internship and makes sure that the employees and the employer will allow the person trainee to discover as much as possible the job. A list of missions and actions is then set, so that it will be possible to evaluate the working experience. A tutor is appointed to back the trainee and an internship agreement is duly signed. The insurance is informed and no financial compensation is required.

	List of missions	List of actions to be carried out	Comments of the trainee on the working day	Comments of the company tutor on the working day	Shared general overview
Day 1	- Mission A - Mission B - Mission C -	Action 1.... Action 2.... Action 3.... ...			
Day 2	- Mission A - Mission B - Mission C	Action 1.... Action 2.... Action 3....			

	- ...	...			
Day 3	- Mission A - Mission B - Mission C - ...	Action 1.... Action 2.... Action 3.... ...			
...	- ...	...	...	...	...

Signature of the tutor

Signature of the Job-coach

Signature of the trainee

Evaluation scheme

Once the internship is over the job coach meets the trainee (usually one company visit is programmed at the launching of the company internship and another one, at the end of that period) to evaluate, outside the company, the experience (different grids can be used).

This experience can lead the trainee towards two possible ways:

1. The trainee feels at ease with that specific job and wishes to go on and working on that specific field,
2. The trainee does not feel at ease, drops that type of job and points to the second one of the list.

In both cases, job-coaches assess trainee's choices and seize all the elements brought about during the evaluation, to raise awareness on the labour market and to improve their capacity of judgement on working conditions.

If the trainee wishes to go on and work on that specific field, then both persons start looking for job opportunities, in order to sign a working contract.

If the trainee does not wish to go on, then the two persons may decide to do another internship according to the second job choice.

This process goes on until the person finds the activity he/she feels comfortable with.

Logistics and material.

To carry out this activity a room where the trainee and the job-coach can sit alone is needed. A company keen on signing an internship is necessary, too as well as an internships agreement. Moreover decision making tools and evaluation tools have to be used.

Company internships ‘Practice it’

Introduction

This tool is suitable for trainees having selected a possible job for them.

Instructions

Once the trainee states the job he/she wants to do it may happen that time has passed by since he/she did it or that he/she never did it (or not for long). A company internship is then highly recommended to practice the job, before searching for a contract. In this case the company that is chosen does not have to make the person discovering the mission and the action involved with the job, but has to give him/her the chance to practice it. The job-coach makes sure that the company internships will allow the trainee to confirm the choice and put up to date its preparation, skills and aptitudes. An evaluation document is then needed to mark the progress:

4.3) Assessment of internships activities done by the trainee

	Not acquired	About to acquire	Acquired
Skill 1			
Skill 2			
Skill 3			

4.4) Example of document to be filled by the employers

In your opinion, how well was the trainee able to learn and utilize the following skills during the internship?

	Excellent	Good	Average	Below average	Poor
Interpersonal relations (communication with co-workers, ability to work with others on projects)					
Judgment (ability to make professional decisions)					
Dependability: (punctuality, reliably completed tasks, worked assigned hours/days)					
Learning Ability (how quickly they learned new tasks)					
Quality of Work (projects and tasks completed with attention to details, works independently and as team-player, few errors in work)					
Quality of Work (projects and tasks completed with attention to details, works independently and as team-player, few errors in work)					
Overall Performance					

4.5) Logistics and material

To carry out this activity a room where the trainee and the job-coach can sit alone is needed. A company keen on signing an internship is necessary, too as well as an internships agreement. Moreover decision assessment tools and evaluation tools have to be used.

The Initial Needs Assessment (INA)

Target group

We use these tools for the group of clients with disabilities who are unemployed, but willing to work and find a job on the open labour market.

Objectives and context

The goal of the whole process is to assess the initial needs of clients, to get an orientation in the needs and expectations of a client, to map his/her family anamnesis, the level of formal education, his/her working skills gained in previous jobs, to find out what are the soft skills of a client and also skills related to a particular profession. In addition to that it also maps the bio-psycho-social status of the client, his/her financial situation, and barriers preventing the client from getting or retaining a job. In addition to employee data sheet covering all above mentioned areas, there is also a questionnaire related to activities of daily living which brings even more information about the client. Based on the initial needs assessment, the counsellor prepares a report and suggests further steps.

Instructions and methodological approach

Step 1:

Introduction and agreement on further cooperation

Step 2:

Once the agreement is reached, the counsellor starts to work with the Initial Needs Assessment technique (and uses the documentation brought by the client from other specialists as well)

Step 3:

The counsellor evaluates the results of INA and suggests further steps

Material

This is a complex toolkit that is used by a counsellor as guidance. In order to work with a client efficiently, the counsellor should have all relevant information (client background – personal

interests, education and training, PC skills; information about the most recent employment position and other employment history; work preferences; skills – technical skills, transferrable skills, and personal characteristics; financial situation; bio-psycho-social issues; job readiness; barriers to returning to the workforce; activities of daily living, etc.) before he/she actually starts to look for a job or tries to help the client to retain a job. All this information does not need to be covered in the introductory interview – some of it might be gained from other professionals in the form of reports or documentation a client brings with him/her (it is important not to over-assess the client). The employee data collection sheet can be found in the Attachment 1, the questionnaire on activities of daily living in the Attachment 2 and the form for the summary report in the Attachment 3.

Feedback and evaluation

This is a toolkit consisting of three parts – the employee data collection sheet, the questionnaire related to activities of daily living and the form for a summary report. It helps a counsellor to identify all areas relevant for a job placement or job retention related to a particular client.

Sources:

This form was developed and is used by the KMG Health Partners and was transferred to Slovakia through the project called “Best Practice in Assessment and Classification Tools”.

Attachment 1 – the Initial Needs Assessment (employee data collection form)

Attachment 2 – the Activities of Daily Living (questionnaire)

Attachment 3 - the Initial Needs Assessment – Summary Report (form)

Attachment N.1 “INA – Employee Data Collection Sheet”

Introduction:

Hello _____. My name is _____.
_____. I am an Initial Assessor / Case Manager with xxxxxxxxx. We have been asked by yyyyyyyyyy to assist you into (back into) the work force.

Xxxxxxxx has special skills in working with you to analyse your needs, to determine what jobs might be appropriate for you, and to identify ways of helping you back into work. I would like to chat with you for a while to understand your specific needs. I may be able to give you some advice or information that might help. Is this a good time? (Yes ☐ No ☐). Let me know if you need a break or if you would like to carry on at a later time. I will be happy to see you on another day to complete the process.

My role is to learn about you as a worker and to help you explore your various options for returning to work. The conversation we have today will help us to present you with some alternatives based on your interests and skills. I will also be able to identify some barriers you might have to returning to work and to offer suggestions to eliminate those barriers. After today's discussion, I might be able to review the information and work with you to create a plan of action. Or I might suggest some other exploration processes or services that will help you to make decisions. If we agree on a plan of action, I can perhaps arrange for you to participate.

Your role simply is to share information about yourself with me and to work with me on building and implementing a plan.

Do you have any questions so far?

Yes ☐ No ☐

Are you okay for me to proceed?

Yes ☐ No ☐

CLIENT BACKGROUND

Employee Details:

The following information will help me to communicate with you and to determine possible barriers, like transportation issues. Can I confirm with you the following details?

Name:	
Address:	
Phone Number:	
Mobile Number	
Fax Number:	
Email Address:	
Permission to email:	Yes ☐ No ☐
Alternative contact:	
Date of Birth:	
Age:	
Drivers' Licence:	Yes ☐ No ☐ Type:
Other modes of transport:	
Transportation issues	
Marital status: Single ☐ Married ☐ Divorced ☐ Widowed ☐	
Dependents:	
Extended family:	
Would family support a return to work?	
Family or social issues	
Do you have a current Criminal Rehabilitation Bureau check or would you be happy to undertake one?	Yes ☐ No ☐

Personal Interests:

We would like to eventually suggest work opportunities that you would be really interested in doing. It would help if you could answer these next few questions.

Hobbies:

Interests:

Volunteer work:

Reading interests:

TV interests:

“What if” jobs:

Education / Training:

The following information will help us to identify your aptitudes and skills. Can you please share information about your education and training?

TRAINING	LOCATION	DATE	APPRENTICESHIPS / LICENSES / CERTIFICATES

What did you like about training?

What did you not like?

Did you experience any problems or difficulties?

Any recognition or achievements?

COMPUTER SKILLS

COMPUTER SKILLS KNOWLEDGE
☐

None/Limited ☐

Good ☐

Excellent

Home Computer

Yes ☐ No ☐

Formal Training/Certification:

Comments:

MOST RECENT EMPLOYMENT POSITION

The next section focuses on your current or most recent job. Answers here will help us again identify skills and abilities as well as potential supports needed for returning to the work force.

What is your current status? Employed ☐ Unemployed ☐

Employer Name and Address:							
Job Title							
How You Obtained the Position?		Application ☐ Referral ☐ Family ☐ Gov Programme ☐ Other :			Start Date		
Nature of Work	Full time ☐ Part time ☐ Seasonal ☐	Work Hours per Week:					
Work location	Office ☐ Factory ☐ Home ☐ Field ☐	Days worked each week:					
		Shifts:					
Wages:				Benefits	Yes ☐ No ☐ Pending ☐		
Prerequisites for the position		•					
Skills Required		•					
Duties and Responsibilities		•					
Licence / Certification		•					
Union		Local		Professional Association			
Functional Demands	☐ Lifting above 10kg. ☐ Carrying ☐ Pushing/Pulling ☐ Sitting/Standing ☐ Walking ☐ Climbing Stairs/Ladders ☐ Bending ☐ Kneeling ☐ Crouching ☐ Crawling ☐ Reaching Forward/Overhead/Bended ☐ Handling ☐ Fingering ☐ Gripping ☐ Driving ☐ Other:					Comments:	

Temperaments	☐ Directing the activities of others ☐ Performing repetitive/short-cycle work ☐ Influencing the judgment of others - sales ☐ Performing a variety of duties ☐ Working alone ☐ Working with others ☐ Working under stress ☐ Attaining, tolerances and standards ☐ Meeting deadlines ☐ Working under direct supervision ☐ Dealing with people ☐ Making judgments and decisions ☐ Other: Operating machinery ☐ Other: Working with tools ☐ Other: Communication skills ☐ Other:	Comments:
Worker's Likes	•	
Worker's Dislikes	•	
Working with Colleagues	(including their reaction to illness, offer of support)	
Working with Supervisors	(including their reaction to illness, offer of support)	
Company changes prior to illness	(Work situation, work practices, systems, management, etc.)	
Company changes since being off work		
How long has disability affected employment?		
History of Absence	(How long the worker worked before taking off? First period of absence, reason for absence, return to work attempts)	
Adjustments Offered or Arranged	(Station modifications, flexitime, different duties, co-worker help, anything else that helped or might help with returning to work.)	
Discussion	(Barriers to returning to work, potential for working with this employer again)	
Comments		

OTHER EMPLOYMENT HISTORY

Employer Name and Address:					
Job Title					
How They Obtained the Position?		Application ☐ Referral ☐ Family ☐ Gov Programme ☐ Other :		Start Date	
Nature of Work	Full time ☐ Part time ☐ Seasonal ☐	Work Hours per Week:			
Work location	Office ☐ Factory ☐ Home ☐ Field ☐	Days worked each week:			
		Shifts:			
Wages:		Benefits		Yes ☐ No ☐ Pending ☐	
Prerequisites for the position	•				
Skills Required	•				
Duties and Responsibilities	•				
Licence / Certification	•				
Union		Local		Professional Association	
Worker's Likes	•				
Worker's Dislikes	•				
Reason for Leaving					
Discussion					
Comments					

Employer Name and Address:					
Contact Name				Contact Position	
Phone / fax				Email	
Job Title					
How They Obtained the Position?		Application ☐ Referral ☐ Family ☐ Gov Programme ☐ Other :			Start Date
Nature of Work	Full time ☐ Part time ☐ Seasonal ☐	Work Hours per Week:			
Work location	Office ☐ Factory ☐ Home ☐ Field ☐	Days worked each week:			
Wages:		Benefits		Yes ☐ No ☐ Pending ☐	
Prerequisites for the position					
Skills Required					
Duties and Responsibilities					
Licence / Certification					
Union		Local		Professional Association	
Worker's Likes					
Worker's Dislikes					
Reason for Leaving					
Discussion					
Comments					

WORK PREFERENCES

JOB	PREFERRED HOURS	SHIFT WORK	COMMENTS
• • •			

SKILLS TRIANGLE

The next series of questions help you to focus on the attributes that you offer to employers.

TECHNICAL SKILLS	TRANSFERABLE SKILLS	PERSONAL CHARACTERISTICS
Technical skills are very specific to a job and are usually taught in seminars, vocational schools, colleges and universities. Skill development is short term. Examples = a nurse taking blood pressure readings or a quality control inspector measuring with a micrometer.	Transferable skills develop over a longer time. They evolve with experience and are more difficult to teach. Examples = listening, communicating, filing.	Personal traits are very important. These are the personal and social skills one needs to interact with others and to function in every day society. These behaviours are very difficult to change. Examples= being punctual, attending to detail, cooperating with others.
• • •	• • •	• • •

FINANCIAL SITUATION

These next questions will help us to determine wage requirements, benefit needs and potential access to government services. It will also ensure that we inform you of any impact working may have on your financial situation.

Are you receiving any of the following benefits?

- Income Support ☐
- Jobseekers Allowance ☐
- Incapacity Benefit ☐

Disability Living Allowance	☐
Disability Premium	☐
Severe Disability Allowance	☐
Severe Disability Premium	☐
Housing Benefit	☐
Council Tax Benefit	☐
Mobility Allowance	☐
Insurance payments	☐
Other	☐

Are you having difficulty managing money? Yes ☐ No ☐

Do you need an appointment with a benefit advisor? Yes ☐ No ☐

BIO / PSYCHO/ SOCIAL ISSUES

We need to make sure we clearly understand any health related issues so we select with you options that are safe and secure. These next few sections help us to appreciate your medical experience and you daily tolerance for activity.

Medical Details:

Date of accident or onset	•	
Current sick note	Yes ☐ No ☐	Expires on:
GP's opinion on RTW	•	
Receiving sick pay	Yes ☐ No ☐	Amount: Expires on:
Been to Occ Health or company doctor	Yes ☐ No ☐	
Nature of Impairment:	•	
Medical treatment and recommendations:	•	
Current Symptoms	•	
Location and duration of pain	Acute ☐ Location: Chronic ☐ Location:	How long: How long:
Other medical / mental health issues:	•	

Do you have a pre existing condition and has it been disclosed to your current employer?	•
Medications	•
Impacts of medications / side effects	•
Recent changes to your health condition	•
Strategies for coping with the changes.	•
Are you comfortable disclosing your health problems?	On an application form ☐ To potential employers ☐ In an interview ☐ To colleagues ☐
Are there advantages to disclosing your health problems?	Yes ☐ No ☐ Under certain conditions ☐ Explain:
What help do you need with disclosure?	
Contact with employer	Yes ☐ No ☐ Details:
Contact with work colleagues	Yes ☐ No ☐ Details:

Impact on Working:

Although some aspects of your working life have become difficult or even impossible there are many other aspects that you can still carry out. To help you gain a clear perspective of what work related activities you can and cannot do, we will work through the following list. Against each item ask yourself the question: “Can I do this?” or “Can I work in these conditions?” and we will tick the “problem” column every time the answer is “no”. Then we will discuss briefly, how any difficulties you are experiencing affect your duties.

Physical/Sensory	Problem	Comments / Support Needed
Seeing	☐	
Hearing	☐	
Talking	☐	
Standing	☐	
Walking	☐	

Sitting	☐	
Kneeling	☐	
Crawling	☐	
Stooping	☐	
Climbing	☐	
Pulling	☐	
Pushing	☐	
Handling	☐	
Raising arms above head	☐	
Lifting	☐	

Cognition	Problem	Comments / Support Needed
Memory	☐	
Decision making	☐	
Problem solving	☐	
Concentration	☐	
Coping with interruptions	☐	
Juggling several things at once	☐	
Planning	☐	
Organising	☐	

Psychological	Problem	Comments / Support Needed
Socially related issues (family or other)	☐	
Increased use of tobacco, alcohol, drugs	☐	
Relationship issues	☐	
Sleeping issues	☐	
Tiredness	☐	

Eating related issues	☐	
Excessive tearfulness	☐	
Emotional highs and lows	☐	
Difficulty focusing – flashbacks or intrusive thoughts	☐	
Others	☐	

Work Conditions	Problem	Comments / Support Needed
Fixed hours	☐	
Variable hours	☐	
Shift work	☐	
Indoors	☐	
Outdoors	☐	
Bright lighting	☐	
Dim lighting	☐	
Heat	☐	
Noise	☐	

Tasks	Problem	Comments
Repetitive working	☐	
Working at high speeds	☐	
Reaching precise standards	☐	
Varied duties	☐	
Working to deadlines	☐	
Reading	☐	
Writing	☐	

Arithmetic	☐	
Budgeting	☐	
Following specific instructions	☐	
Initiating work activities	☐	
Presentations / performances	☐	
Using a computer	☐	
Using a telephone	☐	
Using machinery	☐	
Driving	☐	

Contact with others	Problem	Comments
Working alone	☐	
Working with others	☐	
Working under supervision	☐	
Supervising others	☐	
Working with customers/ Clients	☐	
Making conversation with others	☐	
Meeting / talking with strangers	☐	

Activities of Daily Living:

Description of Home:

1. Flat ☐ Bungalow ☐ Split Level ☐ House (2+stories) ☐

2. Number of Rooms:

3. Stairs: (how many flights, # per flight)
 4. Elevators:
 5. Size of lot:
 6. Size of grassy area:
 7. Gardens:
 8. Other:
 9. Pets: (how many/breed/weight)
 10. What care is required for these pets?
 11. Who provides the care for the pets?
-

Task Implements:

- | | | | | | |
|--------------------------|----------------------------|--------------------------|----------|--------------------------|----------------------------------|
| ☐ | Brooms | ☐ | Dust Mop | ☐ | Duster |
| ☐ | Vacuum Cleaner | | | | |
| ☐ | Dishwasher | | | | |
| ☐ | Automatic Washer | | | | |
| ☐ | Clothes Dryer | | | | |
| ☐ | Laundromat | | | | |
| ☐ | Lawnmower: Manual | ☐ | Electric | ☐ | Gas ☐ |
| ☐ | Snow removal | | | | Ride-on ☐ |
| ☐ | Other tools and appliances | _____ | | | |

Are you having difficulty with any of the following areas?

ACTIVITY	ISSUE	ASSISTANCE
Personal care		Yes ☐ No ☐
Meal Preparation		Yes ☐ No ☐
Cleaning		Yes ☐ No ☐
Laundry		Yes ☐ No ☐
Bed Making		Yes ☐ No ☐

Dishes		Yes ☐ No ☐
Care Giving		Yes ☐ No ☐
Shopping		Yes ☐ No ☐
Driving		Yes ☐ No ☐
Animal/Pet Care		Yes ☐ No ☐
Outdoor Maintenance		Yes ☐ No ☐
Personal Interests		Yes ☐ No ☐
Student Activities		Yes ☐ No ☐

JOB READINESS

What are your reasons for wishing to remain in or return to work?

What aspects of working trouble you?

- Contact with customers ☐
- Using the phone ☐
- Using IT equipment ☐
- New technology ☐
- Taking responsibility ☐
- Working alone ☐
- Handling money ☐
- “Fitting in” ☐
- Making mistakes ☐
- Getting to work on time ☐
- Meeting new people ☐
- Other items ☐

What support do you think you need to help you to cope with these areas?

JOB SEARCH STRATEGIES PRESENTLY USED	COMMENTS

BARRIERS TO RETURNING TO THE WORKFORCE

We are now ready to summarise some of the barriers you may be encountering in returning to work. Together we should be able to come up with some suggestions and solutions and create an overall plan.

MEDICALLY RELATED		COMMENTS / RESOLUTIONS
▪ Impairment directly impacts on your job.	☐	Potential Resolution:
▪ Your job directly impacts on impairment.	☐	Potential Resolution:
▪ Difficult to provide you with accommodations.	☐	Potential Resolution:
▪ Difficult to modify the job	☐	Potential Resolution:
▪ Issues around multiple impairments	☐	Potential Resolution:
▪ Duration of impairment	☐	Potential Resolution:
▪ Impacts of treatment	☐	Potential Resolution:

CLAIMS RELATED		COMMENTS / RESOLUTIONS
▪ Duration of “own occupation” policy	☐	Potential Resolution:
▪ Lost time issues (pattern and duration of lost time)	☐	Potential Resolution:

EMPLOYER RELATED		COMMENTS / RESOLUTIONS
▪ Employer cannot accommodate	☐	Potential Resolution:
▪ Redundancy	☐	Potential Resolution:
▪ Not getting along with supervisor	☐	Potential Resolution:
▪ Not getting along with co-workers	☐	Potential Resolution:
▪ Demonstrating inappropriate work behaviours	☐	Potential Resolution:
▪ Potential issues related to bullying and harassment	☐	Potential Resolution:
▪ Employer has limited support resources	☐	Potential Resolution:

PERSONALLY RELATED		COMMENTS / RESOLUTIONS:
• Lack of contacts	☐	Potential Resolution:
• Lack of family support / encouragement	☐	Potential Resolution:
• Marital issues	☐	Potential Resolution:
• Lack of incentive to work	☐	Potential Resolution:
• Lack of information	☐	Potential Resolution:
• Lack of confidence	☐	Potential Resolution:
• Age	☐	Potential Resolution:
• Lack of child care arrangements	☐	Potential Resolution:
• Lack of transportation	☐	Potential Resolution:
• Would not pass a police check	☐	Potential Resolution:
• Personal hygiene issues	☐	Potential Resolution:
• Presentation style	☐	Potential Resolution:

SKILL RELATED		COMMENTS / RESOLUTIONS:
• Language barriers	☐	Potential Resolution:
• Over qualifie	☐	Potential Resolution:
• Under qualified	☐	Potential Resolution:
• Lack of certification	☐	Potential Resolution:
• Lack of computer skills	☐	Potential Resolution:
• Lack of other skills	☐	Potential Resolution:
• Lack of experience	☐	Potential Resolution:
• Lack of specific training	☐	Potential Resolution:
• Limited organisational skills	☐	Potential Resolution:
• Limited communication skills	☐	Potential Resolution:
• Minimal / no recent work history	☐	Potential Resolution:
• Potential cognitive impairment	☐	

		Potential Resolution:
--	--	------------------------------

FINANCIALLY RELATED		COMMENTS / RESOLUTIONS:
• Wages being offered	☐	Potential Resolution:
• Cost of looking for work	☐	Potential Resolution:
• Financial risk in returning to work	☐	Potential Resolution:
• Potential retirement with financial gain	☐	Potential Resolution:
• Unable to live with current income	☐	Potential Resolution:

JOB SEARCH RELATED		COMMENTS / RESOLUTIONS:
• Limited job search experience	☐	Potential Resolution:
• Lack of resume	☐	Potential Resolution:
• Interviewing skills	☐	Potential Resolution:
• No suitable reference	☐	Potential Resolution:
• Lack of jobs in the field	☐	Potential Resolution:
• No job goal	☐	Potential Resolution:
• Not sure of job goal	☐	Potential Resolution:

OTHER BARRIERS		COMMENTS / RESOLUTIONS:
• Job description is not specific enough to be useful	☐	Potential Resolution:
• Employee only prepared to work in a unionised environment	☐	Potential Resolution:
• Employee does not function well independently	☐	Potential Resolution:
• Below average aptitude levels	☐	Potential Resolution:
• Limited education	☐	Potential Resolution:
• Employee does not accept vocational goal	☐	Potential Resolution:
• Employee believes he/she is unemployable	☐	Potential Resolution:
• Employee does not wish to attend training	☐	Potential Resolution:

• Employee not interested in participating in rehab program	☐	Potential Resolution:
• Employee is not motivated to return to work	☐	Potential Resolution:

Expectations Checklist

What you would like to happen is the foundation on which everything else is based. We therefore begin from this point and ask:

What do you see as the full range of future options? Please mark those that you would consider from the list below.

Option	Preference	Why?
Keep present job	☐	
Part time on present job	☐	
More limited duties full time	☐	
Keep aspects of present job plus new duties	☐	
New job with same employer	☐	
Same kind of job with new employer	☐	
Different job with new employer	☐	
Retraining or education	☐	
Medical retirement	☐	
Careers advice	☐	
Other (please specify)	☐	

NEXT STEPS DISCUSSION

Perceptions:

Having just completed that exercise, do you think we could work together to assist you back into employment? Yes ☐ No ☐

If yes, what do you think we should perhaps do next?

Do you think we could start working together immediately? Yes ☐ No ☐

Is there anyone else you would like to have involved?

If you do not yet feel capable of returning to the workforce, are there other things that we might be able to help you with in the meantime?

Next Steps:

We will be reviewing all these details and information collected from your employer too to develop a plan of action. We will then approach your employer about supporting the plan and implementing next steps. If your employer agrees, we will contact you to help you with this process.

Questions and Concerns:

Do you have any questions or concerns about this process or about what happens next?

Other Suggestions and Recommendations:

The Initial Assessor (Case Manager) suggests that:

SUGGESTIONS	RATIONALE

Thank you for taking so much time today to work through this with us. We hope it has been helpful for you and we look forward to working with you when we initiate some of these activities.

Can you write down my contact details so we can continue to communicate? My phone number is..... My email address is.....

I will follow up with you on.....

Attachment N.2 “INA – Activities of Daily Living”

Description of Home:

12. Flat ☐ Bungalow ☐ Split Level ☐ House (2+stories) ☐

13. Number of Rooms:

14. Stairs: (how many flights, # per flight)

15. Elevators:

16. Size of lot:

17. Size of grassy area:

18. Gardens:

19. Other:

20. Pets: (how many/breed/weight)

21. What care is required for these pets?

22. Who provides the care for the pets?

Task Implements:

☐ Brooms ☐ Dust Mop ☐ Duster
☐ Vacuum Cleaner
☐ Dishwasher
☐ Automatic Washer
☐ Clothes Dryer
☐ Laundromat
☐ Lawnmower: Manual ☐ Electric ☐ Gas ☐ Ride-on ☐
☐ Snow removal
☐ Other tools and appliances _____

Are you having difficulty with any of the following areas?

ACTIVITY	ISSUE	ASSISTANCE
Personal care		Yes ☐ No ☐
Meal Preparation		Yes ☐ No ☐
Cleaning		Yes ☐ No ☐
Laundry		Yes ☐ No ☐
Bed Making		Yes ☐ No ☐
Dishes		Yes ☐ No ☐
Care Giving		Yes ☐ No ☐
Shopping		Yes ☐ No ☐
Driving		Yes ☐ No ☐
Animal/Pet Care		Yes ☐ No ☐
Outdoor Maintenance		Yes ☐ No ☐
Personal Interests		Yes ☐ No ☐
Student Activities		Yes ☐ No ☐

Attachment N.3 “INA – Summary Report”

To:

Position:

Regarding:

Identification:

From:

Position:

Report Date:

Attachments:

- 1.
- 2.
- 3.

This report has not been written for or intended for presentation to the court.

Initial Needs Assessment SUMMARY REPORT

Client Information:

Name
Identification
Insurer reference
Claimant Solicitor reference
Date of accident or onset
Date of birth
Special needs
Contact numbers

Referrer's Information:

Company
Contact's name
Contact's position
Address
Postal code
Contact details

Employer Information:

Company
Contact's name
Contact's position
Address
Postal code
Contact details

Specific Reason for referral:**Expectations:****Activity Summary:**

File reviewed on
File reviewed by
Documents reviewed
Client phoned on
Client seen on
Report prepared on

Client Expectations: The client would consider the following options.

Option	Preference	Why?
Keep present job	☐	

Part time on present job	☐	
More limited duties full time	☐	
Keep aspects of present job plus new duties	☐	
New job with same employer	☐	
Same kind of job with new employer	☐	
Different job with new employer	☐	
Retraining or education	☐	
Medical retirement	☐	
Careers advice	☐	
Other (please specify)	☐	

Findings and Recommendations:

- ☐ The employee has rehabilitation potential and is likely to succeed.
- ☐ The employee has some rehabilitation potential but may be at risk for failure.
- ☐ The employee's potential is not clear. Further exploration is required.
- ☐ The employee has no rehabilitation potential and should not participate in the programme.
- ☐ The employer has reasonable accommodation potential for the employee and the plan is likely to succeed.
- ☐ The employer has some accommodation potential for the employee but the plan may be at risk for failure.
- ☐ The accommodation potential for the employee is not clear. Further exploration is required.
- ☐ The employer has no accommodation potential for the employee and the client should be referred for assistance to find new employment.

Suggested Plan:

ACTIVITY / DESCRIPTION	BY WHEN	WHO

Determining Factors:**Recommended Next Steps:**

For assistance in implementing and monitoring this plan, please contact xxxxx xxxxxx at phone number 2222222222 or the Case Manager directly at 3333333333

Thank you for accessing xxxxxxxxxxxx services.

(name and credentials)

Initial Assessor or Case Manager

The Assessment of Workplace and Working Conditions

Target group

We use this tool especially for clients who are already working, have some difficulties at work, but would like to retain the job. It can be also used within the first period of time of the employment in order to map the situation at the workplace and to help the client with the adaptation process (especially if it is a new type of job for them or the first job ever).

Objectives and context

The goal of this tool is to find detailed information about the workplace and working condition of a specific job in order to keep a client in that particular job. It helps a counsellor to determine, why the client is not satisfied with his/her job, what difficulties and challenges are related to this job, or what are the issues an employer sees as crucial. It also helps the counsellor to see what areas to cover in his/her mutual work with this client, what to focus on, and what should be the next steps in the counselling.

Instructions and methodological approach

The tool is a questionnaire that should be filled in by the client. However, the questions should be also discussed with the employer (or a senior manager) who can provide the counsellor with his/her point of view.

Material

The questionnaire maps the conditions and atmosphere at the workplace, the main role and task within the particular job, external factors such as dust, usage of working cloths, safety aids, the needs of the client related to the workplace and working conditions, commutation, recent changes in the job descriptions, and barriers or limitations of the client related to that particular workplace and working conditions.

Feedback and evaluation

The questionnaire provides a counsellor with information about the workplace and working conditions of particular client which can serve as an important starting point for the next interventions which often include not only the client, but also the employer and/or client's colleagues.

Sources

Attachment 1 – The Assessment of Workplace and Working Conditions (questionnaire)

Attachment N.1 “The Assessment of Workplace and Working Conditions – Questionnaire”

Client of:

Name, Surname, Date of Birth: _____

Profession: _____

Other Qualification: _____

Last Employed at (Name of the Company): _____

As a (Profession) _____ Since: _____

Number of Working Hours: _____

Average Real Number of Working Hours per Week: _____

Standard Shift from _____ a.m. to _____ p.m.

Alternate, Night Shifts

☐ no ☐ yes, Length of a Shift: _____

Numbers of Workers at the Employer: _____

The client is in the care of / monitored by a doctor: ☐ no ☐ yes, name of the doctor: _____

The client is provided by a social care: ☐ no ☐ yes

Average ability to deal with physical load (please, tick the right answer)

	mostly	often	rarely	never
easy work	☐	☐	☐	☐
moderately hard work	☐	☐	☐	☐
hard work	☐	☐	☐	☐
very hard work	☐	☐	☐	☐

Other demands (please, tick)

☐ variation of standing, sitting and walking

☐ mainly standing

☐ mainly walking

☐ mainly sitting

☐ mainly sitting and standing

☐ mainly standing and walking

☐ difficult positions :

	mostly	often	rarely	never
work in bend position	☐	☐	☐	☐
work in a kneeling position	☐	☐	☐	☐
work in a crouched position	☐	☐	☐	☐
work above the head	☐	☐	☐	☐
monotonous physical work	☐	☐	☐	☐
work on a ladder, scaffolding, work platform	☐	☐	☐	☐
the need to hold something during the work	☐	☐	☐	☐

work with a special risk of injury because of _____

technical assistance for difficult work tasks _____

operation, control of machinery _____

fine work requiring dexterity, handiness, and a good hand-eye coordination

☐ external factors

	mostly	often	rarely	never
work outside	☐	☐	☐	☐
work in a closed area	☐	☐	☐	☐
wetness	☐	☐	☐	☐
cold	☐	☐	☐	☐

heat	☐	☐	☐	☐
noise	☐	☐	☐	☐
dust	☐	☐	☐	☐
smoke	☐	☐	☐	☐
fog	☐	☐	☐	☐
gas	☐	☐	☐	☐
draught	☐	☐	☐	☐
compressed air	☐	☐	☐	☐
vibrations	☐	☐	☐	☐
skin effects	☐	☐	☐	☐
heavy safety clothing	☐	☐	☐	☐
artificial lights	☐	☐	☐	☐
air conditioning	☐	☐	☐	☐

Special demands :

- for hearing, because of _____
 - for vision, because of _____
 - for concentration, because of _____
 - for ability to react, because of _____
 - for responsibility, because of _____
 - for adaptability, because of _____
 - for working speed, because of _____
 - for ability to deal with stress, because of _____
 - for the reason of task-work _____
 - because of management of _____ persons / workers
 - because of contacts with customers
 - because of frequent changes of a job
 - because of frequent absence at work and at home
 - because of frequent travelling
 - because of the usage of technical equipment
 - because of the need to drive a care, average distance _____ km per week
- ☐ cars ☐ lorries < 7.5 t ☐ trucks > 7.5 t
- ☐ loading including ☐ without loading

You work primarily / regularly

- ☐ alone
- ☐ in changeable groups with average of _____ (number) people
- ☐ in a constant group with the average of _____ (number) people

How do you view the working atmosphere?:

- ☐ very good ☐ good ☐ satisfactory ☐ sufficient ☐ insufficient ☐ very bad

because of _____

Do you wear safety clothing or protective aids at work?

- ☐ no ☐ yes _____

Distance of the workplace from the accommodation: _____ km

How do you get to work?:

- ☐ on foot ☐ by bike ☐ by car
- ☐ public transportation _____
- ☐ other _____

What is the average time you spend by commuting to work? _____ minutes

Were there any changes in your work introduced during the last 2 years (changes at working place, changes in tasks or working hours relevant for you)?

- ☐ no ☐ yes _____

Which working conditions do you consider to be the most limiting for you?

- ☐ unemployed since _____, because of _____
- ☐ assessed to be severely disabled, the level of impairment _____ %
- ☐ assessed as a person with limited ability to work (_____ %) because of
- ☐ occupational accident, traffic accident ☐ occupational disease

Date:

Signature: