

## Lu B Mediation - Profiling

Learning and counselling modules – Mediation

### What this Handbook is about

This Handbook with its learning and profiling modules has been codified by KIZ following more than twenty years of labour market support activities. Many of the supported people were NEETs, young people of the age of 18-34. They were young people with a migration or flight background, early school leavers, some had drug problems and many came from rural areas.

While this handbook was developed with the German support structures in mind, we are convinced that the methods, tools, examples and exercises can be easily transferred to other European countries.

The Handbook is not an easy read. Rather it is a tool for trainers and coaches wanting to try thoroughly tested methods, approaches and tools in their own context. This might require adaptation of the proposed instruments but we hope that we can provide valuable input for a successful support programmes for NEETs.

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<b>X</b>	LuB V03 - What am I able to do?
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## 1. D&C V Start location determination

Title		
<b>Location determination D&amp;C V Start</b>		
Scope	Setting	Required material:
1 x 60 minutes	Individual Coaching	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Profiling sheet</li> <li>• Statistical tool</li> </ul>

Number	Version from:	Author	Release (who/when)
	13.08.2019	Silke Schoolmann	SSc 13.08.2019

## 1.1 General conditions

### Initial situation

If we want to integrate the unemployed, we must first get to know them well. Thereby it is also about finding the "sparks" in the participants from which we can light a fire, or rather they themselves can light a fire. "Helping people to help themselves" is our essential guiding principle.

This module is intended to start the counselling in the application process. It is directly followed by the KIZ Basic Model, the Will-Ability model.

### Objective

Our first objective is to get to know the participant at the beginning of the consultation. It is about getting a first impression, determining the participant's background and concern as well as expectations in consideration of the project. It is also to answer the most important questions for the coach/trainer AND the participant.

### Attitude

We have the best success rates in consulting people in change processes with the "Resource-oriented training and coaching approach" by Steve D. Shazer. In an effective training, a participant always goes through 3 steps according to this approach: Visitor, complainant, buyer. The coach or trainer *diagnoses* in which of the three stages they perceive the participant.

Only at the "buyer" stage the coach can provide support in the search for and implementation of tailor-made solutions. The coach and participants can play through solution options in training and coaching, check them for effort, objections and risks and concretize and ensure implementation.

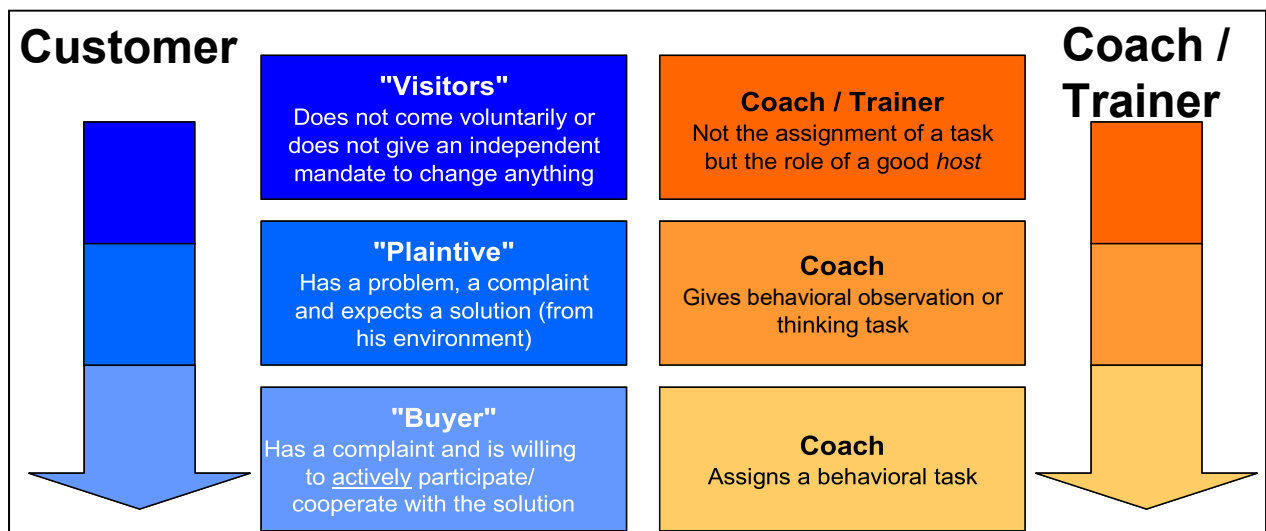


Figure: Steve D. Shazer model

## Basic attitude and self-image

The KIZ consultant...

- has participants present in terms of name, search direction, will/ability/activity,
- uses content issues "only" as a means to an end,
- has a standing to ask "big questions"
- works with his/her participants in a confrontational manner,
- is able to draw conclusions,
- knows the labor market and its development,
- knows what demands employers have on employees in different positions and industries,
- uses the coaching appointments to control and activate the participants,
- supports the participants in realistically assessing their prospects on the labor market,
- uses his/her contacts and standing to actively support the participants,
- creates tailor-made strategic plans with his/her participants,
- bites through and stays on until a participant has achieved his/her own results, which he/she, himself/herself, can stand for.

### 1.2 Content

At the start of the consultation and thus the beginning of the profiling, we proceed step by step. The following chapters should therefore be worked through in sequence. It usually makes no sense to skip a chapter. However, it may very well be that a chapter can be revised and completed very quickly. This depends on the conditions of the participant.

#### 1.2.1 Positioning

According to our model, we assume that the participant, comes to us as a "visitor". Therefore, we act as good hosts. At the beginning the "visitor" needs information about the contents, possibilities and general conditions of our consulting.

In order to be able to make an initial assessment of the situation, the following points must be discussed and determined:

- Imagine yourself first: What qualifies you for the job and what are your responsibilities within it.
- Presentation of the project: How does the project run, what are the general conditions, what do our premises look like.
- The triangle of orders (KIZ, job center/agency for work, participants) creates clarity about the relationship of cooperation and the different orders of all parties involved.
- The expectation query creates transparency about the mutual concerns and provides information about the open, perhaps even hidden agendas of those involved.
- The profiling sheet offers a low-threshold yet comprehensively structured compilation of the relevant characteristics and factors for determining a position.

You already have a first impression of the participant. Before you support him/her further with identifying his/her interests, his/her experiences and competencies, you need to first carry out the field profiling. In this process, systemic-sociological connections and influencing factors from the environment (family, circle of friends, social systems, etc.) as well as the intensity of these determinants are examined for the participant. This is especially important because the participant is not necessarily aware of the circumstances and their influence on the participant's life.

### 1.2.2 Environment profiling

Environment profiling helps the participant to reflect on his or her private and professional environment. All of us are often caught up in our daily routine and rarely take the time to check what is going well and what might need correction. The following questions are designed to reveal the participant's support structures, but also possible obstacles. Take your time for the questions, remain appreciative and open and follow up. This is the approach until you really have a picture of where the participant stands and what might hinder or stand in the way of the benefit receipt' wind-up. For the questions you need a relationship of trust. If the participant does not really cooperate, give him/her honest feedback and try again in the next few hours.

- How many people live in your community of needs? Who works, who needs support?
- What would change in your life if you were no longer receiving benefits? For example, if you could add hours to your job?
- Who would be happy about that, who wouldn't?
- Who could relieve you and contribute something to the family income?
- How likely do you think it is that you will end the benefit payment in the next six months? Give points for this: 10 points (you firmly believe in it), 1 point (you do not believe in it at all). Which score fits you spontaneously? (Try to recognize: Why does the participant believe in his/her success? Why not? What does he/she need to imagine a life without visits to a job center?)
- How does he/she judge himself/herself, his/her professional career?
- Who knows that you are on unemployment benefit? Do you talk openly about this with friends?
- What do you spend your spare time with? Do you have friends, acquaintances, other families who can help you in your current situation?

For topping up:

- How satisfied are you with your current job? Is the job easy for you? Would you like to do something else in the company?
- Now, if I asked your boss, what do you think he/she would say about you?
- Is there someone in the company you can rely on to support you? Do your colleagues know that you are receiving topping up benefits? How do you react to this?
- How much money would you have to earn to stop receiving benefits? Is it realistic to achieve this by working for your current employer? What could you do to make it realistic?

These questions can be adapted for self-employed persons receiving supplementary benefits.

### 1.2.3 Documentation of results

Within the initial interview you will get a first impression of the participant and the participant of our organization KIZ. You may have discovered the participant's initial strengths and resources. But you may also have received information about possible obstacles to placement or learned something about a "hidden" agenda of the participant.

Imagine a woman with a migration background from Italy coming to you for coaching. You learn that her husband, also from Italy, is unemployed. In coaching, the woman is very accessible, but you notice that she refuses to take a full-time job. The hidden agenda here could be that - because of her cultural background - she is not able to be the main breadwinner of the family. She might be risking her marriage. If you have such suspicions, speak up. It is helpful not to proceed confrontational, but to formulate the suspicion as a question. "Is it possible that you can't take a full-time job because your value system doesn't allow you to generate sole family income?" Further, a hidden agenda could be that the participant works without paying any taxes.

Record the results in the profiling sheet and the promotion plan.

Make sure that you have enough information to edit the summary fields in your statistical tool.



### 1.3 Consultant's guide LuB V Start

Coaching lesson (60 minutes)

Time/Duration	Topic/Content	Objective	Method/Implementation	Material/media
20 minutes	<p>Information on action</p> <ul style="list-style-type: none"> <li>Who is KIZ? Who are you?</li> <li>Information about the project, procedure, offers, general conditions, premises</li> <li>Order triangle (job center, participant, KIZ)</li> </ul> <p>Expectations of the participant, client, KIZ coach:</p> <ul style="list-style-type: none"> <li>Clarify the expectations What must happen for the measure to be successful for him/her?</li> <li>What does the participant have to do for this?</li> <li>What expectations does the client have of the participant?</li> <li>What do we expect from the participant?</li> <li>What does the client expect from KIZ</li> </ul>	<p>Make different orders visible.</p> <p>Promote awareness to the open or hidden agenda of the actors.</p> <p>Create a measure commitment with the participant.</p>	<p>Introduction on the flipchart.</p> <p>Working out questions in a joint dialogue.</p>	Flipchart
20 minutes	Acquisition of the profiling sheet	Positioning of the participant.	Survey based on the profiling sheet.	File Profiling Report
20 minutes	Environmental profiling: (For key questions, see page 4 of this documentation D&C V00)	<p>Determine influencing variables and systemic relationships from the environment.</p> <p>Recognize supporting and hindering structures and general conditions.</p>	Create an atmosphere in which the participants can report on their circumstances and general conditions by means of guided questions.	none

## 2. LuB V01 Will-Ability model

Title		
<b>LUB V01 wool-can-do model</b>		
Scope	Setting	Required material:
1 x 60 minutes	Individual Coaching Workshop	<ul style="list-style-type: none"> <li>Flipchart</li> </ul>

Number	Version from:	Author	Release (who/when)
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## 2.1 General conditions

### Initial situation

For our customers, ending an unemployment phase is equivalent to finding a suitable job again. However, as every applicant knows, this is not as easy as we think. Inadequate preparation and a lack of reflection often lead to many rejections and frustrations. That is why it is important for us to bring together the applicant's own "uniqueness" with the demands of the job market. The model forms the basis for further coaching or training throughout the placement process. The module can be presented directly after the assessment.

### Objective

The participants know which requirements they have to meet and which gaps they should close. They have an overview of which LOBs help them to close their gaps.

## 2.2 Content

To start an application process, we proceed step by step. The modules or D&Cs should therefore be worked through in sequence. Depending on the target group, the DOCs or modules can be processed and completed very quickly. This depends on the conditions of the participant.

### 2.2.1 Will-Ability model

In the consultation we make the following assumption: The aim of the support for a new professional start or the extension of the current employment contract is to find realistic professional perspectives. Only if the chosen career goal fits the participant AND the labor market conditions well, a sustainable integration can be expected. The current situation is rarely used by the participants for reflection. Therefore, they need our support at this point.

In order to promote the independence of the participants in their own application process, we work with them on three questions. We illustrate this approach with the following diagram (below):

- The first question is, **"What do I want?"** The first question is, "What would I want if I could choose it freely?" It's about expanding your view and at the same time connecting to your "inner core". So, what do I really enjoy up to, what basic conditions do I wish for?
- The second question is: **"What am I able to do?"** It's not enough to just want something. You have to have the skills to make it happen.
- And the third question is: **"What is available on the labor market?"**. Which job profiles are current and sought-after today? What qualifications are required, etc.

The intersection of all three areas (marked red in the figure) indicates the job profile in which the participants have the best chances of integration.

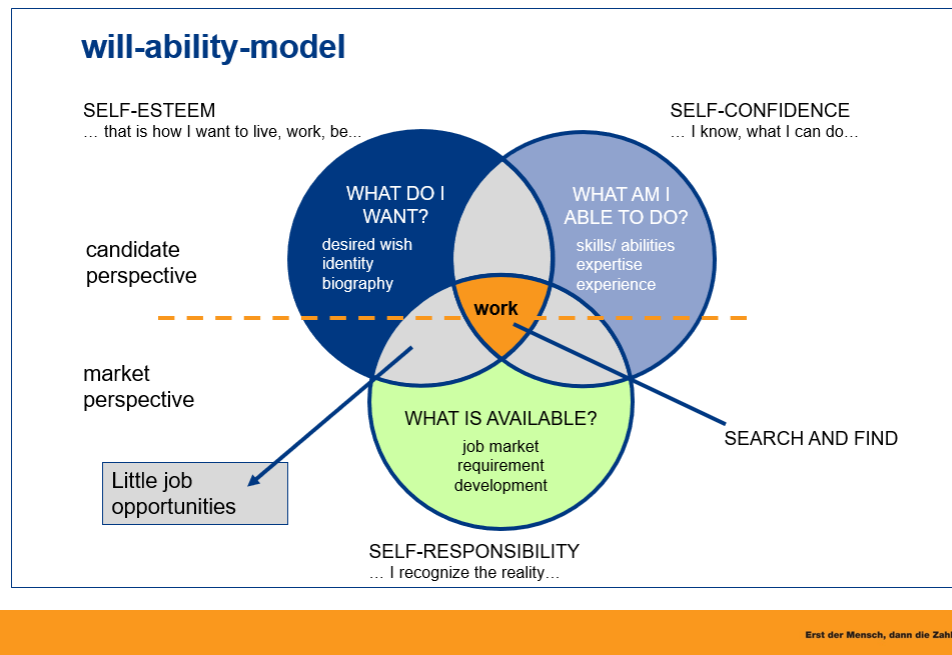


Figure: Wo-Ko model

Especially the first two questions, the upper circles, help the participants to regain **self-confidence**, as they become aware of their strengths and resources again. Only when the participant has a healthy **self-confidence** once more, there is a basis to support him/her (again) to further work on a realistic view of his/her positioning on the job market. The lower circle makes it clear that it is not only enough to write a "nice" advertisement and apply for a job. It is about (again) taking **responsibility** for the application process. This can also mean that the participant has to get back to reality.

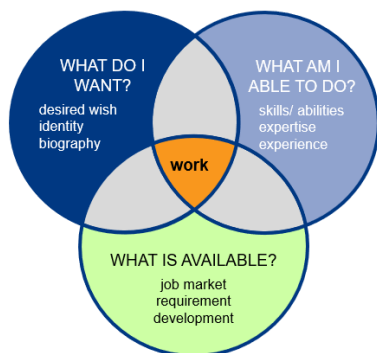
When you explain the basic model to the participant, we are concerned with two things.

- The participant understands the requirements and conditions in the application process and
- The model is also a first analysis tool, where the participant stands and where he/she needs further support.

## 2.2.2 Requirements and conditions

**WACHSENSIE.**

### KIZ basic model – will-ability-model

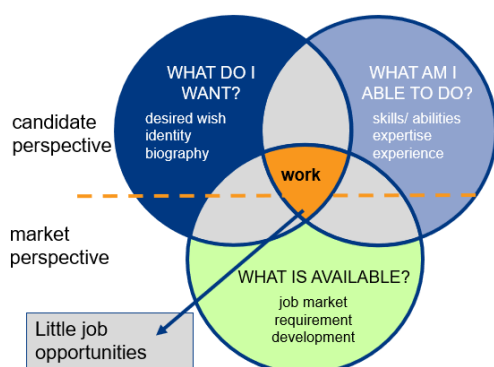


- The model considers the most important success factors when looking for a job.
- The **first circle** (on the left) deals with the question: **What do I want?** What do I like, what am I passionate about and what are the framework conditions I need?
- The **second circle** (on the right) visualizes qualification and experiences. What are my competencies, **what am I able to do?**
- The **third circle** (below) shows the market perspective. **Which jobs are available?**
- The orange intersection, **work**, forms the promising intersection for the job search.
- The applicant has the right passion and competencies for the defined, targeted occupation.

Erst der Mensch, dann die Zahlen.



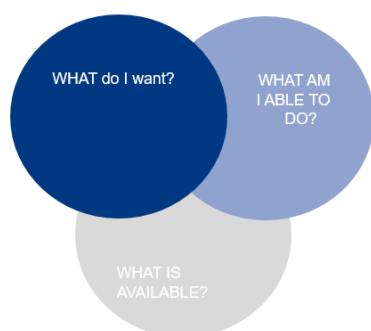
## model's levels and process design



- The model divides the application process into two levels.
  - The perspective of the candidate and
  - The perspective of the market
- It makes sense to start with the candidate's level and derive the targeted occupation from the overlap.
- Secondly, one needs to observe the market of the targeted occupation.
- The market observation will lead to the candidate's realization, if the aimed-for job is part of the orange intersection.
- If the targeted position is part of the grey section, the application process will probably not be successful.
- In this case, both levels need to be revised.

## 2.2.3 Analysis tool

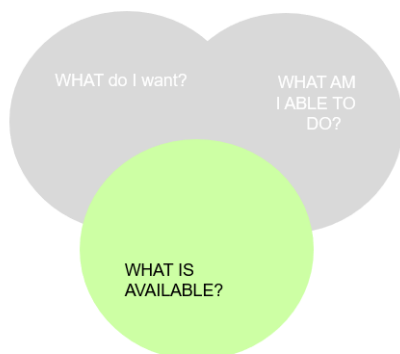
### Analyse – What do I want and what am I able to do?



The participant is able to:

- clearly name what he/she likes and what is important to him/her.
- name his abilities, that he/she has gained e.g. through his hobby, voluntary work etc.
- can clearly define and substantiate his/her framework conditions
- explain, what might be hindering or slowing down
- derive concrete competencies and abilities from his/her professional experiences and qualifications
- explain the professional background's red thread
- state, which values determine his/her doing
- justify a realistic targeted occupation through the above mentioned conditions

## Analysis – What is available?



The participant knows:

- which firms are looking for his targeted activities
- if he/she is meeting the requirements of his/her targeted activities
- how to find alternative targeted activities based on his/her competencies
- what the open and hidden job market means for him
- how to make the job market become accessible to him/her
- how to apply online
- how to present himself/herself on the job market
- how a perfect application for him/her looks like
- how he/she needs to act during the job interview



Erst der Mensch, dann die Zahlen.

The participant does not need us,

- if 50% of /her applications lead to an interview and
- if 50% of his/her interviews result in a contract of employment.

If these quotas are not met, the next slides will help to discuss the appropriate consultation and training modules with the participants.

Let the participant assess himself/herself on the corresponding exercise sheet. Where does the participant think he/she stands in relation to the questions? In any case, offer the participant a "foreign assessment". The external assessment can come from you or from another participant.

### Exercise 1

work sheet	belongs to
What do I want and what am I able to do?	Profiling (LuB V01)

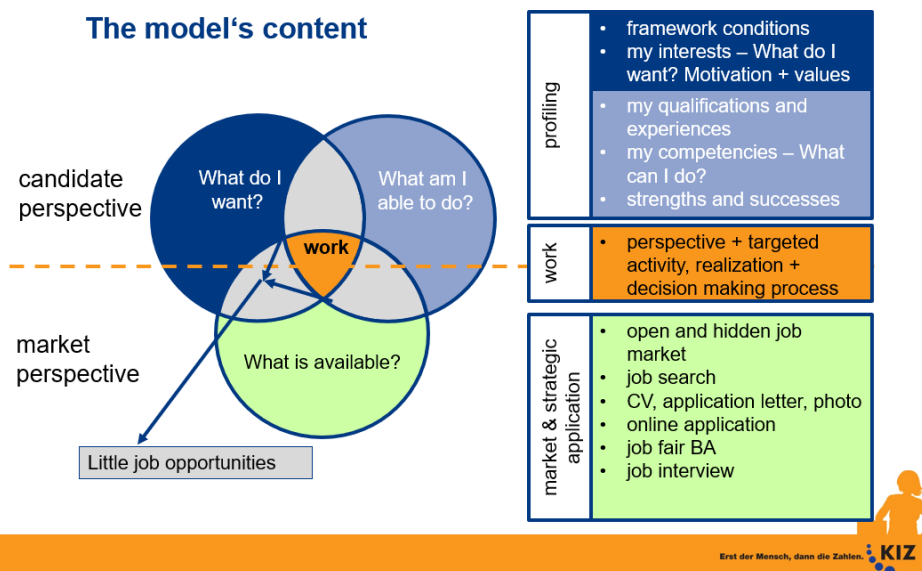
#### exercise 1

analysis: will-ability-model self- and external assessment	client		consultant	
	Ja	Nein	Ja	Nein
I can clearly name what is fun for me and what is important to me (1 A4 size sheet)				
I can clearly name the abilities, that I have gained through hobbies, voluntary work etc.				
I can define and substantiate my framework conditions				

## 2.2.4 Consulting and training contents

### WACHSENSIE.

#### The model's content





- The two upper circles of the model are described in the module "Profiling", and in the D&Cs V00 to 04.
- The labor market, i.e. the area "What is there?" is described in the modules "Market & Strategy" (LuBs V05-07).
- The module "Application" (LuBs V08-10) deals with accurate documents.
- The module "Online" (LuBs V11-13) deals with the contents from the job market to the online application.
- In the module "Communication" (D&Cs V14-16) everything revolves around the topic of imagination.

A checklist can be helpful to help the participant discover the appropriate D&Cs for him- or herself.



Ask your project or team leader whether there is a **checklist** for the participant in which the participant's progress within the project can be documented.

### Excerpt from the checklist for participants

Let's start! - Checkliste 			Let's start! - Checkliste 		
Phase 1: arrival & participation			Phase 2: movement and action		
name			name		
<input type="checkbox"/>	location determination		<input type="checkbox"/>	Workshop	
<input type="checkbox"/>	What do I want and what am I able to do?		<input type="checkbox"/>	Workshop	
<input type="checkbox"/>	my red thread and inner decision-maker		<input type="checkbox"/>	Workshop	
<input type="checkbox"/>	perspectives and search direction		<input type="checkbox"/>	Workshop	
<input type="checkbox"/>	market exploration		<input type="checkbox"/>	Workshop	
<input type="checkbox"/>	search direction optimization		<input type="checkbox"/>	Workshop	
<input type="checkbox"/>	open and hidden job market		<input type="checkbox"/>	Workshop	
<input type="checkbox"/>	networks, temporary work, job fairs		<input type="checkbox"/>	Workshop	
<input type="checkbox"/>	self-marketing strategy				
<input type="checkbox"/>	optimized application documents		<input type="checkbox"/>	internship, job shadowing	
<input type="checkbox"/>	shipping and photo		<input type="checkbox"/>	internship, job shadowing	
<input type="checkbox"/>	job interview		<input type="checkbox"/>	internship, job shadowing	
my goal			my goal		

## 2.3 Consultant guide LuB V01

Coaching session (60 - 90 minutes)

Time/Duration	Topic/Content	Objective	Method/Implementation	Material/media
60 minutes	<p>Present Will-Ability model</p> <ul style="list-style-type: none"> <li>• Explain the three circles.</li> <li>• Explain the levels and the process in the document " LuB V01 Inhalt 01 SSc." page 4</li> <li>• What is the success rate of the participant (analogous to page_)</li> <li>• What does the participant want? Where is he/she suffering?</li> <li>• What can the participant do? What qualifications/experience does the participant have?</li> <li>• Where is the demand on the labor market?</li> <li>• What strategies does the participant want to pursue?</li> <li>• Do his/her application documents match?</li> </ul>	<p>The complexity of the application process is evident.</p> <p>Assessment of the situation in front of the participants and consultants. How easy is it for the participant to answer, how differentiated are the answers?</p>	<p>Presentation of the model. Let participant answer the questions briefly.</p>	<p>Flipchart or PowerPoint data page Slides 3+4</p>
25 minutes	Acquisition of the profiling sheet	Positioning of the participant.	Survey using the professional questionnaire.	File profiling report

## 2.4 Trainer's guide LuB V01

Coaching session (60 -90 minutes)

Time/Duration	Topic/Content	Objective	Method/Implementation	Material/media
15 minutes	<p>Introduction:</p> <ul style="list-style-type: none"> <li>Do all participants know you as a trainer?</li> <li>Do the participants all know each other?</li> <li>Ask about the expectations of the topic and introduce the topic or agenda.</li> </ul>	Create a good working level.	<p>Each participant introduces himself/herself or the participants introduce themselves to their neighbors and everyone introduces not themselves but their interview partner to the large group.</p> <p>Answer the question: What qualifies you for the topic?</p>	
30 minutes	<p>Present Will-Ability model</p> <ul style="list-style-type: none"> <li>Explain the three circles.</li> <li>Explain the levels and the process</li> </ul> <p>In the document " D&amp;C V01 Contents " page 4.</p> <ul style="list-style-type: none"> <li>What is the success rate of the participant (analogous to page 5 in document "D&amp;C V01 Contents"?)</li> </ul>	<p>Clarify the complexity of the application process.</p> <p>Assessment of the situation in front of the participants and consultants.</p>	<p>Presentation of the model.</p> <p>Let participants answer the questions briefly.</p> <p>Collect the experiences from the group and make it clear that we can support them in achieving a better success rate.</p>	<p>Flipchart</p> <p>PowerPoint</p> <p>Slides 3</p> <p>Slide 4</p>

Time/Duration	Topic/Content	Objective	Method/Implementation	Material/media
30 minutes	<ul style="list-style-type: none"> <li>• What does the participant want? Where is his/her suffering?</li> <li>• What can the participant do? What qualifications/experience does the participant have?</li> <li>• Where is he/she needed in the labor market?</li> <li>• What strategies does the participant want to pursue?</li> <li>• Do his/her application documents match?</li> </ul>	How easy is it for the participant to answer, how differentiated are the answers?	Each participant answers the questions in writing for himself/herself. The results are presented in the group. Each participant receives feedback from the trainer or appreciative feedback from other participants.	

### 3. LUB V02 - What do I want?

Title		
<b>LUB V02 - What do I want?</b>		
Scope	Setting	Required material:
2 x 60 minutes	Individual Coaching	<ul style="list-style-type: none"> <li>Flipchart</li> </ul>

Number	Version from:	Author	Release (who/when)
	13.08.2019	Silke Schoolmann	SSc 13.08.2019

### 3.1 General conditions

#### Initial situation

In the course of the site assessment you will already have a first impression of the participant. It is now further a matter of finding the "spark" in the participants from which we, or rather they themselves, can light a fire. The first circle is now being worked on in the same way as our "Will-Ability-Model".

#### Objective

The participants are on the trail of their interests, which they enjoy. The participant recognizes his or her own common thread with regard to his or her professional career. He/she becomes aware of his/her drivers and values, which are decisive for action.

### 3.2 Content

#### 3.2.1 What do I want?

Normally, we are not used to dealing with ourselves. Therefore, self-reflection is correspondingly difficult for the participants. We want to find out what the participant likes to do, what his/her heart is attached to, forgetting about time and simply enjoying the activity.

If the participant finds it difficult to name his or her interests, or if he or she has little to say about them, you can use the following questions to track down his or her interests.

- What do you do in your spare time?
- Do you pursue a hobby or a voluntary work?
- Which magazine articles are you stuck on? On which topic?
- What were your favorite subjects at that time?
- What are reasons for dating?
- Who are your favorite interview partners (from which professional field)?
- Which department in the bookshop do you prefer to visit?
- Where do you invest your time, where do you get involved?
- Which events do you like to attend?
- What are some of your favorite destinations?
- How do you forget the time?
- Which television programs do you like to watch?
- .... (You are welcome to add your own questions.)
- What did you like to do in the past?

**Result:** Have the participant record in writing what interests he/she has and what concrete activities, tasks or requirements are connected to them.

## Exercise 1

work sheet	belongs to
my interests	Profiling (LuB V02)

### exercise 1

Number	area	activity / requirements
1.		
2.		
3.		
4		

## Example

Area	Activities / Requirements
- play the piano	<ul style="list-style-type: none"> <li>- Improve dexterity,</li> <li>- the left-hand plays something different than the right</li> <li>- rehearse pieces by notes</li> <li>- playing music without notes</li> <li>- give a concert</li> </ul>

For example, if the participant is a quality management representative, he or she can use his or her piano playing as an important milestone for this. This may sound a bit far-fetched. Nonetheless in the interview the participant could make clear that through playing piano he or she learned the importance of standards and compliance from early on. By saying the following:

"Actually, it was through playing the piano that I discovered my inclination and competence to adhere to given norms. I am not so musical that I can play a piece by ear. But I have learned that I enjoy playing a piece exactly according to the specifications. The key, the bar, the notes. It is easy for me to implement and adhere to these requirements and I have achieved good results. I was able to prove this further with the company xy, with the activity xy".

You can be sure that a personnel manager will at least smile about it and the participant will stand out from the mass of applicants with this sentence.

Getting there is of course not easy. That's why we're going step by step.

### 3.2.2 My competences (interests, hobby etc.)

Now comes the most important step. It is a matter of deriving a competence from the activities and areas of interest listed above. What CAN the participant really know? For example, if a participant has worked as a nurse with chronically ill people, the following competences can be derived from this. As you have seen in the case study described above, it is possible to deduce from the field of "playing the piano" the competence to comply with "standards and specifications".

From the hobby and also from e.g. (completed) difficult life situations important competences can be derived.

### Example

Areas	WHAT AM I ABLE TO DO!
play the piano - the left-hand plays something different than the right - Rehearse pieces according to notes Difficult life situation - Nursing care and assistance for a relative	I can - dexterity, coordination skills - Implementation of specifications, key, bar, notes I am - resilient and can also act appropriately in difficult situations.

Work with the participant on the following exercise, which gives him/her the opportunity to become aware of his/her competences.

### Exercise 2

work sheet	belongs to
What am I able to do?	Profiling (LuB V02)

#### exercise 2

Number	That is what I am able to do!

### 3.2.3 Motivation

After the participant has dealt with what he/she really enjoys in the first step, it is now a question of his/her motivation. What does he/she do, what does he/she want? Ask your participant whether he/she has ever taken the time to think about what motivated him/her to take the individual steps in his/her life. Often some stations in our life seem as if we were rather driven from one station to another. But this is usually not the case, and many decisions have had a deeper motivation for this step. This motivation must now be made visible to the participant. The first step is to trace the motivation of each individual station in professional life, training, company, areas with the associated tasks, in the life of the participant. Perhaps it is not so easy for the participant to remember the individual stages of life and their motivation, especially if they were longer ago. If this is the case, it is helpful to take the CV (must be a revised CV).



Help the participant to become aware of his/her motivation again, let him/her record his/her motivation in the next list. Here, also think about his/her hobbies, engagements etc. For what reasons did he/she choose the individual tasks and challenges?

### Example

Areas / Task / Activity	Motivation (what motivated me about it?)
<ul style="list-style-type: none"> <li>- training/Study</li> <li>- change of study</li> <li>- company XY, activity as XY</li> </ul>	<ul style="list-style-type: none"> <li>- I wanted to "help" or family tradition</li> <li>- requirements not met</li> <li>- only company in town,</li> </ul>
<ul style="list-style-type: none"> <li>- company "XY GmbH" Field of activity 1</li> <li>- field of activity 2</li> </ul>	<ul style="list-style-type: none"> <li>- wanted to "make money"</li> <li>- new challenge</li> </ul>

### Exercise 3

work sheet	belongs to
motivation	Profiling (LuB V02)

#### exercise 3

what (field, task, activity, etc.)	motivation (Why have you done that?)

If you and your participant look at the reasons (motivation) for certain activities and tasks, the **"red thread" in his or her life** can easily be identified. Perhaps the participant is struggling with his/her professional career because he/she has changed jobs more often or has looked for new tasks. Here the motivation for new challenges can be hidden.

### Example

Motivation	Red thread
<ul style="list-style-type: none"> <li>- Tradition in the family</li> <li>- Only company in the village</li> </ul>	<ul style="list-style-type: none"> <li>- Strongly rooted, continuity or</li> <li>- Family man</li> </ul>

The red thread in the cover letter can explain any crazy resume. But, of course, the thread should fit the company. If the participant applies to a "traditional" company, he/she can describe, as shown in the example above, that tradition is important to him/her. If the same participant applies to a "young company", he/she can explain that he/she has strong roots and many contacts in the region.

Work out the "red thread" with your participant. There is also a practice sheet for this.

#### Exercise 4 - my central theme in life

My central theme in life is \_\_\_\_\_

This sentence helps you to describe your resume in a plausible way!

#### 3.2.4 My highest value

How satisfied the participant is with his/her work also depends on his/her value system. However, values cannot be made visible as quickly as is the case with motivation. This is because values are even more deeply rooted in us than the motivation drivers. In other words, our values determine what motivates us and how we want to behave.

#### Exercise 5

work sheet	belongs to
my highest value	Profiling (LuB V02)

#### exercise 5

Choose 10 personal and professional values of the list, that are especially important to you - like a behavior guidance or as an element for a positive way of living. Add more values to the list, if you wish to do so.

<b>adventure</b> <b>working alone</b> <b>help other people</b> <b>recognition</b> <b>work with</b>	<b>delight</b> <b>health</b> <b>community</b> <b>harmony</b> <b>happiness</b>	<b>religion</b> <b>risk</b> <b>fame</b> <b>beauty</b>
--	---	--

Please prepare a worksheet as depicted above. Do the exercise for yourself if you do not know it. This exercise is not suitable as homework as it needs guidance.

The result of the exercise gives information about the highest value of the participant. For example, if a participant has "do something useful" as the highest value, you will not be able to place him or her as a cashier in a supermarket. Unless you can find a job, for example, in a health food store or an area that the participant finds useful.

#### Exercise 9

My highest value \_\_\_\_\_

This value guides you consciously or unconsciously in every important decision!

### 3.3 Consultant guide LuB V02

Coaching lesson (120 minutes)

Time / Duration	Topic / Contents	Objective	Method/ Implementation	Material / Media
20-30 minutes	<p>What do I care, what do I enjoy? (according to the Will-Ability model -See page 2 in "D&amp;C V02 - Maintaining" for more information.)</p> <p>Let the areas be concretized by actual activities / tasks.</p>	Recognize where the participant has passion.	Show participant the Will-Ability model again. Which topics come to the participant's mind spontaneously? If necessary, make results more concrete by asking further questions. Needs to be derived from the areas of the fitting activities.	<p>Flipchart</p> <p><b>Exercise 1</b> Files LuB V02</p>
45-60 minutes	<p>Derive the competences from the activities already recorded. See page 3-4 in "D&amp;C V02 Contents".</p>	The participant will be aware of his/her competences. He/she can transform tasks into competences ...and learn "what he/she can do."	Explain exercise sheet 2 to the participant and discuss all activities from all areas with him/her.	<b>Exercise 2</b> Files LuB V02
30-45 minutes	<p>Motivation *Preliminary exercise if required What motivated the participant to the individual stages in his/her life? (See page 5 in "D&amp;C V02 Contents").</p> <p>*If the participant finds it difficult to fathom his/her motivation, this preliminary exercise is helpful.</p>	The participants recognize his/her motivational drivers.	<p>Constellation work:</p> <p>The participant writes each section of his/her life on a piece of paper and places it on the floor of the room. By standing on each individual piece of paper, he/she goes back to this section mentally and emotionally. The slips of paper help him/her to put himself/herself in the energy of this time. This helps understand the roots of his/her own motivation.</p>	Paper

Time / Duration	Topic / Contents	Objective	Method/ Implementation	Material / Media
30 minutes	Motivation What motivated the participant to the individual stages in his/her life? (See page 5 in "D&C V02 Contents")	The participant recognizes his/her motivation drivers.	Explain exercise sheet 3 to the participant and explore the motivation together.	<b>Exercise 3</b> Files LuB V02
30 minutes	The most important motivational driver: The red thread in my life!  It is possible that only by disclosing the individual motivation drivers, a deeper motivation becomes visible. This is then very often the most important motivation driver. No matter which driver becomes visible, formulate in a positive way!	The participant recognizes his/her most important motivation drivers.	Have a look at the different motivations of the participant together. Derive from it the red thread in the life of the participant.	<b>Exercise 4</b> Files LuB V02
20-30 minutes	The highest value of the participant!  The content "my highest value" is very important for the participant. During the exercise the participant may encounter resistance. One cannot simply "delete" his/her values. Help him/her that the exercise is only an experiment and that he/she only has to do it on a piece of paper, not in his/her life. Explain that the result will be worth it.	The participant is aware of his/her values. The own values play a very important role in the search for a (new) job.	1. Let him/her underline his/her 10 most important values 2. Have the participant cross out 3 values. 3. Have him/her cross out 3 more values and then again 3 more. 4. What is the highest value? Check by means of the value and motivation the professional position of the participant!	<b>Exercise 5</b> Files LuB V02

### 3.4 Trainer's guide LuB V02

Coaching lesson (120 minutes)

Time / Duration	Topic / Contents	Objective	Method/ Implementation	Material / Media
10 minutes	<p>Introduction:</p> <ul style="list-style-type: none"> <li>Do all participants know you as a trainer?</li> <li>Do the participants all know each other?</li> <li>Answer the question what qualifies you for the topic.</li> <li>Ask what the participants expect from the topic and thereafter introduce the topic and the agenda.</li> </ul>	Create a good working atmosphere.	Each participant introduces himself or herself, or the participants introduce themselves to their neighbors, and everyone introduces not themselves but their interview partner in the large group.	
20 minutes	<p>What do I care, what do I enjoy? (according to the Will-Ability model) -See page 2 in "D&amp;C V02 - Maintaining" for more information.</p> <p>Have the areas concretized by actual activities/tasks?</p>	Recognize where the participant has suffering.	<p>Show the Will-Ability model again. Which topics come spontaneously to the participant's mind? If necessary, ask further questions, let him/her specify the outcomes in writing. Have examples of the participants' results presented to the large group.</p> <p>Each participant derives corresponding activities from these areas.</p>	<p>Flipchart</p> <p><b>Exercise 1</b> Files LuB V02</p>
20 minutes	<p>Derive the competences from the activities already recorded. See page 3-4 in "D&amp;C V02 Contents".</p>	The participant will become aware of his or her skills. He/she can change tasks into competences and experience "What is he/she able to do?"	The participants explain the exercise sheet 2, present and discuss the example of the participant. Each participant fills in his/her sheet. This can be done well in partner work; the participants support each other.	<b>Exercise 2</b> Files LuB V02

Time / Duration	Topic / Contents	Objective	Method/ Implementation	Material / Media
20 minutes	Motivation What motivated the participant to the individual stages in his/her life? (See page 5 in "D&C V02 Contents")	The participant recognizes his/her motivation drivers.	Have the participant explain and work out exercise sheet 3. Exemplary the motivation of individual participants.	<b>Exercise 3</b> Files LuB V02
20 minutes	The most important motivation driver: The red thread in my life!  It is possible that only by disclosing the individual motivation drivers, a deeper motivation becomes visible. This is very often the most important motivation driver. No matter which driver becomes visible, it needs to be formulated in positive terms!	The participant recognizes his/her most important motivation drivers.	Have a look at the different motivations of the participant together with him/her. Derive from it the red thread in the participant's life.	<b>Exercise 4</b> Files LuB V02
20-30 minutes	The highest value of the participant!  The content "my highest value" is very important for the participant. During the exercise the participant may encounter resistance. One cannot simply "cross out" his/her values. Help him/her with the information, that the exercise is only an experiment and that he only has to do it on a piece of paper, not in his/her actual life. Nevertheless, the result will be worth it.	The participant is aware of his/her values. The own values play a very important role in the search for a (new) job.	5. Let him/her underline the 10 most important values 6. Have the participant cross out 3 values. 7. Have the participant cross out 3 more values and thereafter again 3 values. 8. What is the highest value based on the value and motivation? Check the professional position of the participant! 9. The participants willingly present their highest value.	<b>Exercise 5</b> Files LuB V02

#### 4. LuB V03 – What am I able to do?

Title		
<b>LuB V03 - What am I able to do?</b>		
Scope	Setting	Required material:
2 x 60 minutes	Individual coaching/ workshop	<ul style="list-style-type: none"> <li>Flipchart</li> </ul>

Number	Version from:	Author	Release (who/when)
	13.08.2019	Silke Schoolmann	SSc 13.08.2019

## 4.1 General conditions

### Initial situation

The participant should be able to fill in the gaps of three DIN A4 pages with skills, experience, qualifications, talents and personal qualities impromptu. In order to bring out their own uniqueness in the application process, we attach great importance to what the participant can do. After the previous modules focused on the "will and ability" model and interests and values, the focus is now on professional skills and experience. These are very important for the following D&Cs.

### Objective

The participant is aware of his/her abilities, characteristics and competence.

## 4.2 Content - participants with professional experience

### Profile work - your own uniqueness

The journey into one's own uniqueness is the most important foundation stone for a successful evaluation. When you think of advertising on radio and television, how does product advertising work there? Exactly, the detergents wash whiter and the cars drive more powerful and safer than those of the competition. And as a precaution, there's no mentioning of negative product characteristics. **The positive is stressed**, the negative is excluded.

What is generally accepted in product and service advertising often meets with skepticism and uncertainty among participants when it comes to advertising themselves. Strengths are not named because they are not aware of them or because they do not want to appear "boastful" or bragging. We are allowed to respect this in coaching. The participants may remain true to their ethical values. But: it is important to focus on the strengths and particularities. Not only a product needs a distinctive image, the participant also needs an outstanding sales promise for a new employer.

The uniqueness, i.e. the sales promise, is translated in the application into an attractive "Prospectus". To do this, the participant must be aware of his or her strengths and experiences. His/her weaknesses do not play a role here for the time being. After all, which car advertising focuses on car accidents and which chocolate advertising focuses on the fact that chocolate makes you fat?

Participants who are aware of their strengths, their performance and their successes can testify with their qualifications and skills in written and oral form. So, it is all about advertising in one's own cause, about an unmistakable image, a uniqueness, a "Unique Selling Proposition".

Here, according to our Will-and-Ability model, the question is:

### WHAT IS THE PARTICIPANT ABLE TO DO?

In the first step, record in the profiling sheet what **formal** qualifications and **degrees** the participant has, if you have not already done so.



If your participant **has no or very little professional experience**, go **directly to chapter 4.3** and accompany the participant in the exercises listed there.

#### 4.2.1 Qualifications and experience

In the second step, we are interested in the skills the participant has demonstrated in his or her **professional activities**. In our previous socialization we have usually not been prepared to name our abilities and strengths on the spur of the moment and to justify them on the basis of success. Therefore, it is important that you support the participants in this process so that they become aware of their competences and experiences. The individual activities are determined on the basis of the curriculum vitae.

Check that the CV is complete. If the participant does not have a resume, have him or her write down all the stages of their career. Include education/studies and further education and training. The participants can proceed chronologically and start with their highest educational level. If the participant has a lot of professional experience, you can summarize the professional career in thematic blocks. For example: activities as a clerk, team leader, all further training courses etc. It is not about the correct order, but about listing the activities as complete as possible in order to make the participant aware of what he/she has already learned or what he/she can do.

#### Exercise 1

work sheet	belongs to
What have I learned?	Profiling (LuB V03)

#### exercise 1

Number	job/ apprenticeship/ training
1.	
2.	
3.	

When the participant has completed the list, you will specify the activities together with him/her: Did the participant carry out the activity/task under guidance, independently or was he/she even responsible for the task? Complete the activity with the following abbreviations:

- Instructions (INS)
- Collaboration/cooperation (CO)
- Independent (IND)
- Responsible (RE)

There is a difference whether the participant says in a job interview: "I was responsible for the following tasks" or simply: "this and that was my task".

## Exercise 2

work sheet	belongs to
What have I learned?	Profiling (LuB V03)

### exercise 2

Number	field	activity - what have I learned?
1.		
2.		
3.		

If not already done, (D&C V03) also look at the private life situation of the participant. Valuable activities and skills can also be hidden in these areas:

- Hobby and social commitment
- Family and children
- Internships and stays abroad
- Difficult life situations (Please only select situations here that are really completed. It is much easier to become aware of one's own competences in retrospective).

Create a worksheet as depicted above and add areas that are relevant to the participant.

## 4.2.2 What are my competences?

Now comes the most important step. It is a matter of deriving a competence from the activities and areas of experience listed above. What CAN the participant really KNOW? For example, if a participant has worked as a nurse with chronically ill people, the following competences can be derived from this.

### Example 1

Activities - what have I learned	Competence: WHAT CAN I DO!
Nurse: - Supporting cancer-suffering people - Training of diabetics	I can: - Accompany people in crisis situations, - derive the right care and support steps through the knowledge that crisis situations occur in phases - Conveying knowledge in an understandable form.  I am - communicative.

### Example 2

Activities - what have I learned	Competence: WHAT CAN I DO!
<ul style="list-style-type: none"> <li>- Putting away shelves, shopping - showing customers when they are looking for something.</li> </ul>	I can/bin: <ul style="list-style-type: none"> <li>- customer-oriented, friendly and helpful (independent of my job)</li> </ul>

Do not forget your further education, hobbies or difficult life situations.

### Example 1

Activities - what have I learned	WHAT CAN I DO!
Continuing education/studies <ul style="list-style-type: none"> <li>- Familiarize yourself with new fields of expertise</li> <li>- Publications</li> </ul> Difficult life situation <ul style="list-style-type: none"> <li>- Nursing care and assistance for a relative</li> </ul>	I can <ul style="list-style-type: none"> <li>- familiarize myself with complex issues,</li> <li>- express my knowledge orally and in writing</li> </ul> I am <ul style="list-style-type: none"> <li>- resilient and can also act appropriately in difficult situations.</li> </ul>

### Example2

Activities - what have I learned	WHAT CAN I DO!
Private commitment <ul style="list-style-type: none"> <li>- Care of an old neighbor</li> </ul> Difficult life situation <ul style="list-style-type: none"> <li>- Nursing care and assistance for a relative</li> </ul>	I can <ul style="list-style-type: none"> <li>- Recognizing the needs of other people and implementing solutions</li> </ul> I am <ul style="list-style-type: none"> <li>- resilient and can also act in difficult situations in accordance with the situation.</li> </ul>

Work with the participant on the following exercise, which gives him/her the opportunity to become aware of his/her competences.

### Exercise 3

work sheet	belongs to
What am I able to do?	Profiling (LuB V03)

#### exercise 3

Number	That is what I am able to do!

The competencies are now available in writing. The participant has thus reached an important milestone. Now one last step is missing here. Which of the competencies can be transferred to other areas of work? Which competencies cannot be transferred, for example, because they were learned in a purely company-specific way? Or because this competence is only needed in a specific industry?

#### Example 1

Activities/tasks	WHAT CAN I DO!
Nurse: - Supporting cancer-suffering people	I can: - Accompany people in crisis situations, <b>(TR)</b> - derive the right care and support steps through the knowledge that crisis situations occur in <b>phases</b> - Carry out patient care during a chemotherapy session. <b>(SP)</b>

#### Example 2

Activities/tasks	WHAT CAN I DO!
Supporting activity - Putting away shelves, shopping - showing customers when they are looking for something - In the hospital, packing boxes for surgery instruments	I can: - customer-oriented and independent of my job friendly and <b>helpful O.B.</b> - Packing instruments for an appendectomy according to a packing list <b>(SP)</b>

In the example above, the first two points can be transferred from the competences to other situations. While the last point is so specific that the participant cannot use this competence in another sector or industry.

Let the participant mark the competences with a **TR** if they are **transferable** to other areas. And mark the non-transferable competences with **SP** because it is **specific** to a certain activity or sector.

### 4.2.3 Strength and success

Success underpins the credibility of his/her own strengths. Therefore, it is helpful to support the participant to become aware of his/her experience.

Which competencies is the participant satisfied with? What results has the participant achieved with his/her competences? Help the participant become aware of his/her small, medium and bigger successes. When has he/she received praise from his/her friends, colleagues, bosses? Or in which situation would he/she have liked to receive praise, but did not receive it?

The successes can be illustrated by the following diagram:

1. What problems have you been facing?
2. What measures have you taken to solve the problem?
3. What was the result?

#### Example 1

##### **Success for competence: Development and implementation of solution strategies**

Problem: Too few customers for a newly established seminar company

Action: An incentive system was created for the multipliers and seminar customers

Result: The seminars were held not only at one, but now at five locations

#### Example 2

##### **Success for competence: dealing with difficult customers**

Problem: Customer calls the hotline and complains loudly.

Action: Listen and show understanding, signal to the customer that the problem is taken seriously.

Result: The customer says thank you at the end of the telephone call.

#### Exercise 4

work sheet	belongs to
successes	Profiling (LuB V03)

#### exercise 4

procedure	Your personal success
problem	
action	
result	

### 4.3 Contents - Participants with little to no work experience

Participants who, for whatever reason, do not have significant work experience need a special approach. For these participants, the main focus is to look at which activities would suit the participants? We take an indirect approach here by working out the skills and character traits of the participant in order to draw conclusions about possible activities.

#### 4.3.1 Skills

In contrast to professional knowledge, skills are transferable to various activities. For example, if they are good on the phone, they can work both at the reception desk and on a telephone hotline.

In order to perform certain activities, we need certain abilities, which are usually expressed by verbs. We can use these verbs to help us find out the inclinations of the participant. The abilities and characteristics help us find out which activities the participant is interested in and which he/she could use or learn from later for a (re)entry into working life?

In order to find out which abilities he/she has, the participant can first check which abilities (verbs) appeal to him/her. Afterwards, the individual stages of life can be examined more closely. Also, the life-mind map at the beginning of the consultation can be analyzed again and the corresponding terms can be added.

In order to make it easier for the participant to get started, the skills are categorized into three areas. From these areas the participant can choose the skills that appeal to him/her. Categories:

- "in dealing with people"
- "in dealing with data/ideas"
- "in dealing with things"

Afterwards you will find a list of verbs without categorization and claim to completeness for further stimulation for the participant.

## Exercise 51.-5.5

work sheet	belongs to
my abilities	Profiling (LuB V03)

### exercise 5.1

interpersonal skills	important for me
actuate, lead, be a trendsetter / pioneer	
supervise, manage	
finish something	
motivate	
convince, sell, advertise	
advice seeking	
consult	

The exercises end with the participant selecting 6-10 skills that are particularly suited to him/her. These skills can be supplemented by a noun.

For example, if the ability is: organize

- Organize people or organize information and data

This ability can also be supplemented by adjectives/adverbs

- Organize conscientiously and logically
- Organize spontaneously and intuitively

### 4.3.2 (Character) Properties

Every person has certain personal qualities, which are usually described with adjectives, such as reliable, patient, caring. These characteristics also support us at work and describe the way we carry out certain activities.

In exercise 8, you will find a list of properties that the student can evaluate for himself/herself. How can the participant recognize which personal characteristics distinguish him/her? Based on this, we will find out in which situations he/she shows which characteristics? The exercise ends with the participant's assessment of which characteristics the participant likes best.

## Exercise 6.1 - 6.3

work sheet	belongs to
my traits	Profiling (LuB V03)

### exercise 6.1

characteristics	very pronounced				less pronounced		
distractable	3	2	1	0	-1	-2	-3
aggressive/quick-tempered	3	2	1	0	-1	-2	-3
analytical	3	2	1	0	-1	-2	-3
scared/worrying	3	2	1	0	-1	-2	-3
hard-	3	2	1	0	-1	-2	-3
authentic/open-minded/honest	3	2	1	0	-1	-2	-3



#### 4.4 Result of the profiling

Now that you have examined the different facets of the participant's personality and completed the exercises with him/her, you have the following results.

Results:

- Interests
- Qualifications, "what can he/she do?"
- Transferable skills
- Characteristics
- The common thread in the life of the participant
- His/her peak

Present the results to the participant in their entirety. This will do him/her good.

What are the perspectives and search directions for a job that would really motivate the participant?

#### Exercise 7

work sheet	belongs to
my perfect job	Profiling (LuB V03)

#### exercise 7

occupation as \_\_\_\_\_  
 with activities such as \_\_\_\_\_  
 what do I need to do \_\_\_\_\_

It is now your task to come to an assessment of the participant's ability to work and to be placed. The following questions will help you to do this:

- What are the remaining obstacles to mediation? What can be done to minimize them?
- What further support does the participant need in order to get a job again?
- Where do you see a perspective for the participant?
- Is the step from the desired job to the target job and possible alternatives?

Discuss the next steps with the participant, what will happen next? What must the participant do, what will you recommend to the client?

Record the results in the REPORT and in the promotion plan.

#### 4.5 Consultant guide LuB V03

Coaching lesson (120 minutes)

Time/Duration	Topic/Content	Objective	Method/Implementation	Material/media
20 minutes	Qualifications and experience: What am I able to do? List the activities (What have I learned?) of all stations in my professional career. See page 3 in "D&C V03 - Maintenance")	The participant comprehensively records his/her activities (what he/she has learned) and writes it down.	Participants explain exercise 1. Discuss the first stations together with him/her. Then explain the next step and have it worked out in writing, or do this exercise as homework.	<b>Exercise 1</b> Files LuB V03
20 minutes	Differentiation of activities according to the criteria <ul style="list-style-type: none"> <li>• Instructions (INS)</li> <li>• Collaboration/cooperation (CO)</li> <li>• Independent (IND)</li> <li>• Responsible (RE)</li> </ul> See page 4 in "D&C V03 Contents	The participant analyses his/her activities in a new dimension relevant for the labor market.	Explain exercise 2 to the participants. Mark all activities according to the 1st exercise. Now consider hobbies, voluntary work, difficult life situations. Possibly edit as homework	<b>Exercise 2</b> Files LuB V03
20 minutes	Evaluation of the homework exercises 1+2 and if required to a meaningful level.	Reflection of the homework or the task. How reliable is the participant? In which quality did the exercise become characteristic of the participant? All the time?	Discuss the completed exercise forms 1+2 and submit them if required supplement.	Exercise sheets of the participant

Time/Duration	Topic/Content	Objective	Method/Implementation	Material/media
30 minutes	Derive the competences from the activities already recorded. See page 5/6 in "D&C V03 Contents".	The participant becomes aware of his/her competences. He/she can transform tasks into competences and experiences "what can he/she do".	Explain exercise sheet 3 to the participant and discuss all activities from all areas with him/her.	<b>Exercise 3</b> Files LuB V03
10 minutes	Identification of specific and over-sustainable communities See page 6/7 in "D&C V03 Contents"	The participant can differentially name skills for a new job.	Discuss an example and - depending on the time – use it as a homework	Complement edited exercise sheet 3
<b>For participants with little professional experience or for participants who have had difficulties with exercise 3.</b>				
30 minutes	Determination of skills for participants with little professional experience See page 8/9 in D&C V03 "Contents"	What skills does the participant have?	Clarify worksheets 5-1 to 5.5 and let the participant perform the exercise. Each exercise needs to then be briefly reflected	<b>Exercise 5.1- 6.5</b> Files LuB V03
30 minutes	Determination of characteristics for participants with little professional experience See page 09/10 in D&C V03 "Maintenance"	What characteristics does the participant have? In what situation does he/she show ...which behavior does he/she prefer?	Clarify worksheets 6-1 to 6.3 and let the participant perform the exercise. Afterwards, briefly reflect on each exercise.	<b>Exercise 6.1- 6.3</b> Files D&C V03
<b>For all participants</b>				

20 minutes	<p>Strength and success</p> <p>What successes has the participant experienced?</p> <p>What strength and competence can be derived from this?</p> <p>See page 7/8 in D&amp;C V03 Contents".</p>	<p>The participant can justify his/her strengths and competences on the basis of successes.</p>	<p>The participant writes down examples which he/she evaluates as success or for which he/she is praised by others.</p> <p>He/she continues to work on these examples. What was the problem, what did he/she actually do?</p> <p>What was the result? What strengths were behind it.</p> <p>The results are discussed in the group.</p>	<p><b>Practice sheet 4</b></p> <p>Files LuB V03</p>
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Time/Duration	Topic/Content	Objective	Method/Implementation	Material/media
<b>If there is still time, the next exercise is a good conclusion. Otherwise, have V04 performed first in LuB.</b>				
30 minutes	Summary <ul style="list-style-type: none"> <li>• Interests</li> <li>• Qualifications, what can he or she do?</li> <li>• Transferable skills</li> <li>• Characteristics</li> <li>• The red thread in the life of the participant</li> <li>• His/her highest value</li> </ul>	The participant internalizes his/her potential.	Go through all the points again with the participant, celebrate this, so that the participant learns once again what all that is inside of him/her.	none
20 minutes	What does the participant want to tackle professionally? See page 10/11 in D&C V03 Contents".	Which activity and task motivates the participant?	Explain and reflect on exercise 7.	<b>Exercise 7</b> Files LuB V03

## 4.6 Trainer's guide LuB V 03

Coaching lesson (120 minutes)

Time/Duration	Topic/Content	Objective	Method/Implementation	Material/media
10 minutes	<p>Introduction:</p> <ul style="list-style-type: none"> <li>Do all participants know you as a trainer?</li> <li>Do the participants all know each other?</li> <li>Answer the question what qualifies you for the topic.</li> <li>Ask what the participants expect from the topic and thereafter introduce the topic as well as the agenda.</li> </ul>	Create a good working atmosphere.	Each participant introduces himself or herself, or the participants introduce themselves to their neighbors, and everyone introduces not themselves but their interview partner in the large group.	
20 minutes	<p>Qualifications and experience: What am I able to do?</p> <p>List the activities (What have I learned?) of all stations in my professional career. See page 3 in "D&amp;C V03 - Maintenance")</p>	The participant comprehensively covers his/her activities (what he/she has learned) and records it in writing.	Present exercise 1 briefly. And illustrate the exercise with examples. Have the exercise worked out in writing or do it as a partner exercise. The partners support each other when filling out the exercise sheet.	<b>Exercise 1</b> Files LuB V03
20 minutes	<p>Differentiation of activities according to the criteria</p> <ul style="list-style-type: none"> <li>Instructions (INS)</li> <li>Cooperation / Collaboration (CO)</li> <li>Independent (IND)</li> <li>Responsible (RE)</li> </ul> <p>See page 4 in "D&amp;C V03 Contents</p>	Recording of activities from all areas of life.	Explain exercise 2 to the participants. Have all activities from exercise 1 differentiated. And now also consider hobby, honorary office, difficult life situations. Possibly continue to work on it as homework.	<b>Exercise 2</b> Files LuB V03

Time/Duration	Topic/Content	Objective	Method/Implementation	Material/media
20 minutes	<i>If the exercise was <b>given</b> as <b>homework</b>:</i> Evaluation of the homework Exercises 1+2 and if required push to a significant level.	Reflection on the homework or the task. How reliable is the participant? In which quality was the exercise independently completed?	Discuss the completed exercise sheets 1+2 and complete them if required.	Exercise sheets of the participant
10 minutes	Differentiation of the activities according to the criteria <ul style="list-style-type: none"> <li>• Instructions (INS)</li> <li>• Collaboration/cooperation (CO)</li> <li>• Independent (IND)</li> <li>• Responsible (RE)</li> </ul> See page 4 in "D&C V03 Contents"	The participant analyses his/her activities in a new and relevant dimension for the labor market.	Discuss using an example and complete through writing on a worksheet	Edited exercise sheet 3 add
30 minutes	Derive the competences from the activities already recorded. See page 5/6 in "D&C V03 Contents".	The participant becomes aware of his/her competences. He/she can transform tasks into competences and experiences "what he/she can do".	Explain exercise sheet 3. Afterwards, each participant works on the exercise sheet individually. The results are then discussed in the group and if required adjusted.	<b>Exercise 3</b>
10 minutes	Identification of specific and transferable competences See page 6/7 in "D&C V03 Contents"	The participant can differentially name skills for a new job.	Discuss using an example and each participant fills in for himself/herself.	Edited exercise sheet 3 add
<b>For participants with little professional experience or for participants who have had difficulties with exercise 3.</b>				
30 minutes	Determination of skills for participants with little professional experience See page 8/9 in D&C V03 "Contents"	What skills does the participant have?	Clarify worksheets 5.1 to 5.5 and let the participant perform the exercise. Thereafter, reflect each exercise briefly in the group.	<b>Exercise 5.1- 6.5</b>

Time/Duration	Topic/Content	Objective	Method/Implementation	Material/media
30 minutes	Determination of characteristics for participants with little professional experience See page 09/10 in D&C V03 "Maintenance"	What characteristics does the participant have? In which situations does he/she prefer to show which ratio?	Clarify worksheets 6.1 to 6.3 and let the participant perform the exercise. Afterwards, briefly reflect on each exercise.	<b>Exercise 6.1-6.3</b>
<b>For all participants</b>				
20 minutes	Strength and success <ul style="list-style-type: none"> <li>What successes has the participant experienced?</li> <li>What strength and competence can be derived from this?</li> </ul> See page 7/8 in D&C V03 Contents".	The participant can justify his/her strengths and competences on the basis of successes.	The participant writes down examples which he/she evaluates as success or for which he/she is praised by others. He/she continues to work on these examples. What was the problem, what did he/she actually do? What was the result? Which strengths are hidden behind it? The results are published in the group.	<b>Exercise sheet 4</b>
<b>If there is still time, the next exercise is a good conclusion. Otherwise, have V04 performed first in LuB.</b>				
30 minutes	Summary <ul style="list-style-type: none"> <li>Interests</li> <li>Qualifications, what can he/she do?</li> <li>Transferable skills</li> <li>Characteristics</li> <li>The red thread at life of the participant</li> <li>His/her highest value</li> </ul>	The participant internalizes his/her potential.	Go through all points or topics with the participant once again. Each participant presents his/her results and receives applause. Celebrate this, so that the participant learns once again what he/she is made of.	none
20 minutes	What does the participant want to tackle professionally? See page 10/11 in D&C V03 Contents".	Which activity and task motivates the participant?	Explain and reflect on exercise 7.	<b>Exercise 7</b>





## 5. D&C V04 - Target activities and perspectives

Title		
<b>D&amp;C V04 - Target activities and perspectives</b>		
Scope	Setting	Required material:
2 x 60 minutes	Individual coaching/Work-Shop	<ul style="list-style-type: none"> <li>Flipchart</li> </ul>

Number	Version from:	Author	Release (who/when)
	13.08.2019	Silke Schoolmann	SSc 13.08.2019

## **5.1 General conditions**

### **Initial situation**

The participants are aware of their competences and skills. The point is now, to find a target activity that matches the participant's competences, values and motivation trainers. As a prerequisite for the module, it would be good if the results from exercise 7 of module D&C V03 were available. If this is not the case, you can also do the exercise at the start of this D&C.

### **Objective**

The participants have worked out a clear and realistic career or job goal for themselves. It is deliberately a professional or job goal, which motivates the participant to change his/her current situation. The reality check and possible adjustment will take place in the next work meeting.

## **5.2 Content**

You may wonder why the topic "goals and perspectives" is only now coming up. Due to the emotional process of unemployment he/she often finds it very difficult to think about his/her perspectives. The participant regains self-confidence if he/she first works on his/her strengths and successes. It is then easier for him/her to become clear about his/her perspectives and later goals.

### **5.2.1 Perspectives - Experience-Fun-Matrix**

Now it is a question of what perspective the participant has regarding a new job. What motivates him or her in such a way that he or she is prepared to change his or her current situation actively and with commitment?

Your task is to help the participant arrange the knowledge gained from the previous consultation in a meaningful way. In which areas would the participant like to work? Which activity does the participant enjoy? And in which areas does he/she have experience and competence?

The activities/competencies are assigned to the fields of the experience-fun-matrix.

## Experience – Fun – Matrix

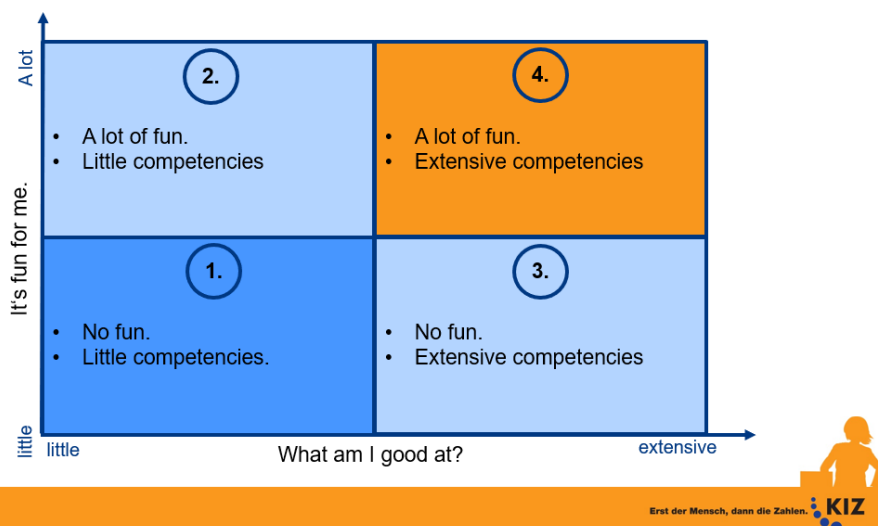
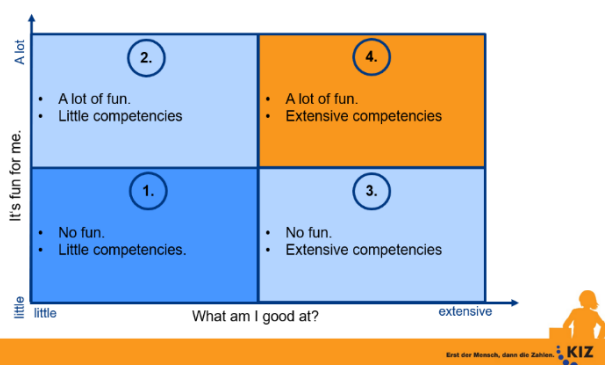


Figure: Experience-Fun-Matrix

The evaluation is easy: those competences assigned to field 4 are those which are particularly interesting for further job or career choices. This is where the "dream job" for which probably the best chances for integration that exist are hidden. The competences for the two fields 2 and 3 may also be of interest. Field 1 is the least interesting field. Low competence and no fun - there is nothing to get here.

### Exercise 1

#### Experience – Fun – Matrix



### 5.2.2 My professional aspirations

Let us now turn to the competencies that have been assigned to fields 2 to 4. Next, the competences/activities are entered in the columns of the following table. In the next step thinkable positions are listed, which fit to these competences. If possible, please try to encourage the participant to formulate a first draft letter.

Also, positions may be listed, which at first sight seem quite absurd. Do a "brainstorming".

	<b>1</b> I'm having a great time! Many competences!	<b>2</b> It's less fun. Many competences!	<b>2</b> I'm having a great time! Few competences.
Activities/tasks			
position as			

## Exercise 2

work sheet	belongs to
my perfect job	Profiling (LuB V03)

### exercise 2

dimensions	I am having a great time! Many competences.	It's less fun. Many competences.	I'm having a great time! Few competences.
activities			

The participant should fill in all three sections. Which job with which tasks motivates him/her the most? Let the participant write down his/her priorities.

1. Desired job with the corresponding tasks
2. Desired job with the corresponding tasks
3. Desired job with the corresponding tasks

There are now three concrete career aspirations with the corresponding tasks/activities.

### 5.2.3 My dream business

In addition to the desired job, the results are now concretized once again furthermore taking into account the personal preferences and wishes of the participant.

The focus is first on the topics: industry, company, general conditions, region. This means that the participant checks the following points for himself/herself:

- In which branch do I want to work?
- Which company do I want to work for?
- In which region?
- Under which framework conditions?

What do I want and what does the job market offer?



The following exercises will help the participant to concretize the points.

### Exercise 3

work sheet	belongs to
my sector	Profiling (LuB V04)

#### exercise 3

sector	interesting to me	I have experience here
car industry		
banks and insurances		
building industry		
consulting		

The next step is to find the appropriate companies for the selected industry.

#### **5.2.4 My dream company**

The selection of the company is based on the following criteria:

- National/International
- Region
- Number of employees
- Products/services offered
- My function
- My main duties

## Exercise 4

work sheet	belongs to
my company	Profiling (LuB V04)

### exercise 4

my company	my personal criteria
national/ international	
region	
number of employees	

In D&C V06 the participant then uses the results worked out above to check which companies exist in the own region and which ones could suit him/her? This step is important so that the participant himself/herself (feels) how his/her market looks like. Now it is time to motivate the participant with the last exercise for the market research that is then to come.

## 5.2.5 My goal

Targets guide our thoughts. We make use of this. Let the participant formulate concretely why he/she is getting a (new) job. You can use the "SMART rule" to check if the goal is really a suitable one for the participants. SMART stands for:

## Exercise 5

work sheet	belongs to
my company	Profiling (LuB V04)

### exercise 5

S - special: Ist my very personal, motivating target!  
M - Measurable: The numbers show that I have reached it!  
A - ...

**S** - special: It is my very personal, motivating goal!

**M** - measurable: I can tell by numbers that I have achieved it!

**A** - ambitious: It is a challenge that will be fun!

**R** - realistic: I believe that I will reach the goal!

**T** - terminated: I have defined a point in time by which I will reach the target.



The "SMART target" for the new job!

<b>Especially</b>	I got a job because...
<b>Measurable</b>	By following these steps, I can measure my goal...
<b>Ambitious</b>	I will enjoy this challenge because ...
<b>Realistic</b>	I believe in reaching this number because ...
<b>Terminated</b>	The goal is that I will reach _____ until _____.

### 5.3 Consultant guide LuB V04

Coaching lesson (120 minutes)

Time/Duration	Topic/Content	Objective	Method/Implementation	Material/media
20 minutes	Differentiation of activities: Success - Fun Matrix for the participant. Which activities (tasks) I enjoy and which activities I do not enjoy. In which areas do my proven competencies lie? (See page 2/3 in "D&C V04 Contents")	The participant develops systematically from the results of the D&Cs V02 and V03, which activities he/she enjoys and for which activities he/she has competences.	Explain exercise 1 to the participant and support him/her in filling in the four fields of the matrix. Here, the differentiation of the tasks is important, what is fun for the participant and where are the proven competences.	<b>Exercise 1</b> (results of the participant from the first 5 coaching sessions)
20 minutes	Desired job: Step 1 In which areas can I apply my activities? Development of 3 concrete perspectives with position and their tasks/activities. (See page 3/4 in "D&C V04 In-hold")	The participant develops three concrete professional perspectives that motivate him/her.	Based on the results of the first exercise, the participant develops three possible positions/functions and their tasks/activities. Reflection and appreciation of the results achieved.	<b>Exercise 2</b>
20 minutes	My dream business: Step 2 <ul style="list-style-type: none"> <li>In which branch do I want to work?</li> </ul> (See page 4/5 in "D&C V04 Contents")	In which branch of industry does the participant have experience, where is his/her passion?	The participant uses a worksheet to determine their desired sector. Here, too, it should be considered in which industry he/she has experience and where his/her body lies. The participant puts his/her industry and substantiates the selection.	<b>Exercise 3</b>

Time/Duration	Topic/Content	Objective	Method/Implementation	Material/media
30 minutes	<p>My dream business: Step 3</p> <ul style="list-style-type: none"> <li>• Which company do I want to work for?</li> <li>• National/international</li> <li>• In which region</li> <li>• Number of employees</li> <li>• Offered products, services</li> <li>• My function</li> <li>• My main duties</li> <li>• Under which framework conditions?</li> <li>• Participant concretizes his or her desired job on the basis of the questions.</li> </ul> <p>(See page 5/6 in "D&amp;C V04 Contents")</p>	What does the participant's desired undertaking look like?	<p>The participant uses a worksheet to determine his or her preferred company.</p> <p>The participant presents his or her desired company and explains what motivates him or her.</p>	<b>Exercise 4</b>
30 minutes	<p>Importance of targets. Explain SMART rule. Formulate the SMART goal with the participant.</p>	The participant has formulated a concrete goal for his/her job search and can name his/her resources, why he/she will be successful.	<p>Work out exercise 5 with the participant.</p> <p>Pay attention to what resources/properties the participant has that will help him/her to a way to be successfully.</p>	<b>Exercise 5</b>

## 5.4 Trainer's guide LuB V04

Coaching lesson (120 minutes)

Time/Duration	Topic/Content	Objective	Method/Implementation	Material/media
10 minutes	<p>Introduction:</p> <ul style="list-style-type: none"> <li>Do all participants know you as a trainer?</li> <li>Do the participants all know each other?</li> <li>Ask about the expectations of the topic and introduce the topic or agenda. Do all participants know you as a trainer?</li> <li>Ask about the expectations of the topic and introduce the topic or agenda.</li> </ul>	Create a good working atmosphere.	Each participant introduces himself/herself or the participants introduce themselves to their neighbors and each of them introduces not themselves but their interview partner in the large group.	
20 minutes	<p>Differentiation of activities:</p> <p>Success - Fun Matrix for the participant. Which activity (task) is fun for me and which activities are not. In which areas do my proven competencies lie? (See page 2/3 in "D&amp;C V04 Contents")</p>	The participant develops systematically from the results of the D&Cs V02 and V03, which activities he/she enjoys and for which activities he/she has competences.	Explain exercise 1 to the participant and support him/her in filling in the four fields of the matrix. Here, the differentiation of the tasks is important, what is fun for the participant and where are demonstrable competences. Examples of the results of individual participants evaluation.	<b>Exercise 1</b> (results of the participant from the first 5 coaching hours)
20 minutes	<p>Desired job: Step 1</p> <p>In which areas can I apply my activities? Development of 3 concrete perspectives with position and their tasks, activities and responsibilities activities. (See page 3/4 in "D&amp;C V04 Maintenance")</p>	The participant develops three concrete professional perspectives that motivate him/her.	Based on the results of the first exercise, the participant develops three possible positions/functions and their tasks/activities. Reflection and appreciation of the results achieved.	<b>Exercise 2</b>

Time/Duration	Topic/Content	Objective	Method/Implementation	Material/media
20 minutes	My dream business: Step 2 <ul style="list-style-type: none"> <li>In which branch do I want to work?</li> </ul> (See page 4/5 in "D&C V04 Contents")	In which branches does the participant have experience, where is his or her responsibility?	The participant uses a worksheet to determine his or her preferred industry. Here too, it is important to consider in which industry he/she has experience and where his/her passion lies. Each participant presents his or her industry and gives reasons for the selection.	Exercise 3
30 minutes	My dream business: Step 3 <ul style="list-style-type: none"> <li>Which company do I want to work for?</li> <li>National/international</li> <li>In which region</li> <li>Number of employees</li> <li>Products, services offered</li> <li>My function</li> <li>My main duties</li> <li>Under what conditions?</li> <li>Participant concretizes his or her desired job on the basis of the questions.</li> </ul> (See page 5/6 in "D&C V04 Contents")	How does the participant's desired enterprise look like?	The participant uses a worksheet to determine his/her desired company. Each participant presents his or her desired company and explains what motivates him or her.	Exercise 4
30 minutes	Importance of targets. Explain SMART rule. Formulate SMART objectives with the participant.	The participant has formulated a concrete goal for his/her job search. He/she can name his/her resources, why he/she will be successful.	Work out exercise 5 with the participant. Pay attention to what resources/characteristics the participant has that will help him or her to successfully follow his or her path. Each participant in the group provides ideas, which will help him to succeed on his/her path.	Exercise 5