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Training Manual for Career Counselling and Job Placement



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Training Manual for
Career Counselling
and
Job Placement



The page features a dark red background. In the top-left and bottom-right corners, there are clusters of overlapping geometric shapes in various colors: blue, green, yellow, light blue, and red. The title 'Table of Contents' is positioned in the upper right area in a large, white, sans-serif font.

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List of Acronyms

CC&JP	Career Counselling and Job Placement
TVET	Technical & Vocational Education & Training
CV	Curriculum Vitae
NSIS	National Skills Information System
NAVTCC	National Vocational and Technical Training Commission
AJK	Azad Jammu and Kashmir
FATA	Federally Administrated Tribal Areas
KP	Khyber Pakhtunkhwa
EC	European Commission
PR	Public Relations
SWOT	Strengths, Weaknesses, Opportunities, Threats
VARK	Visual, Auditory, Read/write, Kinaesthetic
SMART	Specific, Measurable, Attainable, Realistic, and Time-bound
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER

01



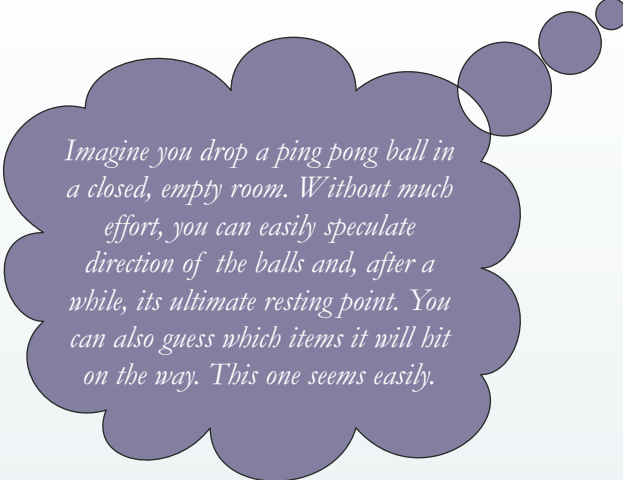
What is Career Counselling & Job Placement?

Career Counselling & Job Placement (CC&JP) essentially covers all those services that support fresh trainees in choosing their careers. It involves understanding about what could be the possible pathway of certain skills, and vice versa: which skills are required to reach a certain point. To that end, the CC&JP services takes stock of as much as the available market demands as about a trainee's personal priorities such as his preferred location, interest, work hours, and so on. It is more like finding a perfect match to one's skills.

The main elements of CC&JP are:



CC&JP can be better understood by Chaos Theory, the phenomenon of producing major consequences by minor changes. Here how it applies this theory applies on career placement:



Imagine you drop a ping pong ball in a closed, empty room. Without much effort, you can easily speculate direction of the balls and, after a while, its ultimate resting point. You can also guess which items it will hit on the way. This one seems easily.

Same is the case with someone's career, at least for the CC&JP. With their well-designed services, they can assess the pathway to someone's career. It all depends on measuring the key elements one is bringing, whether skill or aptitude, but also the external context in which the jobs are searched – much like items on the way of the ball.

CC&JP makes the best guess on those calculations.

Yet there are limitations. Human life, they say, is unpredictable. A person's life can alter dramatically by certain events; it is not the domain of CC&JP to comment on those changes. It cannot.

Take even the ping pong example. Suppose the ball is dropped in a big gymnasium, where people are strolling around and all kinds of weight-lifting machinery placed. One can speculate the direction to an extent; any push by an automatically-moving machine or kick by a person can swerve the direction of the ball.

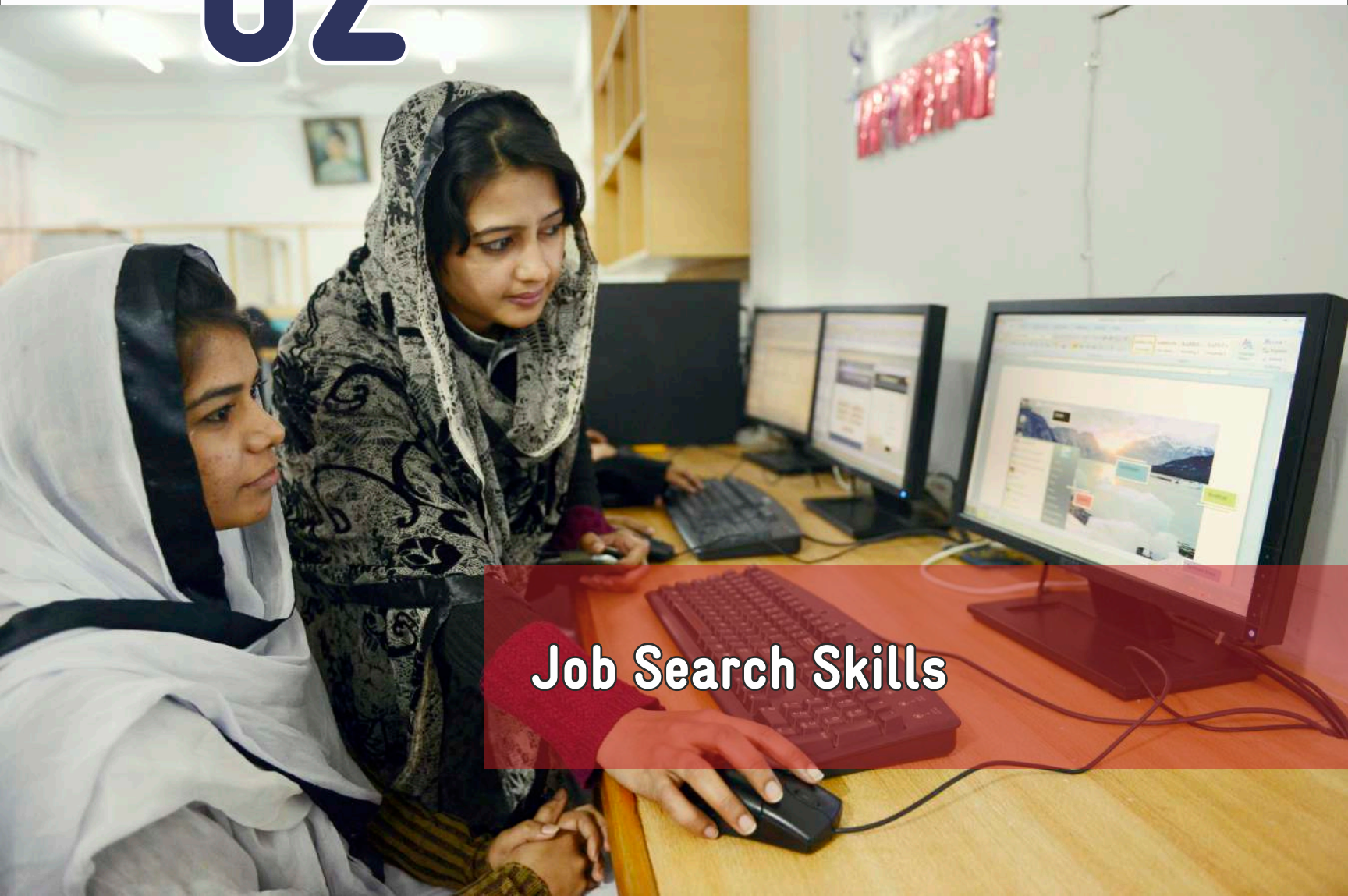
Such is the case with the life. It does not make sense to apply static ideas to a dynamic, moving and continually-changing personal world.

But for all these limitations, we humans love to speculate, to read pattern, to avoid uncertainty. Perhaps, the best way to deal is to live with the two realities – the speculations from static item and the uncertainty from the dynamic world. The ball is going to drop in any case; let it fall; allow the path it takes, and accept that much of it is outside your direct control. That is what the relation of CC&JP is to the individual it seeks to guide.



CHAPTER

02



Job Search Skills

To get a job, one has to search it properly. This chapter explains how.

Inexperienced applicants often commit mistakes when searching for job. Many fail in the interview stage, but many do not even reach there, simply because their application has so many grammatical mistakes. Disappointed, many end giving up the entire process.

When counselling someone about getting a proper job, advise them not to rush. Be patient! But tell them not to be too hesitant in pursuing a job altogether.

Instead, instil in them the value of searching systematically, about staying focus. It is for the CC&JP centres to help in that systematic search.

Cutting it short, job search is a skill in its own right.



Values that matter

It entails assessing a trainee as to what person's interest in a job is usually explicit in the effort he or she pays in getting it. In the pre-Internet age, such efforts were considered a norm for a successful job hunt: It was about filtering newspapers on a daily basis, dialing telephone to inquire about jobs, walking into organizations in person, and carrying a mission of discovering the industry.

There is no reason why such efforts, or steps, cannot be taken in 2018. For, it is these actions that stamp a person's seriousness in applying for a job. In today's age, the values of these steps need to be inculcated among those searching for jobs. And these values are:

- Commitment, of safeguarding one's career and standard of living
- Courage, in one's own strengths, and in trying new things
- Perseverance, in not getting discouraged by setbacks,
- Realism, in not getting lost in day dreams

Key elements

A successful job search involves these three integral elements:

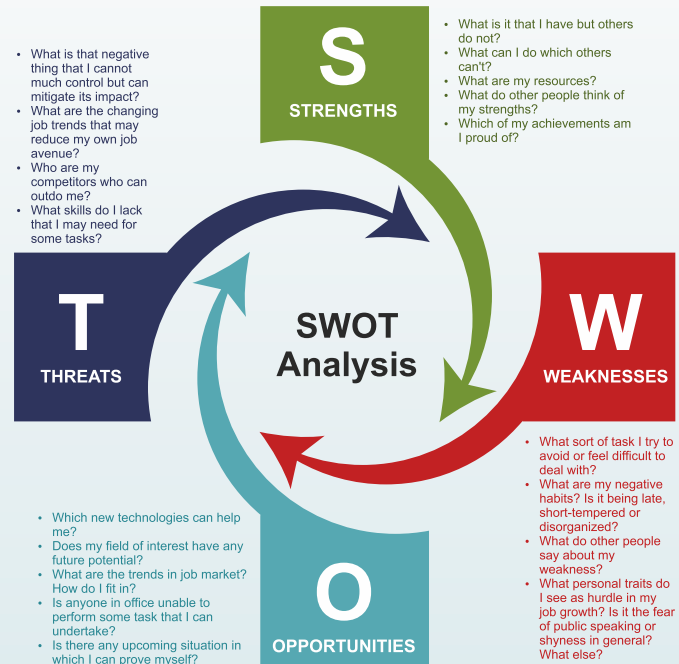
Analyzing the situation,
Setting a goal, and
Training for job application

Analyzing the situation

To get a proper job, it is better to analyse the job situation. To analyse the situation, two things are highly recommended: personal SWOT analysis¹ and job market survey.

First, the personal SWOT analysis: It is about analysing job avenues in relation to the person applying for job – that is what is that the person can offer and cannot offer?

SWOT is basically a management framework that stands for “strengths, weaknesses, opportunities, threats”. In the context of job search, it is about comparing oneself with others within the SWOT framework – that is, what are one’s strengths, weaknesses, and so on. Key questions that one can ask with respect to each aspect of this framework could be:



¹ https://www.mindtools.com/pages/article/newTMC_05_1.htm

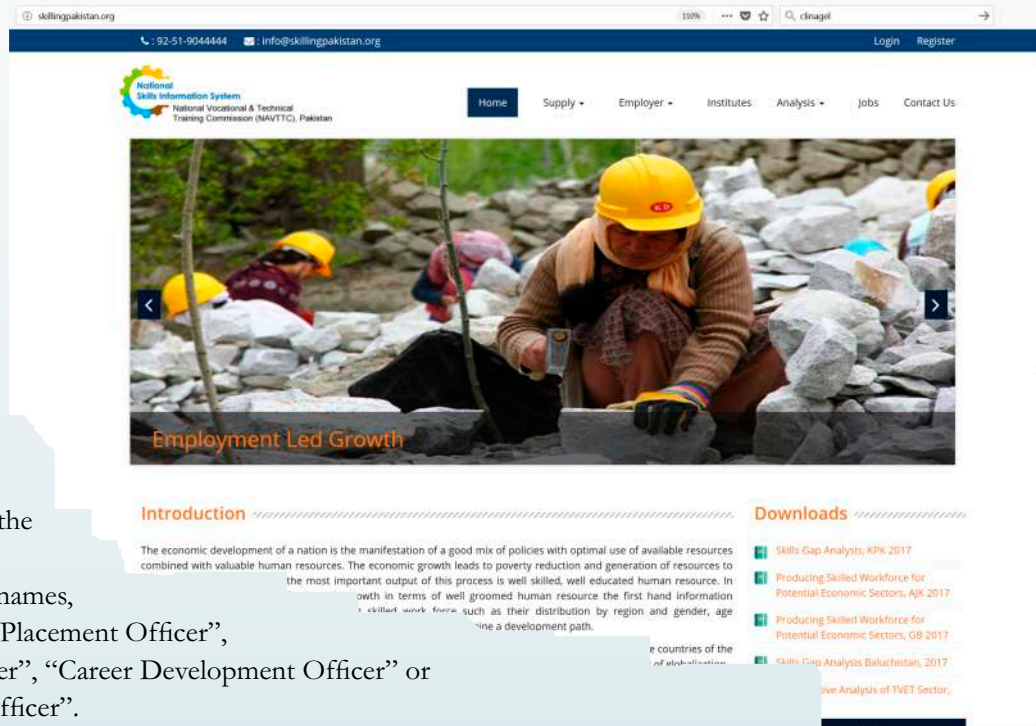
The second key component is job market survey. It is something beyond one's control. It is more external, about what is present out there.

Job market analysis entails making use of the job survey. Once you get data on jobs available, you have to run it through for your practical use.

Usually, analysis can be generated after getting data from all employers. Only then can trends be trend. There are many job portals that can be searched for specific jobs. Even a bigger picture can be drawn from that. Similarly, NAVTTC is planning to establish its own portal of connecting industry with trainees.

Similarly, different private and public bodies also draw trends of particular job sector. Most recently, National Skills Information System (NSIS) has completed sector studies; its report on skill trends can be accessed at www.skillingpakistan.org

It is primarily the role of a CC&JP officer to identify the jobs for individuals. These officers come in different names, mostly as “Admission and Placement Officer”, “Career Counselling Officer”, “Career Development Officer” or even “Human Resource Officer”.



Watching online spaces

As with many other communication tools these days, recruitment or selection of candidates too often take place online. There are many job portals such as Rozee.pk and Indeed.com, which aggregates different job posts. Then, some specific social networking sites such as LinkedIn are uniquely designed for professional networking. Some companies or their employees even advertise jobs on Facebook or Twitter. All these are now part and parcel of successful job search, which should definitely be explored.

In a socially-knitted country like Pakistan, one's own social network is of great use. It is often a friend who informs someone about a vacancy. Similarly, family and relatives inform too, if there are any potential openings. Many go to the extent of putting in touch with the relevant employers.

Similarly, it is always good to have a referral in the company advertising jobs. They are the ones who directly approach candidates, especially during urgencies.

Summing up, it is only after analysing the job market that the job seeker is able to put forward his or her case².

Setting goals

To succeed in any field, one has to set goals and then strive for them. That much is established. The same applies to job search. Those with a clear goal are able to job hunt properly than those without goals.

What does it take for setting goal in job search? Well, it is about identifying what you want to do and what it will take to reach there. It is about meeting ends through means. To do so, following features should be taken into account:



² Borbély-Pecze, T.B&Watts, A.G European Public Employment Services and Lifelong Guidance: Analytical Papered Employment, Social Affairs and Inclusion, 2011.

01

There has to be **clarity about goals**. One should know what one aspires to in the career? Usually, the key is to be specific, rather than generic. It is better to name the specific hat the person can wear, rather than committing to all tasks. Now, the thing to be specific about is the one the person is good at.



02

The person seeking job is to **stay motivated**, no matter what circumstances. Motivation is what drives people towards goals. A good way is to draw a list of things one wants to achieve and then keep on referring to that list, to keep on pushing oneself to get through that list. That is how motivation is kept ignited.



03

To aim for goals, one should **stay focused**. There are times that people, out of disappointed, divert from their goals or lose motivations. They end up taking anything that is at hand, and get away with it with the passage of time. This turns out short-term achievement. For more long-lasting success, the job seeker should aim for the goals he or she has set, and aim for them with a focused mind.



04

An element of **accountability** will also keep the job seeker on-track. At times, job seekers may aim something that is rarely offered. Instead of wasting one's time by saying one is focused, one needs to self-reflect as to what works and what does not. Only then can realistic goals be drawn.



Training for job application

Preparing for job is an art unto itself. It is not merely about sending documents that authenticates that one is eligible for job. There is more to it: the job seeker is to apply in a way as if he or she is pitching oneself.

CV or resume

A key starting point is one's CV or resume. The two are mostly referred to documents that summarize one's experiences. Indeed, that is their purpose. The two terms, CV and resume, are interchangeably used in Pakistan. There is, however, a difference.

CV or Curriculum Vitae gives a nitty-gritty rundown of one's understandings and abilities. CVs incorporate information about one's degrees, experiences, skills, and accomplishments. If required, their short details are also provided. Normally, CVs are longer than resumes.

A resume, on the other hand, gives a concise rundown of one's education, work history, and skills. That's it! No details are required. That is why a resume is usually one to two pages long.

Information in resumes is often presented in bullet forms. But it is better not to restrict resume with fact-sheets alone. One can even write about skills one has or skills one can get.

CVs come in many formats. It should be written on white paper. The following details are usually written without any error or typo:

- Educational qualification such as schools or colleges attended,
- Vocational training attended as well as practiced,
- Any other experience,
- Any off-the-job training or specific knowledge, as well as
- Hobbies, interests, and volunteer work.

The two most common formats CVE are discussed below.

- **Format 1:**

The first format, usually used by international organizations, requires a photo to be provided at the top-right. Its template along with instructions can be downloaded from https://www.giz.de/static/giz_info/CV-ELI-eng-template.doc

Curriculum Vitae

Family name:
First name:
Date of birth:
Nationality:
Civil status:
Education:

DATE (FROM-TO)	INSTITUTION	DEGREE(S) OR DIPLOMA(S) OBTAINED:

Language skills: Competence level on scale of 1 to 5 (1- excellent; 5 -

LANGUAGE	READING	SPEAKING	WRITING
English			
Urdu			
Punjabi			
Other			

Membership of professional bodies:

Other skills: (e.g. computer literacy, etc.):

Present position:

Years with the firm:

Key qualifications (Relevant to the position):

Specific experience in the region:

COUNTRY	DATE FROM - TO

Professional Experience:

DATE (FROM-TO)	LOCATION	COMPANY & REFERENCE PERSON (NAME & CONTACT DETAILS)	POSITION

Other relevant information (e.g. Publications):

- **Format 2**

The second example of a CV is mainly used in English-speaking countries.

Curriculum Vitae

Name:

Contact details (including town and country):

Telephone number (including mobile number):

Email address & professional LinkedIn address:

Profile

A brief history of the job seeker's career to date, sectors worked in, and skills used (maximum ten lines)

Key Achievements

List of achievements in bullet forms

Employment Experience

Start with the most recent employment, followed by the next one, all the way to the first one. In case of any unemployed period, training or voluntary work can be mentioned. Table or bullet is preferred for clarity.

POSITION	NAME OF COMPANY	DATES OF EMPLOYMENT
1.		
2.		
3.		

Education & Training

List any qualifications gained, by writing name of college or high-schools along with their details

Core Skills

List any core skills in bullets including both soft and hard skills

Interests

References

These can be provided upon request

Cover Letter

When applying for a job, a CV is usually sent with a cover letter, which presents information relevant to the job, in descriptive format.

The letter explains why the job seeker is fit for the job. It is not about rehashing CV, but about presenting that aspect of one's life that resonates with the job requirements. Someone writing cover letter should think about it as an attempt to seal the deal that has the potential of opening the meeting door. It is about establishing best connection.

Recruiters read CV for shortlisting job seekers. At times, CV is read after shortlisting on the basis of cover letter. Such is its importance.

A cover letter should contain:



To write an effective cover letter, the job seeker should extract as much information about the organization as possible. That will help in presenting arguments.

Interview planning

It is better to plan ahead the journey one has to take for the interview venue. One should not the route one has to take to reach the venue, taking into account traffic situation.

Time should be taken into consideration. Even if the job seeker is not the first candidate to be interviewed, it is better to be there well ahead of time. One never knows, the preceding interviewee may not turn up in time. In that case, the next one will gain advantage.

Some other tips are to: keep some extra money with oneself, especially cash; have proper and early sleep, as good sleep awakens the mind; and take original documents for the interview.





At times, individuals cannot prepare interview on their own. This is where trainer comes in. A good trainer can guide job seeker on the interview. Bear in mind, a trainer's job is not to find a job for the job-seeker, but to provide support in finding a job. There is a difference between catching a fish for someone and teaching someone how to catch a fish – the trainer does the latter.

The three key elements of job search, described above – analysing job situation, setting a goal, and preparing for job application – can be greatly facilitated by a trainer.

A trainer can conduct mock interviews of a job seeker before he or she appears for the interview. It is recommended for those with long period of unemployment.

A trainer can also arrange for certain activities that can also help in seeking jobs, especially interviews. Two are mentioned below:



Activity 1:

Let participants sit in a way as if they are confronting each other. Ask them to inquire from each other questions that elicit responses about professional achievements or goals.

“What was your proudest moment, and why?”, “Who are your role-models, and why?” – these are some sample queries. Similarly, participants can be asked to stand up and depict the other person. Such interactions increase closeness in the group.



Activity 2:

Make a pair of students. Ask one to take role of a client, and the other, as worker. Give the client a card detailing faults in work such as late delivery of work, impolite behaviour, and so on. Let the worker answer in a way that satisfies the client in

line with organization's procedure. Once this role playing activity is finished, ask others to share their observations.





CHAPTER

03



Communication

Communication is the act of transferring information from one place to another. The capacity to do so viable stands as the most prominent skills of any individual. We all are judged by how we connect with our friends, family members, companions, and colleagues.

So is it with job search. Good communication lets the other person know how one articulates. It helps understand a situation and present it to a range of audience, which helps in resolving differences of understanding. As discussed previously, a successful job search is a match between an employer's demands and candidate's needs. Clearly, communication strikes the match. Interview at the end of the day is communication between job seeker and employer.



Communication techniques

Those offering job search services should master some basic communication techniques.

First of all, their entire conversation with the potential job seeker should be in positive atmosphere, which can be created by following:

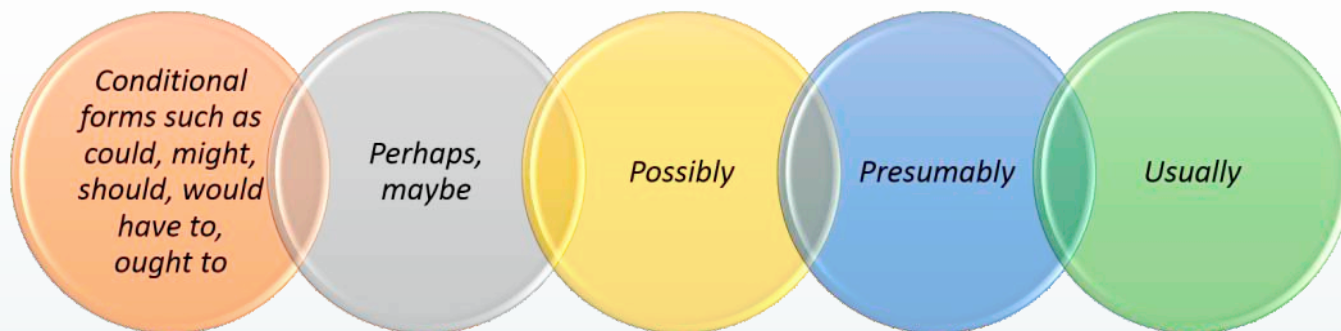
- Active listening, so as to confirm what is being said
- Attentive listening, so as to ask targeted questions
- Deliberate silence and pauses in-between the conversation
- Positive non-verbal modes of behaviour
- Paraphrasing of the conversation, to convey the crux
- Addressing emotions
- Minimizing or eliminating disruptions or irritations

The speaker should work towards an atmosphere that oozes comfort, besides avoiding mistakes.

One of the ways to do is being selective about words. Word choice matters – not only in-person talk, but also on-phone. It is a sign of a high-quality employment services. To be further specific, words should signify positivity, something that sounds like music to the listener's ears. Consider the following **positive words**:



The so-called **verbal softeners**, which tend to inhibit communication. They indicate insecurity, as if the one speaking is unsure or is not committing fully. Consider these:



Negative buzzwords or provocative expressions, often uttered unconsciously, may evoke feelings of hostility or resistance. These come as the communication atmosphere becomes weak, leading all the way to aggressive behaviour and sometimes to breaking off discussion. To avoid such situation, following phrases should not be used too often:



Levels of communication

There are different levels of communication; some requires simple words, others like proper explanation. The higher the level, the greater the challenge! Yet each level has its own techniques for achieving proper results.

If the goal is notifying of a job, the counsellor should reach the fourth level of communication. The transition between communication levels 4 and 5 often proves difficult because the counsellor's means of intervention are limited. For this reason, it is important to ensure optimum cooperation at the first four levels, so that the client will want to proceed to the next level with the counsellor.

An employer who is convinced of receiving high-quality services by his counsellor will continue to notify the employment service of vacancies even if the number of consultations is limited to a few meetings per year.



Table 1: Common challenges of communication

From verbal to non-verbal communication

Communication is also greatly influenced by what is being said and how it is being said.

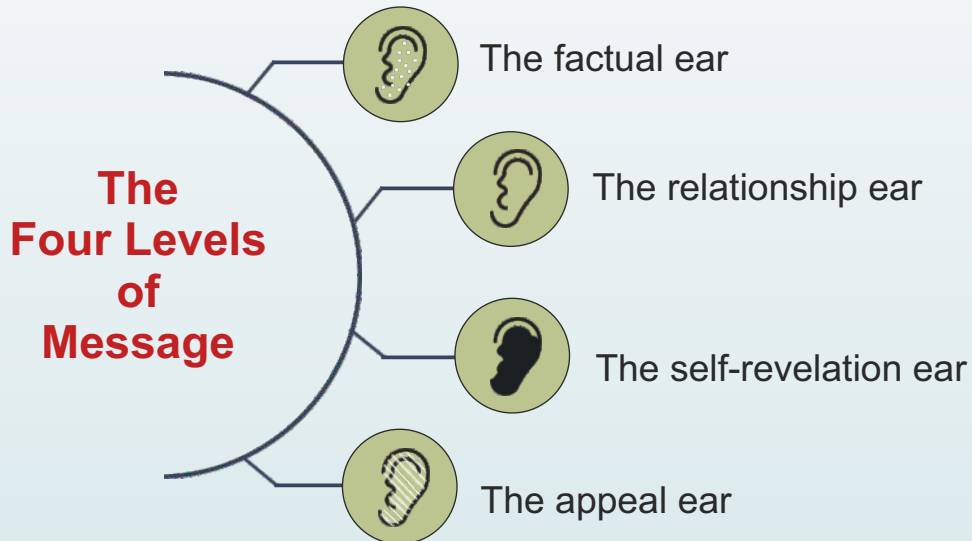
- Verbal words in direct communication
- Para-verbal voice (such as intonation, pitch, volume)
- Non-verbal body language (such as gestures, facial expression)

Almost 90% of communication takes place at a para-verbal and non-verbal level, and is subject to conscious and unconscious perception on the part of the dialogue partners.

This is why it is important that the dialogue partner's overall behaviour is coherent, meaning that his verbal statements should correspond to his body language and voice. Any difference will result in disruptions of communication.

One message, four sides

That the same kind of information is received differently by different conversation partners is an experience shared by every consultant or counsellor. This may emanate, in part, from the difference in para-verbal communication and non-verbal communication during the conversation. But this may also be due to the four levels on which a message is sent and received by the partners of the conversation. These 4 levels are:



- The picture of a head with four different ears is often used to illustrate these levels. Each ear represents one level, denoting in what way a message or information can be received.

Many conflicts and disruptions in conversation emerge because the receiver listens through the “wrong ear”. Thus, it is important that all conversation be listened through the proper ear. To do so, the partners of conversation should ask: What does this message really mean?

The factual ear

The questions that the factual ear should focus on are:

- How should I understand this matter?
- What are the facts and figures?
- What is the matter?

A caveat of factual ear is that if someone is merely listening to this, and the communication is about interpersonal link, the entire message can be distorted.

The relationship ear

This ear focuses on the following:

- How does the counsellor talk to me?
- Who does he (or she) think I am?
- How does the way he (or she) talks to me affect me?

Someone highly sensitive to this ear is waiting for something on inter-personal relationship line. An oversensitive relationship ear is, however, unfavourable to constructive communication.

The self-revelation ear

This ear will be sensitive to these questions:

- What sort of person is this?
- Who am I confronted with?

Such an approach can distort what is being said, leading to "psychologizing" the entire conversation. A receiver of a critical remark can end up discarding the message, saying that the sender is merely showing his or her bias. It will make the receiver "immune" to any criticism. Such a person may overreach to any comment, such as by saying:

- "You only say this because you have a problem with it yourself."
- "So this is your true motive, after all!"

At the same, the self-revelation ear also opens up to active listening, as one tends to listen to between the lines, perceiving all analogous parts of a message.

The appeal ear

Key questions to focus are:

- What am I supposed to do, think, or feel, after receiving this message?
- What do others expect from me?

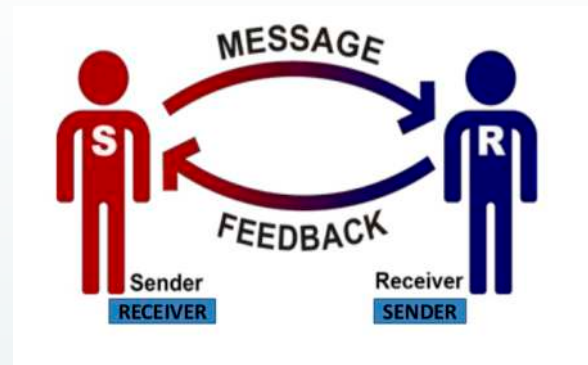
The receiver of the message will often try to be "everybody's darling", by for instance, laughing at jokes he/she doesn't think are funny, just for the sake of responding. Mothers can often be observed listening to their children with the appeal ear. They tend to respond to unspoken messages their children communicate. Being too much of an appeal ear can be problematic, as such individuals develop a personality which is solely conditioned to respond at appeal level and does not take into account his or her own needs or interests.

An oversensitive appeal ear may make the receiver suspicious. He may then interpret every message in such a way that it is intended to serve a specific purpose, for example, by thinking that this "person only says this because he wants me to do him a certain favour."

Sender and receiver of a message

As described in the previous section, a message can be sent and received in four different ways. Both receivers and senders have 4 ears each.

Consider the four types of senders: On the factual side, the sender of the message is passing on real information, about fact and data. The relationship side reveals how the sender gets along with the receiver; para-verbal and non-verbal ways of communication such as a tone or facial expression becomes critical here. On the self-revelation or self-disclosure side, the sender discloses information about himself, his own personality. Meanwhile, the appeal side offers clues about what the sender wants from the receiver.



Same can be said of the receivers: Realistic receivers stick to facts and what they have heard. They do not perceive any of the other levels. Empathetic receivers interpret the sender's words as containing statements about the sender himself. They respond to how the other person (supposedly) feels. Sensitive receivers react very strongly at the relationship level. They will quickly feel attacked, become defensive and feel offended. Action-oriented receivers mainly respond to an appeal which they think is inherent in the message. They want to help right away, roll up their sleeves and act.

This means that for a single message, there are 16 combinations. These can cause a lot of misunderstanding. If a sender of a message does not specify the real purpose of his statement, the way a message is interpreted is not always identical with the intention or purpose of the message. In other words, the statements are not automatically heard through the "proper" ear. They are perceived as "wrong" ear. Conflicts are obvious then.

Thus, the four sides of a message that make interpersonal contacts a fascinating topic can also result into tension simultaneously. There are, however, ways to avoid such tensions, should senders and receivers focus on their tasks.

The speaker's, or sender's, task is to:

- Always try to express a message at the level which is best understood by the receiver.
- Properly assess the person you are talking to (preparation of the dialogue).
- Emphasize the most important aspect of your concern or request.
- Avoid ironic remarks, vague formulations, allusions and ambiguities, if the receiver is not known.

The listener's, or receiver's, task is to:

- Communicate own interpretation of the conversation, should there be a possibility of confusion,
- Paraphrase what has been said, so as to eliminate insecurities

Conclusion

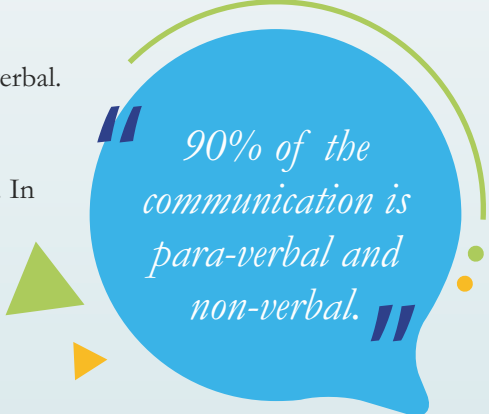
- Every message has four sides.
- The relationship between the conversation partners determines how its content is interpreted.
- What the sender says is not important; it all depends on what the receiver understands!
- The sender (counsellor) should consider differences in the receivers' (clients') personalities from the very beginning of the conversation.

Self-perception and perception by others

As already mentioned, 90% of the communication is para-verbal and non-verbal. It means that emotions play an important part in conversations.

Every individual has a specific image of oneself. She lives in her own world. In order to understand this world, the counsellor should ask himself the following questions before a meeting with this individual takes place:

- What is my dialogue partner's world like?
- Why is it the way it is?
- How did it come into being?



90% of the communication is para-verbal and non-verbal.

- How does it affect my dialogue partner's actions and reactions?

Answering these questions will help the counsellor better understand the other person and correctly interpret behavioural signals. If these questions have been dealt thoroughly before a counselling dialogue takes place, it will result in better understanding of how the dialogue partner communicates. Else, perception of the other person can be subject to one's own interpretation.

Conflicts often erupt when our perception of someone differs from their self-perception.

The very first minutes of a conversation will decide the comfort level with the person. For this reason, every dialogue partner should be aware that not every emotion expressed is directed at the receiver. They may very well be directed at another individual but merely projected or transferred upon the receiver.

Projection is about linking one's own psychological behaviours to other, such as blaming the other for one's own unconscious aggression. Whereas, transference is when a person unconsciously reminds of some other person; it could be because of some sort of resemblance in body posture, movement, physical features, or voice.

The less information a person discloses about himself, the greater the scope for unconscious projections and transferences by the other party. A wrong image of another person can also be created when someone's perception of the other person is limited to certain situations that only constitute a small part of that person's life.

Overcoming "blind areas"

The counsellor needs to know the job seeker in totality. If the scope of information about that person is limited to the job placement centre, a complete picture of the client's skills cannot be drawn. The client's working and living environments as well as his interactions are important to gauge the skill set he will bring in. This is especially true of people who are difficult to get along, or even to those who are shy from presenting themselves completely.

The point is every individual has what is called "blind area", which refers to all those attributes and traits that are secluded from the other person, such as pertaining to physical appearance, body posture, facial expressions and gestures, but which are perceived by their surroundings. The other can only make a guess about them. In conflict

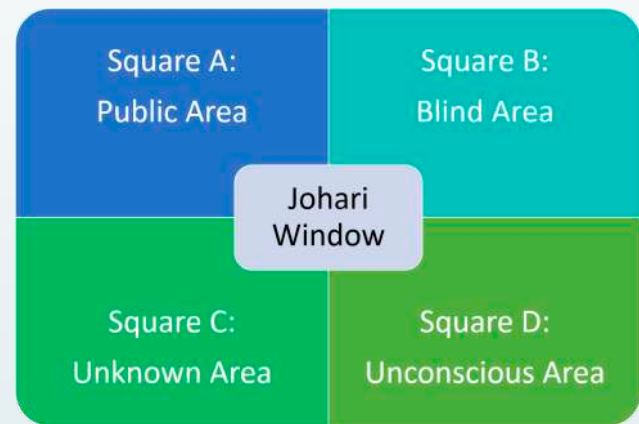
situations, the size of blind area increases. Any discrepancy between self-perception and perception by others will only widen the communication gap.

But such wild perceptions should not be carried by counsellors, who have the power to realize the goals of the first person. Although difficult to identify in the first place, the “blind area” can be reduced in size through practice and training. The question is how?

One way out is employing the “Johari window”, which shows the conscious and explicit as well as the unconscious and implicit parts of anyone’s personality. It is named after two American social psychologists Joseph Luft and Harry Ingham from the University of California.

The Johari window has four squares

- **Square A is the “public area”:** It is about what the person is to the public, the part of personality known to ourselves and to others. This is then we show openly and freely.
- **Square B is the “blind area” of self-perception:** It the part of personality that others can see and perceive, but the person him/herself is unaware. Examples include habits, prejudice, and gestures.
- **Square C is the area unknown to others:** It is the personality part that is known to the person but is not disclosed to others. It is hidden from others. Examples include actions and thoughts that one may consider as weaknesses and wish not to reveal.
- **Square D is the “unconscious area”:** It is that part which is known to none. Such processes are often unlocked by psychotherapy or psychoanalysis.



A counsellor needs to enlarge the “public area” and decrease the “blind area” of the person, so as to prevent any misunderstanding.

Here are a few tips how that can be done:

- Avoid ambiguous communication; don't say anything that can be misinterpreted.
- Express disagreements clearly; don't put in the heart.
- Explore how conversation with anyone might be impacted by likes and dislikes.
- Obtain information about the other person.
- Avoid making one-sided or biased judgments about others; better clarify intentions.
- Obtain feedback and give feedback
- Clarify how has your information been understood by the other person.
- Ask what is meant by a particular statement the person might be making.

At the same time, a counsellor should ask following questions from himself:

- “How do others perceive me? What impression do I make on them?”
- “Do I succeed in reaching my counselling goals? If not, what are the reasons?”
- “How do I behave when I am attacked, when the debate is highly emotional or lacks objectivity?”
- “How do I deal with people who think they are always right?”
- “If I am in a difficult situation, Do I tend to follow the escape pattern, or do I accept the challenge of a discussion which always involves the risk of ‘defeat?’”



The 10 key points to effective communication are:

1. Listen to the conversation carefully
2. Pay attention to the body language
3. Consider communication preference
4. Consider your tone
5. Don't be too casual
6. Check your spellings

- 7.Keep disapproval constructive
- 8.Restate what you hear
- 9.Never stop improving
- 10.Get a little personal

Summing up, communication should be clear; it should be making relevance to the situation, and adding value to the goal in mind.

Communication test

A short communication test is provided below; it can be shared with students to know their communication level and to learn of areas of improvement.

When <u>listening</u> to another person	Always	Usually	Often	Rarely	
	1 Point	1 Points	3 Points	4 Points	
Get distracted					
Listen only to the facts					
Interrupt					
Assume the other person always know					
Prejudge					
Tune out					
Clues					
Total Score					

CHAPTER

04



Career Counselling

Career counselling evaluates a job seeker's knowledge, fitness, interests, capacities and aptitude – all with the purpose of suggesting the best counsel on which job to apply for. They also create people for positions. This way, a career counsellor collaborate with a range of employers, such as private industry and government departments, to open doors for people of all ranks of evaluation.

Career counselling is performed in almost all organizations that have any interface with recruitment. These could be those directly hiring people on regular basis or those providing hiring services. Examples include government training facilities, community centres, public and private schools, vocational training centres, colleges.

Basic skills

Career counselling requires a range of soft skills such as decision making, problem solving, connecting with people, and reading their non-verbal traits.

Counselling involves reaching an optimal point by listening to others. Communication is critical. Good counsellors always use a mix of empathy and questioning to help others and take over their challenges. Empathy is putting oneself in client's shoes.

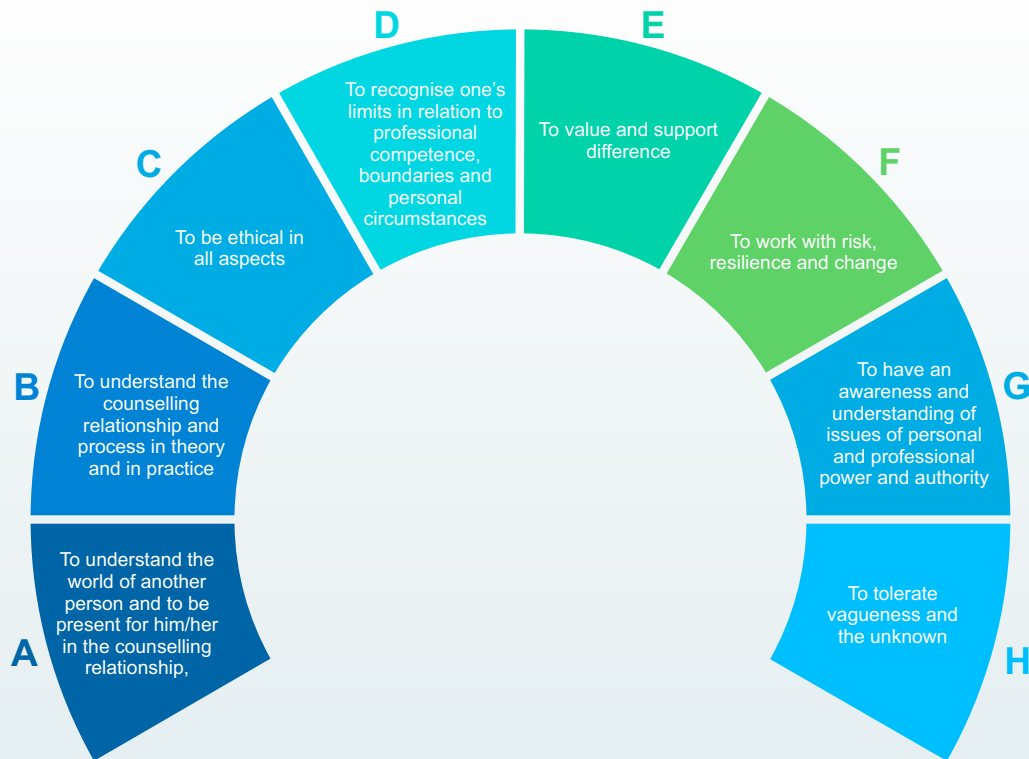
The ultimate goal is to reach a suitable solution that is suitable to the client to discuss his issues openly. In the start, a counsellor can give a direction to the client, by asking a few basic questions. Similarly, if the client gets stuck in the middle of the session, a counsellor is supposed to provide notes so as to facilitate the client.

Probing clients is an art unto itself. Right question should be asked at the right time. Unsolicited advice is rarely welcome; therefore, advice should be given sparingly and responsibly. Even if clients ask for solutions, it is better to ask suitable questions and let client reach the solution.



Core competencies

The core competencies to practice counselling include the capacity:





Dealing with Clients

Talking directly to the client, a job seeker, greatly impacts the public image of the employment service. That is why all client dialogues should be well prepared, even if the placement officer or counsellor has prior experience. There is always a potential of dialogues falling into conflict.

A successful dialogue depends on:

- the general conditions and circumstances,
- the self-perception of the dialogue conductor,
- the responsibilities of the dialogue conductor,
- the dialogue's partner,
- the issues in the dialogue, and
- the structure of the dialogue.

Preparing for dialogue

When preparing such a dialogue, following questions should be clarified:

- Who am I going to talk to?
- What is the purpose of the talk?
- What do I need to know beforehand?
- What does my dialogue partner know already?
- What topics are on the agenda?
- What are my goals?
- What are my dialogue partner's goals?
- What are the general conditions and circumstances of the talk?



Additionally, a counsellor should also prepare for him a speaker's note, especially for the first contact with a client. It will help in steering any conversation that comes to a standstill or takes an unexpected turn.

The conversation

Once the preparation phase is over, the talk begins. Now the placement officer or counsellor's role is to open up the conversation. The talk, or discussion, usually follows this order:

- Welcome the client and make contact
- State the purpose of the talk, or enquire about it
- Identify and agree on common goals
- Discuss and agree on the course of action to reach common goals

As conversation moves, the counsellor will realize how distant it is from the goal. If the situation is favourable enough, the goal can reach readily during the first meeting. In the end, a conclusion can be drawn by answering the following questions:

- What was been achieved?
- What remains to be done?
- Who will do it, and when? What is the deadline?
- Who will conduct the follow-up conversation?

Following up

For the sake of record or to follow with what was said, the placement officer or counsellor should document the results of the talk in writing. Such a record will be helpful in subsequent talks to see the steps taken and yet to be taken.

Follow-up builds on documentation of the results, minutes of the meeting, or progress chart – the tasks done and remaining. These should be considered before conducting another meeting.



Phases of dialogue

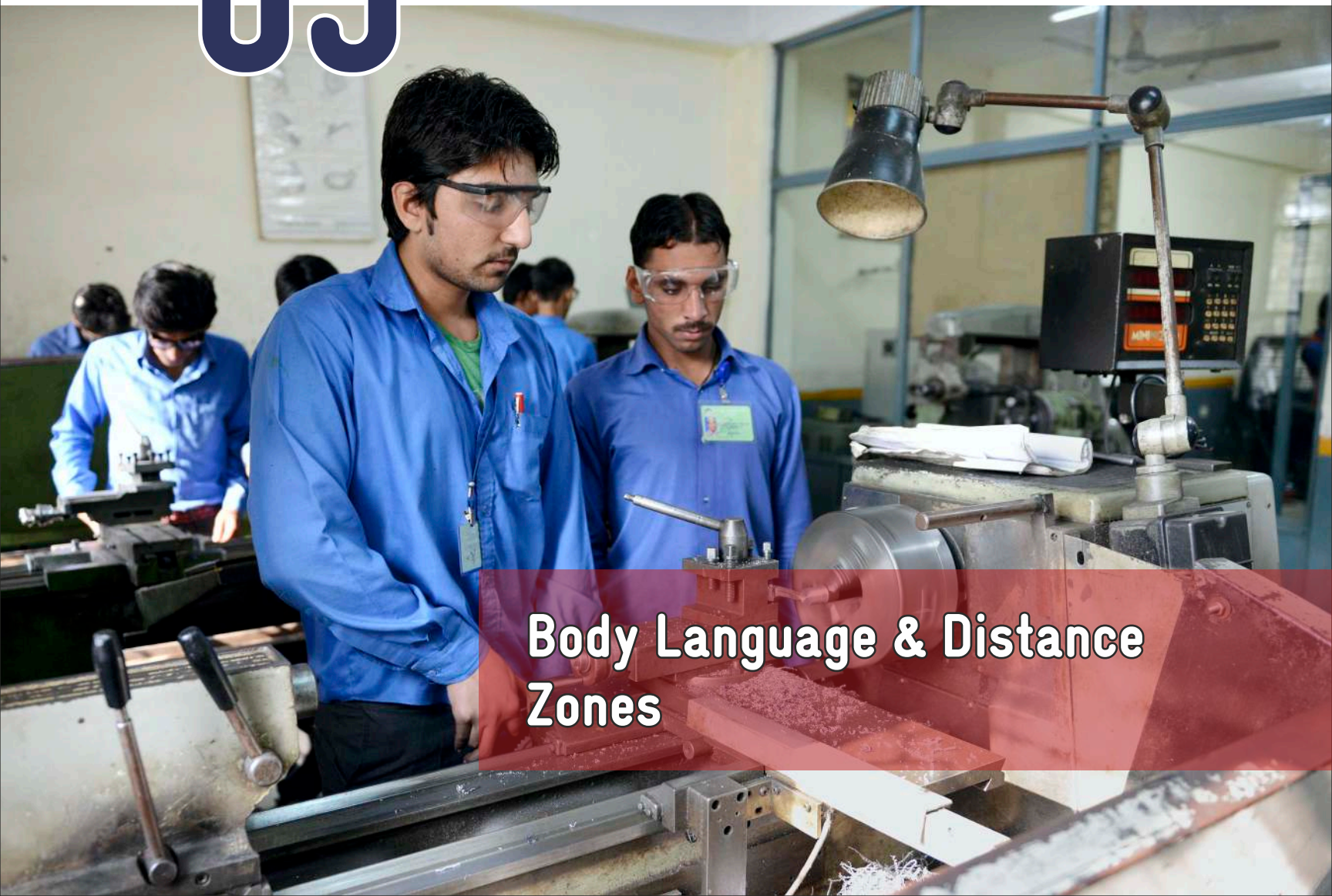
Client dialogues proceed in five phases:

1. Dialogue phase, in which the counsellor welcomes the job seekers and in which the two introduces each other.
2. Contact phase, which takes place in the preliminary stage between the dialogue conductor and the job seeker, to create a positive conversation atmosphere.
3. Information phase, in which information and data relevant to client's areas of interest are gathered, to get overview of client's requirements, demands and concerns.
4. Realisation phase, which serves to supply the client with expert information, as to meet the client's needs and requirements to the possible extent.
5. Conclusion phase, in which the dialogue is concluded.



CHAPTER

05



**Body Language & Distance
Zones**

Body language, or non-verbal communication, is the hidden language we speak with. 60% to 90% of anyone's correspondence is assessed by his or her body language.

It is this language that explains why when we meet someone and talk to him, we get a feeling that something was not right about him. That comes from the body language! Because we are mostly grabbing the person's non-verbal communication, we realize that does not coordinate with his words.

A pictorial guide to reading body language



Body language for counselling

Body language can help strike affinity in counselling.

A counsellor should watch a job seeker's body language, notice subtle changes, and harmonize his own response. This will help the job seeker feel better, who will then more open to the counsellor.

At the same time, if there is any uneasiness in the body language of the client, the counsellor should notice that immediately and probe accordingly. This will also help resolve any hidden tension.

Consider the significance of **facial expression**: A human face is often an open mirror of the underlying messages. Hair, forehead, eyebrows, eyes, mouth, chin, nose, lips, ears, teeth, tongue – all main organs on human face help in recognizing the state of mind of the person. Smiling shows friendliness, while raised eyebrows express surprise. Most facial expressions are natural; at times, even the person is not aware of the expression he makes. A counsellor can become well-versed in understanding their meaning.

Observing someone's body language

Observing a client's body language is important for counsellors, therefore. One has to be careful. Let there be no misinterpretation.

A counsellor can guide a session simply by observing body language. If a client is uncomfortable, the counsellor can steer the discussion to another topic. The point is our inner feelings are often reflected in on our body, and a counsellor should know that. It is a key to making a session interactive and engaging.

To do so, a counsellor should observe the individual parts of the body such as eyes, head, mouth, nose, eyebrows, shoulders and upper part of the body. Similarly, the position of legs and feet when sitting, the position of the hands and fingers, the gestures the job seekers make – all are taken into consideration.

No doubt, a lot of details open room for wide interpretations. Add the social context, for example, someone making a call, and the readings of the body language multiplies.

Maintaining one's own body language

As much as a client shows off his body language, a counsellor too can communicate non-verbally. In this case, a counsellor should ooze confidence, so that the job seeker feels comfortable.

A person's body language can either reflect one's own messages or respond to those of others. When our body language engages actively on its own messages, it is called active body language. When our body language responds to the messages of the other person, it is called passive body language.



To be fair, it is very difficult to keep one's gestures and expression under tight control all the time, especially during critical times or under pressure. A proper usage of body language demands work of many levels.

The counsellor has to train himself to properly use non-verbal communication. He can, for instance, make a habit of opening doors a little more energetically than necessary. In this very moment, you can make yourself aware of the effects of body language and physical presence.

Job interviews and counselling flow easily with controlled body language. A profound understanding of one's own body language is important not only for the person but for his company.

Contextualizing body language

It is important to remember that body language has social connotations too. Considered these details:

- A single gesture may have contrasting meaning in **different parts of the world**. In Greece and Bulgaria, for example, nodding of head is meant as “no”.
- The effect of **hand gestures** depends on the level to which the hands are positioned. Gestures made below waist level are taken as negative, whereas those at the waist level are treated as neutral, and those above as positive. Such is the difference.
- **Visibility of hands** has its own meaning. In such a case, it is important to frequently make friendly and opening gestures. On the other hand, hiding hands, say in pockets or behind the back, are perceived as negative. When hands are visible, it is perceived as positive.

- The **way someone stands** also carries its meaning. An upright posture reflects energy, that the person is confident and ready for any challenge.

Distance zones

The **distance between individuals**, known as the distance zone, also speaks volume about their relationship. It indicates whether the relation is personal or business-oriented. Of course, cultural and personal context matters too in this case: Extroverted people tend to trespass more frequently into the other person's safety zone. Others keep a distance at arm's length; such people may find it unbearable if a stranger puts his arm on "their" armrest in the cinema.

Observing distance is important. If someone prefers to step back, it can be concluded that he is seeking greater distance. In such cases, it is advisable not to get too close.

Distance zones vary from one region to another; rural population of the country do not mind much about close spaces, but people of urban areas tend to keep a distance. Similarly, it is often said that the higher the status of an individual, the more space he will claim.

The distance zone can be categorized into following types:

- Intimate distance, which falls in the distance of 15 to 50 cm: In this case, the person wants to safeguard intimate zone and don't like strangers to intrude. An intrusion of the intimate zone often leads to ignoring of the other person. The other person becomes a "non-person". Violations of someone's boundaries often lead to communication problems and aggression.
- Personal distance, falling between 50 cm to 1.20 m: It is considered as arm's length distance, which people want to keep, should they want to talk to each other.
- Close distance or social distance, between 1.2 to 3.5 m: It is the social zone defined by the average reach of normal spoken language. In this zone, lively communication takes place, without any threat whatsoever. It is typical distance of people working together.
- Public distance, which is usually greater than 3.5 m: In this distance, verbal communication is possible by raising one's voice, and gestures are also made. It makes the person less careful because potential enemies will have to cover a greater distance.



Body language workshops demand practical exercises. If possible, the counsellor should use a video camera to demonstrate to trainees their behaviour and body language. They will be aware of their blind points and can avoid the same mistakes later on.

A counsellor should train the trainees, in line with the following four points:

Point 1 – Smile because people who smile appear friendlier, more honest and trustworthy. However, smile should be authentic. A false grin is found out before finishing first sentence.

Point 2 - Maintain eye contact with the person in conversation. Eye contact is a sign of attention and interest. However, do not stare! This might appear intrusive or upset the other person.

Point 3 – Belly in, chest out, keep your head straight. An upright posture demonstrates energy and self-confidence. Apart from that, it helps in breathing deeply and intensively which again enables in speaking more slowly and clearly.

Point 4 – Use spontaneous, appropriate gestures, which give the conversation a livelier touch. A nod to demonstrate understanding may be passed to show agreement with the person in conversation. Confirm the other person's arguments with slight hand movements. However, avoid signalling wildly as this would appear obtrusive and nervous.

Pencil method exercise

A possibility of fighting a bad mood is the pencil method. "Hold a pencil between front teeth for about 1 - 2 minutes. Do not hold it between lips!"

When doing this exercise, the same muscles will contract which do during laughter. The same nervous impulses are transmitted to brain; the brain will not know that a trick is being played. It will, therefore, trigger the same reaction and start to produce "happiness hormones" (endorphins), making the person better.



CHAPTER

06

A woman wearing a vibrant pink shawl is smiling while using a laptop. She is positioned next to a large white satellite dish mounted on a tripod. The background features a multi-story white building with balconies and a range of rugged, rocky mountains under a blue sky with scattered clouds. The scene is set in a high-altitude, mountainous region.

Question Techniques

Questions play a vital role in our day-to-day conversations, whether personal or professional. Without questions, conversations are dry.

Questions indicate interest, besides extracting new information. They also create diversity of thoughts. For smooth conversation and better understanding, questions are pivotal. A short but comprehensive question helps prevent confusion, besides showing interest of the listener.



A clear question leaves no ambiguity in the mind of the partner about the purpose of being asked. A person who has mastered the art of questioning and has understood how to encircle targeted topics achieves great success in any interaction. The knowledge of what to ask, how to ask, and when to ask – all greatly add into success. The bottom line is: “If you don't ask, you can't lead.”

So is it with the job placement officers and counsellors.

The right question

The ways questions are asked influence others; hence, words should be chosen wisely in conversation. The right questions:

- Guide a conversation in the desired direction,
- Open sealed doors and always lead to a certain goal,
- Control the thoughts of a conversation partner, and
- Create closeness and understanding.

Here is the composition of a right question: It consists of one or multiple queries on a certain topic, and extends from the first probing to the final answer.

9 most-common question styles

Before asking any question, one should know what sort of question is to be asked; the common styles are:



Each of these has its own techniques, as explained below:

1. **Widely open-ended** questions serve to obtain information, opinion, knowledge, or feelings of the respondent. They encourage longer replies and often begin with a why, when, how, what. The direction of the answer is not really predetermined. Here are some examples:
 - What happened after the game?

- Why was she crying in the class?
 - How was the week?
2. A category of open-ended question, the **partially open-ended questions** ask for data but unlike the previous ones, predetermine a certain direction and want the respondent to supply with exact information. Examples are:
 - How many participants will attend the official dinner?
 - When will the panel make a decision?
 - What is your approximated time of arrival in Lahore?
 3. **Closed questions** normally receive a single word, a factual answer. Mostly the conversation partner replies in either “yes” or “no.” If asked smartly, the partner will express the thoughts of the questioner. Examples:
 - Do you have the keys?
 - Have you got lunch today?
 4. In **alternative questions**, the counsellor gives a choice of desired alternatives of two or more options, and the respondent has to choose one of them. To achieve the desired response, the inquirer has to place that possibility at the end of the question. During the question, the voice intonation falls. Examples are:
 - Would you like to have coffee or juice?
 - Should I reserve the meeting room at 10 am or 2 pm tomorrow?
 - Do you want to go to the cinema or to the theater tonight?
 5. A **suggestive question** implies a certain answer, persuading the person questioned to answer a certain way irrespective of his/her actual views. Suggestive questions rely on negative statements or assumptions made by words. For example, the phrase “Didn’t you think this was wrong?” instead of “Did you think this was wrong?” They both mean the same, but the former is likely to make the person questioned feel guilty and answer “yes”. Further expressions are “certainly”, “I assume that”, “you will agree that”, “no doubt”, or “surely”.
 - I assume it is no problem if I take one day off?
 - Wouldn’t you agree with me?
 6. **Provoking questions** can attack the dialogue partner. They need to be used carefully. That type of question

encourages the other person to reflect on the similarity of opinions. They are most effective when there is a common ground of same interest or opinion. Nevertheless, a conversation partner might not be very pleased to get a provoking question. It is important to have the right feeling when to use it correctly. Examples are:

- I think we will end our partnership at this point, no?
- Why are your colleagues more successful than you in scouting job offers?

7. To check when confronted with someone of the same opinion or to reinforce a statement, **control questions** are used. Furthermore, they ask for something that has already been answered before but the question is phrased in a totally different way, so that the person often does not recognize it again. Control questions are useful to reveal contradictions. Examples:

- So you have not been there?
- Am I right saying that you have understood the terms and conditions of this contract?

8. **Probing questions** are asked to specify and clarify the given information or to retrieve additional information. These questions have brief, factual answers, and should not provide any new “food for thought” for the interviewer. Examples include:

- Can you briefly mention your main concerns about this person?
- Why do you think the Millennium Goals will not be reached by end of this year?

9. Last but not least are **catch questions**, which can find out things that cannot be asked directly, as that would be against the manners. Another reason of not asking directly is that the conversation partner might not like to tell the truth if asked directly. Examples are:

- When have you done your graduation? (so as to find out the age indirectly)
- What do you think about the concept of marriage? (so as to find out if someone is willing to marry or to get to know his/her marital status)





"The key to wisdom is knowing all the right questions." — John A. Simone

Effective questioning techniques like the ones described in this section will enhance the counsellor's skills, both on the job and off the job.

The art of asking questions show that the person has the ability to get to someone's real needs and issues, and that he is looking for meaning that is deeper than the initial spoken message. It says to the other person: "I'm interested in determining your needs." It is an effective way to give and get respect to the listener in a discussion. And listening is a skill in its own right, especially for counsellors.

Effective questioning is a powerful communication skill well worth learning. Motivational speaker Anthony Robbins said, "Successful people ask better questions, and as a result, they get better answers."

Creative Exercise: Who am I?

Participants of a group sit in a circle. One instructor distributes small cards with names of famous persons, celebrities, politicians, artists.

Paste/tape one card on the forehead of a participant in a way that he does not see the name on the card. Other participants should not speak.

When everyone in the group has a card glued on their foreheads, the youngest one starts the game.

Participants have to guess the name on the card placed on their forehead. They can ask only closed-ended questions to find out who he/she is. They can say, "Am I a musician?", "Am I European/Pakistani?", so on. Each player may only ask one question in one round.

The game is over when everyone guesses the celebrity on their foreheads.

Summary

Anyone can use nine question techniques covered in this chapter to achieve a better communication. There are always exceptions, however. The other person might not be response enough. But largely, these techniques work.

These questions come with their own rules; here are the ten golden rules that can be applied to different types of questions, covering all of them:

1. Ask positive questions.
2. Ask open-ended questions.
3. Ask alternative questions, placing the desired option at the end.
4. Be careful when using suggestive questions (do not use them too often).
5. Turn suggestions and assertions into questions.
6. Ask short and precise questions which are easy to understand.
7. Allow the respondent enough time to think of an answer.
8. Give a brief explanation when asking a difficult question.
9. Avoid long, wandering questions.
10. Direct your questions at all conversation partners.



CHAPTER

07



Phone Calls

During a job search process, a counsellor will be corresponding with different companies to ascertain different information, such as the company's name, their official address, the vacancy announced and so on. Phone calls are also important to sustain relationship.

Phone calls for job seekers

Similarly, phone calls are made to job seekers for wide purposes, ranging from winning them over to placing them in companies. Below are some such purposes of phone calls, especially in context of job seekers:

- Inviting job seeker,
- Winning new clients,
- Making appointments for visits,
- Offering vacancies,
- Passing primary information to clients,
- Engaging in PR activities,
- Keeping up contacts,
- Exchanging information,
- Interviewing job seekers,
- Activating passive clients,
- Placing applicants

Things to do

Being fearful during such calls is natural. But there are ways to overcome such fears.



Usually, there is a perception that if a prospective employer or even job seekers calls, the call has to be picked up under any circumstances. That is a wrong. Sometimes we are in a situation where there is no possibility to answer a call. We may have personal things to attend to, like rushing to pick children from school, making last shopping before Eid holidays, or are not free at all to reach mobile.

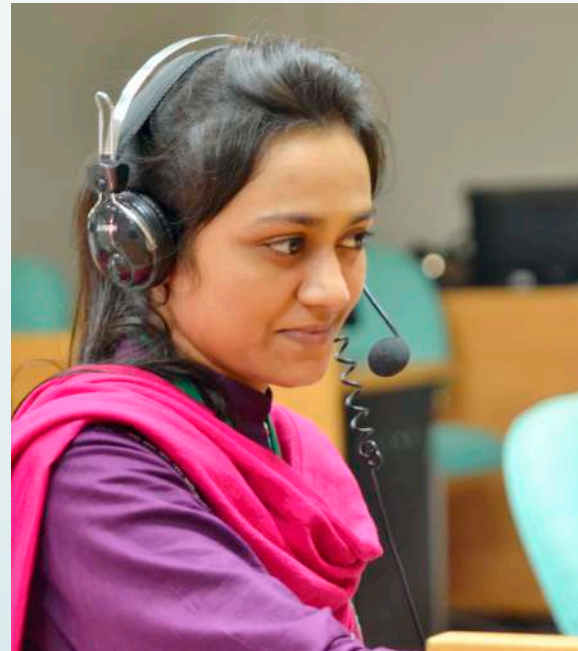
In such situations, if a counsellor recognizes that it is the other person calling, then you do not need to get panic. Calls can wait.

A counsellor needs to stay calm, have a look at the situation. If he can attend the call, he should. If not, then that's fine too; in that case, it is better to pick up the phone and say that he cannot talk then. The caller can be informed of the inconvenience on part of the counsellor in talking at that time.

Things not to do

Refusing politely to talk in detail at certain time is one thing, but not answering at all or responding back is a bad trait that should avoid. Here are a few 'diseases' that create customer dissatisfaction:

- Letting phone ring continuously, with no answer
- Asking the other person to hold and then no reply
- Transferring the call, with no answer
- Not calling back
- Responding offensively
- Putting lame excuses to avoid call
- Putting call on answering machine



Here is what a counsellor needs to do to ensure that the call is productive:

State reason	A counsellor should define the reason for making the call to the company or the job seeker. A list of questions should be kept in front, as it will help in getting information in a short amount of time.
Be short and precise	A counsellor should be formal, and should get to the point and state the purpose for calling.
Be a problem solver	During the conversation on phone, a counsellor should present himself as someone who can fulfil a job seeker as well as company's needs.
Use open-ended questions	A counsellor should keep questions open, instead of asking those that are already mentioned in the information toolkit or website.
Make space	A counsellor should keep his desk clean and ordered, as that will make him confident, giving a professional look and prepare for any business call. A notepad should be around him, as well as a pen. It will prevent from nervously searching in desk drawers midway.
Stay hydrated	A counsellor should keep a glass of water in the reach.
Call where it's less disturbance	Calls should be made from a place where less noise such as of children.
Practice to speak	Mock interviews can be undertaken with friends to practice how to conduct interviews.
Be conscious of the tone	Given that the tone on the phone can be play a decisive factor, it is better to be enthusiastic and audible.
Breathe naturally	The counsellor should breathe naturally, and take his time until his is relaxed.



Practice with students how to make a successful telephone call.

Make pairs of them, letting each student make a mock telephone call/phone interview while other answers. Ask them to prepare; notice their body language.

Students will realize phone calling is not as easy as it sounded. But they will feel more self-confident, and will not be blank if they face this situation during their job search process.



Activity

Perform “telephone” role play in the training. Imagine a call is to made, including all the steps from welcome to goodbye. Explore different ways how to deal with different clients. Once finished, discuss with each other if that could have been dealt differently. It enables both work and fun at the same time.



CHAPTER

08



Learners Type

A person's learning style is influenced by social and biological makeup. Dynamic learning involves explaining correcting what is required and an intellectual capacity to retain things relevant to the topic. A counsellor should know what is to be taught to the job seeker.

Counsellor should not only know what they learn already, but should explore other data on their own. They can expand their horizons of knowledge.

Once someone learns what is taught, they are expected to present before the job seeker. The purpose is to communicate properly. What is learnt in classrooms goes outside.

Types of learning

Everyone has their own style of learning. There are distinctive models to comprehend how people learn. VARK model identifies following four primary types of learners:

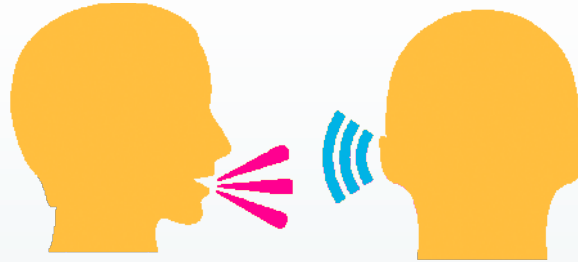
1. Visual
2. Auditory
3. Reading/writing
4. Kinaesthetic

Each style has its own utility, as explained below:

1. Visual learners show interest in seeing such pictures, graphs, videos. The visual learning style, frequently alluded to as the spatial learning style, is a method for learning in which data is related to pictures. This learning style requires that counsellors initially observe what they are shown to know. Individuals with a visual learning style are frequently alluded to as visual-spatial students.



- Auditory learning is a learning style in which a person learns through listening. An auditory learner relies upon hearing and talking as a primary method for learning. They additionally utilize their rehashing aptitudes to deal with the data that is sent to them.



- Reading and writing learners are those who learn from what is already written; alternatively, they can engage in their own writing. These creative processes enable them to retain the knowledge. They should be given reading material.



- Kinaesthetic learning or tactile learning is a learning style in which learning happens by the understudies doing physical exercises, as opposed to tuning in to an address or watching exhibits. Individuals with an inclination for kinesthetic learning are additionally usually known as “do-ers”.





Why should trainers know about learning styles?

Sue Davidoff and Owen van den Berg suggest four steps to this end: plan, act, observe and reflect. Here are some guidelines for each step.

- If training methods match a students' learning style, they will learn better and more quickly.
- As learning improves, so does self-esteem, too. This has a further positive effect on learning.
- Students who otherwise get bored with learning may become interested, if they are taught as per their style.
- As student's interest in learning increases, he becomes more successful, which strengthens his relation with trainer.

What do academics say?

There are different hypotheses about learning styles. Rita Dunn and Kenneth Dunn argue that despite different learning styles of students, mentors should attempt to teach in a way that all styles are catered. Similarly, Marilee Sprenger in "Separation through Learning Styles and Memory" propounds three premises: one, that trainers can be students; two, that everyone can learn under the correct conditions; and three, that learning is entertaining; so make it engaging.

CHAPTER

09

A woman with long dark hair, wearing a purple top, is looking at a laptop screen. A man with short dark hair and glasses, wearing a white shirt, is leaning over her, also looking at the screen. They appear to be in a professional or educational setting. The background is a plain, light-colored wall.

Employer Contacts

A job counsellor should be connected to a solid network of people who can advise on all processes around job search.

For the CC&JP centres, it is quite challenging to continue supply trainees to the industry. After all, employers have their own ways too to find recruits. Additionally, every year, many trainees enter the labour market too. Finding suitable placement for all of them is not that easy. That is why placement centres should give priority to increasing the competitiveness of unemployed trainees and to improving the centre's relations with employers for sending future placements.



To develop the network, job-placement officers can visit potential employers to arouse their interest in partnership. For one, they can let employers know of what they are offering in terms of curriculum, instruction, counselling, and workshop. In return, employers can be made to commit to hire students on part-time or full-time basis after their graduation. Similarly, promotional material can be disseminated to them in those meetings or in routine

Key roles can be played by following office-holders:

- CC&JP officers can create associations of industry executives, as they are ones who have the resources to hire people. Specifically, senior leadership of the employers should be contacted too, at least in striking initial contact with them. In some offices, a team is dedicated that coordinates with the employers or their different hierarchies.
- Of special use can be the former job seekers of the placement centres who are now working in the industry. They can play role of a bridge between the two.
- Likewise, good teachers are a great resource in which employers can take interest. Placement centres can share their expertise with the industry this way.
- Similarly, professional support can also be sought in advancing contacts with employer. Such experts often sit in their offices or centres by different names such as employment services, experiential education and career exploration, campus and external relations, as well as employer relations and situation administrations.

Hiring strategies

A counsellor can also look for those employers that no longer have any CC&JP centre at their disposal. New relation can be built, especially when they are looking for fresh staff. Keeping track of hiring procedures is therefore important.

Different employers have different hiring strategies; some are listed below:

- Situation outside of the company
- Vacancies are announced on the website
- Notice of vacancies is issued
- Trainees are selected from job fairs
- Schools and vocational centres are contacted for trainees
- Existing staff is provided training
- Services are sought from human resource company
- Cooperation is sought from job placement agencies

Similarly, small and medium-sized companies should also be approached. They have many vacancies, but the placement centres are often not notified. To build relations with them, centres should visit companies, understand their workload, market condition, and expectations. It is for the managers of the CC & JP centres to decide which companies to visit and when.

Forms of cooperation

There can be more than one form cooperation with employers; some are listed below:

- Company visits
- Telephone marketing
- Discussion about labour market
- Participation in events organised by employers' associations and chambers
- Exchange of workforce
- Notification of job vacancies
- Provision of job vacancies
- Internships

Network, network, network!!!

Company visits help the counsellor obtain exact information on the structure and requirements of the job vacancy, short- and long-term personnel planning and to understand specific characteristics and requirements set by the employer. Company visits helps improve contacts, reduce prejudices, increase the effectiveness of job placements and counselling, and form the basis for finding jobs for certain target groups in the labour market. Some of the ways companies can be followed are:

- Creating a database of companies and enterprises
- Establishing newsletter system
- Updating through informal contacts
- Involving social media accounts
- Socializing in business networks, associations, chamber of commerce
- Establishing relations with HR managers
- Creating events for private sector
- Participating actively in the civil society activities such as of Rotary Club

CHAPTER

10



Motivation or Motivating

Motivation is one of the fundamental mental procedures. Motivation is an inward thought process that supports human conduct, rather than speed up human execution.

The word “motivation”, derived from the Latin word 'mover', signifies the energy, which moves us towards a goal. It is the driving force within an individual.

Motivating is about pushing another individual for a coveted conduct. It too is an important piece of work.

Motivation in practice

“The greatest motivational act a person can do for another is ... to listen.” – Roy E. Moody

Motivation plays a vital role in our life especially in difficult times such as during unemployment. In those times, a counsellor is supposed to listen attentively to a job seeker. The counsellor’s task is to open the mind of the client to seek and accept the advice. There is a need to make the person realize that crisis is part of life and temporary, and that new avenues will open up soon. The focus should be on future, not past.

As someone said, “If you face a loss and your loss is irreversible, then there is no need to worry, as you can't do anything. And if the loss is reversible, then there is no need to worry at all in any case.” That is what underlines motivation: be positive all the time.

The counsellor’s task is not to set goals for the job seekers but to guide them to think out of the box, show areas of employment they may never have thought about before. A counsellor should look at the skills of the job seekers and suggest how they can transform them into another field of employment and see if they need some training to move into another career, and show them how to use labour market information so that they can see what career opportunities are available.



Counsellor should also build self-esteem of the job seekers, keeping them away from getting away. It can be find what their support network is like. Are family and friends supporting the job seekers or are they alone with their problems? This can be explored. To know the real situation, let the job seekers speak, while counsellor listens carefully. Only then can a success path be explored.

Types of motivation

- Extrinsic motivation describes the realisation of goals by means of external incentives. Examples include: offering a reward, acknowledge staff member, and increasing salary.

Externally-motivated individuals tend to engage in short-lived activities. Over time, they will expect increasingly strong incentives to stay motivated. Motivating acts in such cases usually have the same effect as a visit to the circus. The effect fades out with the passage of time. Excuses follow.

True motivation cannot develop unless external motivating factors are transformed into internal ones.

- Intrinsic motivation is like saying “I want!” It is about the inner drive that results in the realisation of certain ideas. It is often defined as the ability to develop a suitable strategy of action which corresponds to the situation at hand.

People can be motivated more easily if external factors such as socialising or meeting friends serve as a motive force. If such factors do not exist, it will depend on the level of an individual’s self-motivation.

Below are some ways to increase self-motivation:

- Keep good company: Make more regular meetings with positive and motivated people,
- Stay positive: Try to see the good in bad,
- Keep learning: It helps in taking new assignments,
- Know yourself: Keep notes when motivation level is high,
- Track your progress: Keep a tally or a progress bar for on-going tasks,

- Help others: Share your ideas and help friends get motivated

In a study on motivation, personnel managers of numerous companies declared in unison: "Self-motivation is the most important personal characteristic of so-called 'high potentials'."

Thus, working without motivation is not desirable. Employers increasingly focus on this criterion. During interviews and personnel assessment meetings, individuals are tested for their level of motivation.

Lack of motivation – cycle

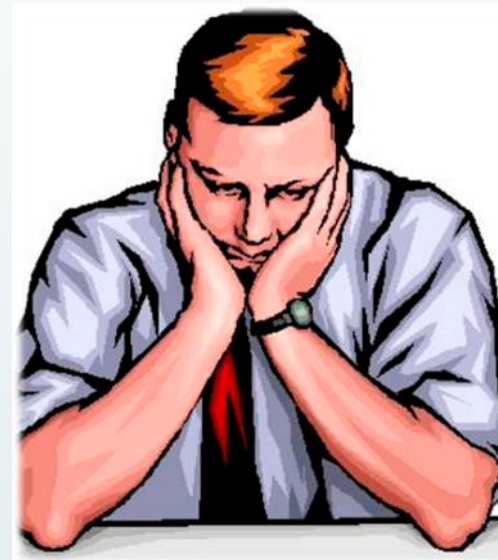
As long as you lack motivation, you will always find an excuse. In a society where there are not enough career counsellors and resources, there is a lack of motivation. Due to that people cannot explore and unleash their talent. They have less confidence, which results in low performance and thereby reducing motivation. Hence, this vicious cycle continues.

"You can take a horse to the pond but cannot make it drink" is an old proverb and this is appropriate even today.

To be sure, research shows not many genuinely cherish their jobs. As per one study, 48% of employees worldwide don't care for their professions, over 80% of US labourers feel worried at the workplace, and just 30% feel "connected with and enlivened" by their jobs. What's more: 18% of pioneers and entrepreneurs are effectively withdrawn – they are available at work yet loathe each moment of it.

Common causes of employee demotivation are:

- Absence of appreciation
- Excessive amount of work



- Absence of professional vision
- Job insecurity
- Poor leadership
- Deprived communication

Motivation consultation

The main task of a counsellor in the field of job placement and career guidance is to guide clients through a decision making process. It is a sensitive process. Human psyche varies from person to person so different strategies have to be prepared for each client.

The overall goal should be personal benefit of the clients' future decision process and strengthening their self-motivation.

During consultations with clients, his/her achievements should be clearly highlighted so as to motivate for further milestones.

Following four general steps of motivating consultation serve as suitable tools of preparation. They should be coupled with individual demands and expectations.

Step 1: Supporting a client in defining his/her goals:

At first, the counsellor has to get an overview of the requirements of the client. The client should be told that there are often different options when dealing with a particular situation, and that new decisions can be taken. He/she can be encouraged to take an initiative.

Goals can be defined in writing. They should be positive, concrete and achievable.

Similarly, the client should be supported in choosing a range of action.

Most importantly, the client should be in agreement to the decision. Nothing should be imposed. Otherwise, the risk is that the client will not follow what was decided and the whole consultation process will be misguided.

Step 2: Prevent or minimise demotivation:

The negative attitudes on the part of clients should be put into perspective. A difficult situation can be viewed as an opportunity for development. If possible, a counsellor should also present good practical examples or suitable success stories and also discuss any demotivating factors.

Step 3: Recognise strengths and utilise them:

If strengths are recognized and properly utilised, the client can be thoroughly informed of ways to combine responsibilities and skills. It is important to be aware of the activities in which the client is engaged. This is usually a good way to identify his/her preferences and strengths.

When counselling, emphasis should be placed on things the client enjoys doing and on activities he/she has been successful in.

A counsellor should use the principle of "promoting and demanding" for engaging client. A counsellor should not waste time with lethargic or uninterested clients. It's not a job-placement's task to reach the target for the client. Only high-quality guidance should be given. Clients can well be informed in advance about chances of success.

Step 4: Dealing with challenges

Problems may emerge during the job application process; such disappointments require motivating counselling approaches in their own right.

The counsellor can support the client in dealing with this process in a positive way. If challenges are dealt in a positive way, the client will be in a position to show his/her future employer that he/she has extraordinary skills. If the client faces these challenges with determination and creativity, he/she will be able to use his/her potential for development.

Self-motivation

We have all experienced days in the office where we just don't feel motivated. Anyone can have bad days and it is unrealistic to think that it won't happen to the counsellor. Staying motivated at all times can be tough but there are a few tricks to help get out with this.

According to specialists, motivation is a three-part process: The first one is activation, which is about deciding to do something; in counsellor's case, it is about deciding to commence a placement. The second step is intensity, or the amount of effort one is willing to put into decision. The last step is perseverance, which is about how long can one keep up the hard work for?

- Look at what has already been achieved!
- Have confidence in own strengths and develop new ones!
- Try to achieve small things (milestones) at a time and implement them without delay!
- Define clear goals and stay focused on them!

Below are the best tips for counsellors to help them in keeping up the good work:

Stay organized

Creating a routine and sticking to it is essential, if you don't want to lose motivation. You can create a daily or weekly plan with a to-do list that you can choose depending on your workload. That gives you the authority to choose your tasks and prioritise them in a way that will help you hit your own personal targets.

Stop procrastinating

This is the hardest rule to follow, but it is the most effective. You must get in the zone and just do it. The sooner you





start, the sooner you will finish. And let's be honest, it is the only way to make it go away. Make sure you create small rewards at the end of each task so you have something to look forward too. It can be anything from a sweet snack to a freshly brewed coffee or a cup of tea.

Ask for more

After a few months, in your position, you will have learnt the ins and outs of what exactly you have to do and you may start losing motivation because you will have nothing left to learn. But in your job, there is always more to learn and take in, especially when it is your first placement. So go ahead and ask your manager for more responsibilities or a new mini-project that will push you out of your comfort zone, ask more questions and do your own research.

Take care of yourself

Lack of motivation can easily occur when you are not taking care of yourself. Make sure you go to bed early and you wake up at a time that allows you to show up looking presentable and on time. Always respect the workplace environment and your colleagues by having an upbeat and positive attitude.

Think of the future

Your first year in the role of CC&JP officer is your opportunity to grow and learn before you actively enter the big bad business world. This is the first step that will turn you into a successful professional further down the line. Motivate yourself now and think about your future!



Training should be undertaken interactively, which is meant to stimulate maximum participation. New material should be displayed and practice exercises should be undertaken, as much as the time permits.

Trainers should illuminate guidelines, offer help and help the individuals who are battling their tough times.

Mentors too should design exercises and give careful consideration to those who do not participate properly such as by blending them with others. This will ensure quality participation.

The workshop should be designed to incorporate different open doors for data sharing, huge gathering dialogues, little gathering exercises, and aptitude-enhancing activities.

Trainer preparation

- Trainer's Guide and Learner's Manual
- Hand-out materials
- Videotapes or contents and source books

Preparing Tools

The training should be designed to be used with the PowerPoint presentations

- Arrange flipcharts, clear flipchart cushions, and clear overhead transparencies.
- Dry eradicate marker board and easel, concealing tape.
- Arrange overhead transparencies, overhead projector or projector, screen, clock, time spans, and day by day plans.

CHAPTER

11



Mind Mapping

A “mind map” is a powerful graphic technique which provides a universal key to unlock the potential of the brain. Under this technique, anyone can enlist the set of ideas on a certain topic, as they come in the mind.

It was created in the 1970s by English author Tony Buzan, based on findings in the brain research. Mind mapping is considered “attractive” for the entire brain, as it links verbal-logical thinking with intuitive-visual thinking.

In its essence, mind-mapping is essentially analysing things visually. Several similar techniques already exist:

- One of these was the mnemonic technique, or the art of memorizing, in which the contents of a speech were shown as images and displayed at various places in the lecture hall.
- In the Middle Ages, people also took a great interest in methods to structure thoughts. Words and images were combined and presented in what is known as the “tree of knowledge.” In today's era, the “tree of knowledge” is similar to the genealogical or family trees we still use today and can be considered as a predecessor of our modern-day mind maps.

What makes mind mapping different from others is that ideas can be put down in any order, as soon as they pop into the head. A thinker is not constrained by thinking in order. Simply, throw out any and all ideas, and only later reorganize them.

Five fundamental attributes of mind mapping

1. The primary thought, subject or centre is solidified in a focal picture;
2. The primary subjects emanate from the focal picture as ‘branches’;
3. The branches include a key picture or catchphrase drawn or imprinted on its related line;



4. Topics of lesser significance are spoken to as ‘twigs’ of the pertinent branch;
5. The branches form a connected nodal structure

Mind mapping for CC&JP

Career Counselling & Job Placement officer are sustained by the constant discipline of the mind to engage in lateral thinking, strategic planning, proficient project assessment and effective client communication. Every CC&JP officer has to be equipped with problem-solving skills and emotional intelligence, which have to be skilfully used and oriented towards achieving successful and motivating performances. Mind mapping is a powerful tool that the CC&JP officers can master.

CC&JP offices can use mind-mapping, to:

Be prepared for meetings

- Gather relevant resources regarding your client,
- Create the client profile on a mind map,
- Sketch out potential questions of the client ahead of time.

Be practical in communication

- Listen to client’s requirements and take compelling notes on the mind map,
- Break the goals down into achievable steps by branching out into subtopics,
- Use models and examples of best practice by using the presentation mode,
- Create a mind map containing the assessment criteria,
- Establish deadlines and tasks for your client's project management.

Be professional in work

- Prepare case studies by mapping out their advantages and disadvantages,

- Use the SWOT analysis as a starting point to easily visualize the existing strategy of an organization together with its strengths, weaknesses, threats, and opportunities,
- Establish performance objectives using the SMART framework to keep track of clients' progress

Be proactive in networking

- Collaborate in real time with other colleagues,
- Follow-up on clients by sharing with them relevant information and updates,
- Develop new creative ideas to improve task implementation,
- Invite other collaborators to participate with ideas for improving consultancy services or sharing best practice examples straight on a mind map.

Mind Mapping - Fields of application

Mind maps can be used as (a) structuring note-taking technique such as by reviewing existing contents, as well as (b) creativity technique so as to generate new ideas.

Structuring entails:

- Processing of information/learning,
- Evaluating a textbook and lecture notes,
- Taking notes of a speech,
- Taking minutes of a meeting
- Compiling project report,
- Visualising contents for a presentation

Creativity technique involves:

- Developing of topics and gathering material for seminar papers/lectures,
- Developing of problem-solving strategies, and
- Planning of a project



Keep in mind that the end goal is show how to do mind mapping.

For that, it is clearly critical that the trainer initially gets to know the procedure himself and see how mind maps help us from simply gathering data to linking them with each other. Once the trainer is comfortable with mind mapping, he can show it to others.



Activity

During a training session, write an incomplete sentence on the centre of the board, such as “I work best when...”

Start off by sharing a few examples meant to complete the sentence. “I work best when I've play game” or “I work best when I've portrayed out my thoughts utilizing bright markers.”

Compose these lines, and let students give their own suggestions to them. Add them to the board, associating every recommendation with a new line.

You will soon wind up with a basic mind map.

Now, present what has emerged and talk about the advantages of the mind mapping exercise.

Meanwhile, you can run a projector and show how different people have used mind mapping to undertake creative work.



CHAPTER

12



Web-based Career Counselling

All TVET partners propose that every jobless grown-up ought to get a sense of job direction. This can be achieved by distinguishing among their needs, designing customized business activities for them, helping them in their job search.

Career counselling delivery is extremely hard to undertake in reality. Only proficient consultants can provide proper guidance. At the same time, there has been a rise of web-based career counselling, which considers the supply of viable data and counselling to a wide range of people.

Besides guiding and arranging for employment, CC&JP officers can be organized into 4 segments:

1. They should determine profession objectives
2. They should be appealing to businesses
3. They should be efficient at job hunting
4. They should be brainy

Online counselling

As of now, in online counselling, the contact between the customer and the guide is limited to the extent of sharing specific frameworks. Based on those frameworks, they meet progressively online. They can also get in touch, if required, via video calls such as through Skype or Facebook.

To tap the potential of online services, following resources are necessary:

- Computer
- Basic skills for using the Internet

National Skills Information System (NSIS)

The NAVTTC developed a policy document ‘Skilling Pakistan: National Skills Strategy 2009 – 2013’, which outlines the goal of reform the TVET system. The online and physical system calls for integrating information to provide a single source and a common window for all TVET-related information to the different stakeholders, such as policy

makers, planners, employers, training institutions and trainee/students.

A website has also been developed as a single information platform, addressed at: www.skillingpakistan.org

In downloads section of SkillingPakistan.org, following reports and sector studies can be found:

Reports

- Comparative Analysis of TVET Sector in Pakistan
- Skills Gap Analysis Khyber Pakhtunkhwa
- Skills Trend Analysis (National & International)
- User Registration Guide
- Data Collection
- Skills Trend in Textile Industry Pakistan
- Labour Market Intelligence Survey
- Skills Trend in Labour Market

Sector Studies

- AJK Sector Study
- FATA Sector Study
- KP Sector Skill Study
- Punjab Sector Study
- Sindh Sector Study

There is another website which allows employers, job-seekers and industries to register online by filling in an online form. The website is addressed at: Jobplacement.gov.pk

A major role of the Job Placement Centre is to disseminate information. In today's environment, this cannot be done by word-of-mouth and newsletters. Most of those fill the website are students or job seekers and employers.

Institutions, staff, and senior administrators, and others are secondary customers.

Placement officer can help:

- Students/job seekers in uploading their updated CV on this website.
- Employers in upload jobs in order to get suitable candidates. Eventually, employers can search a database of student/job seekers CVs.

The success of a CC&JP is often measured by appearance. Jobplacement.gov.pk is an attractive website that provides information which student/job seeker and external partners need.

Additional services are of:

- Sending emails to students regarding new jobs,
- Messaging service and guidance by phone,
- Inviting students one by one to job placement centre.



Activity 1: Self-awareness development



The professional could ask the individual to do the following:

“Ask yourself following questions like these:

- What am I great at?
- What do I need to work on?
- What could help me more?
- What might stop me?”

Individual should respond to these or other questions, and write answers below them. Here is how it will appear:

<p>Box 1 What am I good at?</p> <ul style="list-style-type: none"> • Good interpersonal skills • Sound IT skills • Fair organisational skills 	<p>Box 2 What do I need to work on?</p> <ul style="list-style-type: none"> • Limited qualifications • Does not like formal exams
<p>Box 3 What could help me along?</p> <ul style="list-style-type: none"> • Attending promotion course soon • Plenty of exciting projects underway at work 	<p>Box 4 What might stop me?</p> <ul style="list-style-type: none"> • Change to organisation imminent • Possible detachment • Lack of resources (money/time)

The above exercise can be easily undertaken with anyone needing to enhance their instructive capabilities by focusing on professional abilities (see box 1) instead of more formal exam-based courses (see box 2). They could utilize this activity to distinguish that work-based learning would be a perfect arrangement as it includes gathering proof from the numerous and differed ventures that administration faculty get included with once a day (see box 3). The abilities picked up are transferable and learning could proceed wherever they are on the planet (see box 4).]



Activity 2: Template for career action plan

(this can be filled by individuals)

Career Action Plan	
Individual's Name:	
Background: (to include current interests, qualifications, work experience and achievements)	
Career Aim:	
Short term:	
Long term:	
Action Points:	By when:
Review Date:	
Signature:	Date:

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