



EVI NETWORK

EMPOWERMENT  
THROUGH  
VOCATIONAL  
INTEGRATION

# SUCCESSFUL JOB INTEGRATION

FOR PEOPLE WORKING  
IN PROSTITUTION WHO WANT  
TO REORIENTATE THEMSELVES  
PROFESSIONALLY

CREATION OF  
A PERSONAL JOB PLAN  
AS A PROCESS OVERVIEW  
IN THE COUNSELLING SETTING



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<https://evi-europe.eu/en>

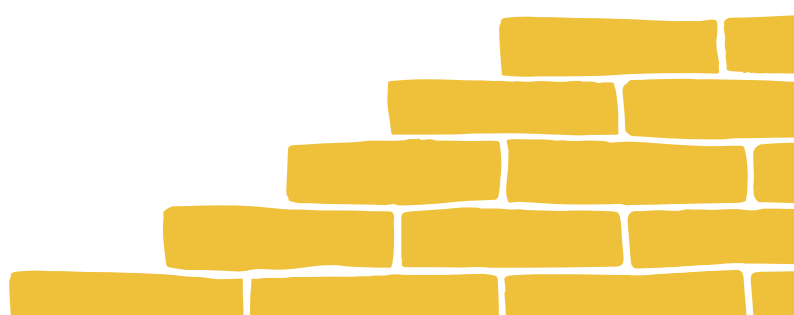


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**Part Two directly addresses the target group:** people who are or have been involved in prostitution and want to change their career. They are addressed as clients.

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# PART ONE

## INTRODUCTION

### THE AIM OF THE JOB GUIDE

The professional reorientation of persons working in prostitution brings specific opportunities and challenges for the person him/herself, his/her social support system, as well as for the social/economic system.

In view of the complexity of the topic, this guide is intended to be an orientation aid both for persons in the process of professional reorientation and for accompanying social workers and/or professionals.

The aim is that the professionals and the clients will create **specified job plans, in cooperation, which can visually represent the clients' paths towards finding jobs and be better integrated in the country where they live.** These job plans should give the clients a transparent overview of their next steps reducing potential fears, strengthening their motivation and making each step of the process more comprehensible.

### CONTENT AND STRUCTURE

This guide was developed less as a practical training and **more as a process overview for the counselling setting.** The introduction to the topic of professional reorientation of persons working in prostitution is especially addressed to professionals. PART TWO can be used as a counselling tool for professionals to create an individual "job plan" in cooperation with their clients. For this purpose, modules are listed for all work-relevant topics, which can be put together and used according to individual needs.

For practical lessons and working material, the Manual of the Compass program <https://gipst.eu/Compass-Manual.pdf> can be consulted. It contains 315 pages of comprehensive training on the topic of labour integration. In the second part of the guide, we refer to corresponding pages in the Manual, which we recommend be used in conjunction with respective modules.

**The starting point for utilising this guide** - in counselling and the creation of an individual job plan - **is the client's expressed desire for professional reorientation.** This can be a lengthy and challenging process, therefore, the client's goal-setting and motivation are important, in order to maintain their determination. In order to keep appointments at regular and appropriate intervals, it is recommended that the client's place-of-residence and the counselling centre be close to each other. It is also important to take into account country-specific or internal organisational conditions that may influence the work-integration process.

## LIMITS OF THE JOB GUIDE

Finding a job is very relevant, however, the modules are not enough for a successful exit process. For example, limiting factors could be: finding a place to live, setting up financial necessities, stabilising one's psychological condition and/or developing a social network. This guide does not claim to cover the whole process.

However, the guide is oriented towards the needs of the clients. What needs to be considered with potential employers is illustrated in the **guide "Sensitisation and Training of Employers"**. All materials are available on our website [www.evi-europe.eu](http://www.evi-europe.eu).

# "I WANT A NEW JOB" - PROFESSIONAL REORIENTATION FOR PERSONS WORKING IN PROSTITUTION

If clients express a desire for professional reorientation, this should be taken seriously and addressed. It is important to find out the motivation behind the client's wish, as there can be many reasons behind their wish to change their situation. It could be that clients want to leave prostitution because of experiences such as violence and exploitation. They might experience stress within the prostitution activity and/or too little income. Health problems or fundamental changes such as pregnancy can also be a motivation to leave prostitution. The professional should know the client's motivation, in order to remind them when doubts and frustrations arise during the reorientation process. In general, the issue of **motivation** plays a **fundamental role** in the process of vocational reorientation. Together with the clients, they should regularly reflect on why they want to end or have already ended their work in prostitution and what resources they have at their disposal to follow this path. In this way, a breakdown of the process can be better prevented.

It is important to inform the clients exactly what the process of career reorientation entails. They should have all the important information to be able to make the decision deliberately. The counselling centre should also explain to the client which areas it covers and where it can and cannot provide support.

Important information could include, for example, that clients have a clear understanding of how much they could earn in another job. This can prevent misconceptions about the possible salaries they can receive when employed. Often clients do not have any training or education. Therefore, they should know what types of jobs are available to them, so that they can actively choose an alternative to the work in prostitution. If they still have difficulties with the language they should know what possibilities there are for a language course in the respective national language. They should also be informed about training and further education opportunities. It is advantageous to cooperate with an educational counselling institution in this regard. In the best case, the person concerned has undergone work training in which he or she could learn the necessary skills (punctuality, reliability, regularity, social skills, flexibility,

dealing with finances) for the labour market.

It should also be clarified what other issues the clients have to deal with besides job search, language and education. This will be discussed in more detail in the next chapter.

The clients should consciously make their own decision about the next step. Here it might be helpful to give them a reflection period after they have received all the information. The length of this reflection period can be agreed individually with the person. It is important that the clients make a conscious, informed decision to reorient themselves professionally, because it happens time and again that affected persons return to prostitution after a short time. If this is the case, experience shows that it is more difficult for them to start the process again, because they have already "failed" in their eyes. This can always happen, but the aim is to minimise the likelihood of this happening by making sure that clients are aware of all the possibilities, but also of any difficulties, beforehand. For some clients, this will mean that it will take several attempts for a final exit and professional reorientation. It is necessary for accompanying social workers to keep an eye on the clients' self-motivation and offer help to encourage motivation.



## HOLISTIC SUPPORT FOR CLIENTS ALONGSIDE WORK INTEGRATION

This job guide is only meant to cover the process of work integration of clients. However, there are many other issues that need to be dealt with in conjunction with this process, as clients have their own individual issues and difficulties.



Often clients are not registered where they live. This should be checked and, if necessary, rectified. If clients do not have a bank account, one should be opened. Since many live in the places of prostitution, it must be clarified what the living conditions of the clients are. If they do not have a flat, a solution must be found. Many have health problems that need to be addressed before they can start a new job. Sometimes more and sometimes less support is needed. For example, it is common for clients to have eye problems that can prevent them from attending courses or taking up a new job until they have been treated. Clarification of cognitive impairments and partial performance deficiencies may also be necessary and could enable appropriate support. If clients do not have health insurance, then one should be arranged for them. Many have debts, which can be a large burden and should be addressed. The issue of taxes may also come up, as some clients have, for example, never paid taxes. Other issues can be legal problems or unresolved residence status. For many, family issues are also of great importance. If there are children in the household, childcare may need to be organised. In some cases, a risk assessment may need to be done, depending on the background of the person. All these issues can be relevant in the process of professional reorientation. Social workers should keep them in mind and clarify them.

**Two topics** are of **particular relevance** while accompanying of clients during the process of professional reorientation. These two topics - the **clients' mental health** and a **culturally sensitive approach** - will now be discussed in more detail.


# MENTAL HEALTH



A very relevant topic for counselling work with persons in prostitution and especially with victims of violence is mental health. It may be that clients being supported in labour integration are mentally unstable. They may also have a mental illness or be traumatised. This can come from sexual, psychological or physical experiences of violence while working in prostitution, but also from adverse childhood experiences. Not every client is traumatised or mentally ill, but the issue may come up at some point, often later in the process. Compared to physical complaints, psychological complaints are often not addressed directly. This can also be due to the fact that the clients themselves are not aware of it. The supporting social workers should be sensitive to this. Psychoeducation plays an important role. It can help the client to identify if they have any potential symptoms and explain to them what they might be. For example, if clients have insomnia and they are too exhausted in the morning to get up on time, it should be explained that a full-time job can be too demanding at first. They should know why they have sleep disorders and that it is not their failure if they don't get out of bed in the morning. It may become relevant to support clients in addressing their trauma or mental health complaints. Especially if cognitive impairments and partial performance deficits become visible, a trauma disorder may be the cause. If this is the case, experts should be consulted. It can also be helpful to train clients on various topics such as stress management or dealing with conflicts. This is also relevant for labour integration. There are good materials for this in the Manual of the Compass program (topic "Preparing for employment", pp. 199-214 , "Dealing with fear and anger", pp. 93-96 ).

# CULTURALLY SENSITIVE APPROACH

A culturally sensitive approach is of great importance when working with clients with a migrant background. Especially during the process of professional reorientation, clients may repeatedly encounter cultural hurdles. Issues may arise, for example, in the different ways of dealing with time management. These differences should be worked out with the clients, and they should be informed about which values are relevant for the labour market of the respective country. There are also good materials addressing this in the Manual of the Compass program (topic "Punctuality and time management, Organisation", pp. 70-83  and "Expectations at work", pp. 215-220 ).

# DIFFERENT STAKEHOLDERS IN THE PROCESS OF PROFESSIONAL REORIENTATION

**PROFESSIONALS (PRIMARILY SOCIAL WORKERS):** The counselling centre and the professionals working there accompany the clients throughout the entire work integration process. They should be mindful of all issues. They provide professional advice but also offer support with everyday practical matters. They are mediators in the process as they build the bridge to future employers. They are also the link between the mentors (see next group of stakeholders) and the clients. They accompany the development of the relationship and are in dialogue with the mentors. In Part 2, this symbol indicates further information for the counselling centre. 


**MENTORS:** (This is only one term to describe the following stakeholder group; different terms can be used: companions, facilitators, buddies...) Mentors are volunteers who accompany the clients, in addition to the social workers, during their vocational reorientation. They support every day practical things in the process. They can be employed individually, depending on their skills and time availability. For example, they can accompany the clients to appointments, support them in a language course or simply spend time with them. The mentors build the bridge to social participation. They are a contact for the clients outside of prostitution, as they rarely have any contacts beyond the prostitution milieu. It is, therefore, very important for them to get to know people who have no connection to prostitution. The mentors can be a first contact. In order to prepare mentors adequately for their role, the materials from the Manual of the Compass program (called the "Buddy Program") can be used (pp. 13-33  ; 274-315  ).

**CLIENTS:** The clients are the people at the centre of the work-integration-process. The process stands and falls with them. They bear the responsibility and have the decision-making power. The social workers can show them different options, but the clients have to decide for themselves, in which direction they will take the process. In addition, they are the experts of their living environment, their history and their resources. They, therefore, know best where their strengths lie and what their wishes and goals are.



# INTRODUCTION TO PART TWO

Part Two consists of different modules that can be compiled according to which topics are relevant for accompanying a client's work integration process. The modules directly address the clients and can be worked on individually with them according to their needs. The order can be adapted. It is recommended that a folder be created together with the clients in which they can keep all the module documents and keep track of their progress.

The individual modules contain open-ended motivational questions. Since many of the clients are under great existential pressure and have experienced violence, it can easily happen that motivation changes within a short period of time. This is normal, and the motivational assessments are meant to help gain clarity about this and reduce the range of fluctuation. A detailed presentation on the topic of motivation is given in the Manual of the Compass program (pp. 38-50 ).

Note: The Compass program is intended to prepare persons trafficked for the purpose of sexual exploitation, as well as sexually exploited women for the labour market. It is highly recommended, but also very detailed. In each section, we refer to the page numbers within the Compass programme for a more in-depth look at the individual topics.



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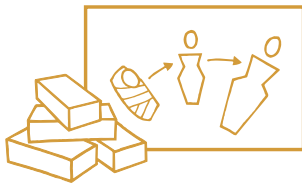
# PART TWO

**PRACTICAL MATERIALS  
FOR COUNSELLING CENTRES ADDRESSED  
TO PERSONS WHO ARE OR HAVE BEEN  
INVOLVED IN PROSTITUTION  
SEEKING A VOCATIONAL CHANGE**

# YOUR WAY TO A NEW JOB

You want to find a new job? That's great! We would like to support you.

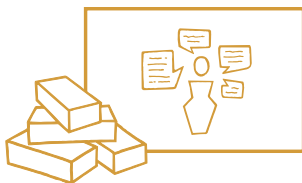
We want to help you feel well prepared and take all the important steps. These topics are important when preparing for a job:



## YOUR CURRICULUM VITAE



## YOUR EDUCATION



## YOUR LANGUAGE SKILLS



## YOUR JOB SEARCH



## YOUR SOCIAL SKILLS



Maria Mileva is from Bulgaria. She has a daughter. A few months ago she came to the counselling centre, because she wants to find a new job. You can always find examples about her in the Job Guide.



## **YOU WANT A NEW JOB**

### **WHERE ARE YOU IN THIS PROCESS? HAVE YOU ALREADY TAKEN STEPS?**

You want to find a new job. That's great. We would like to support you.

When you start something new, it's important to make a plan. At the end of our session today, we want to create a job plan with you. It is customised for you. It will help you keep track of all the next steps.

Where are you today and what is your goal? Let's talk about a few questions:

- Do you speak the local language?
- Do you have any ideas about what job you could currently do?
- What is your dream job for the future?
- Do you have all the documents you need to work?
- Have you written a CV yet?
- Have you ever written an application?
- How much money do you need to live on each month?
- Do you know your rights as an employee in this country?
- Do you know your obligations/responsibilities?

With your personal job plan, you will receive a folder where you can keep track of your tasks and progress.

## YOUR MOTIVATION

On the path to a new job you will need motivation to fight for your goal. You need to consider how great your will to change is and what personal obstacles you need to overcome. We will accompany you on your way and work with you on the current issues and challenges.

What are your personal challenges? Maybe for you they are:

- housing conditions
- health
- debt
- organising childcare
- residence status (In a few European countries, e.g. Austria, you also need a registration certificate as an EU citizen, without which you are not allowed to be employed).
- Other:

Looking for a new job can sometimes be quick. But sometimes it takes longer. It depends on what you are looking for. You need a lot of perseverance. Your motivation is like an engine that drives you forward.

**On the next page we have written down some questions for you about each module. We invite you to think about your feelings. The better you know your feelings, the better you understand yourself. Then we can also support you better. We would like to help you to acknowledge and sort out your feelings. We want to encourage you and help you to overcome possible fears.**

# YOUR IDEAS AND GOALS FOR THE FUTURE

You want to find a new job. You probably want to find a job where you earn enough money. Maybe there are other things that are important to you. Do you want a good working environment? Do you want to have fun at work? Are you afraid of not getting a job?

## What is important to YOU?

### 1. How strong is your interest in another job?

1 ... 2 ... 3 ... 4 ... 5

What feelings do you have about it?

- Hope       Joy       Enthusiasm       Fear  
 Displeasure     Shame       Other .....

### 2. How interested are you in taking part in a language course in the local language (if you don't know the language very well yet)?

1 ... 2 ... 3 ... 4 ... 5

What feelings do you have about it?

- Hope       Joy       Enthusiasm       Fear  
 Displeasure     Shame       Other .....

### 3. How strong is your interest in working on new skills for a job?

1 ... 2 ... 3 ... 4 ... 5

What feelings do you have about it?

- Hope       Joy       Enthusiasm       Fear  
 Displeasure     Shame       Other .....

### 4. What excites you about a new job?

- Money       Learning something new  
 Building a life in this country  
 The prospect of training  
 Other .....

Imagine that you have as many good feelings (hope, joy, enthusiasm) as bad feelings (fear, reluctance, sadness). Which do you choose? What can drive you more?

Suggestion: Write all your feelings about a new job on small cards. Which two feelings are the strongest? Why?

# BUILDING BLOCKS FOR YOUR JOB PLAN

Various topics are important for a new job. They are like building blocks that build on each other. Think of it like a staircase. You get closer to your goal with every step.





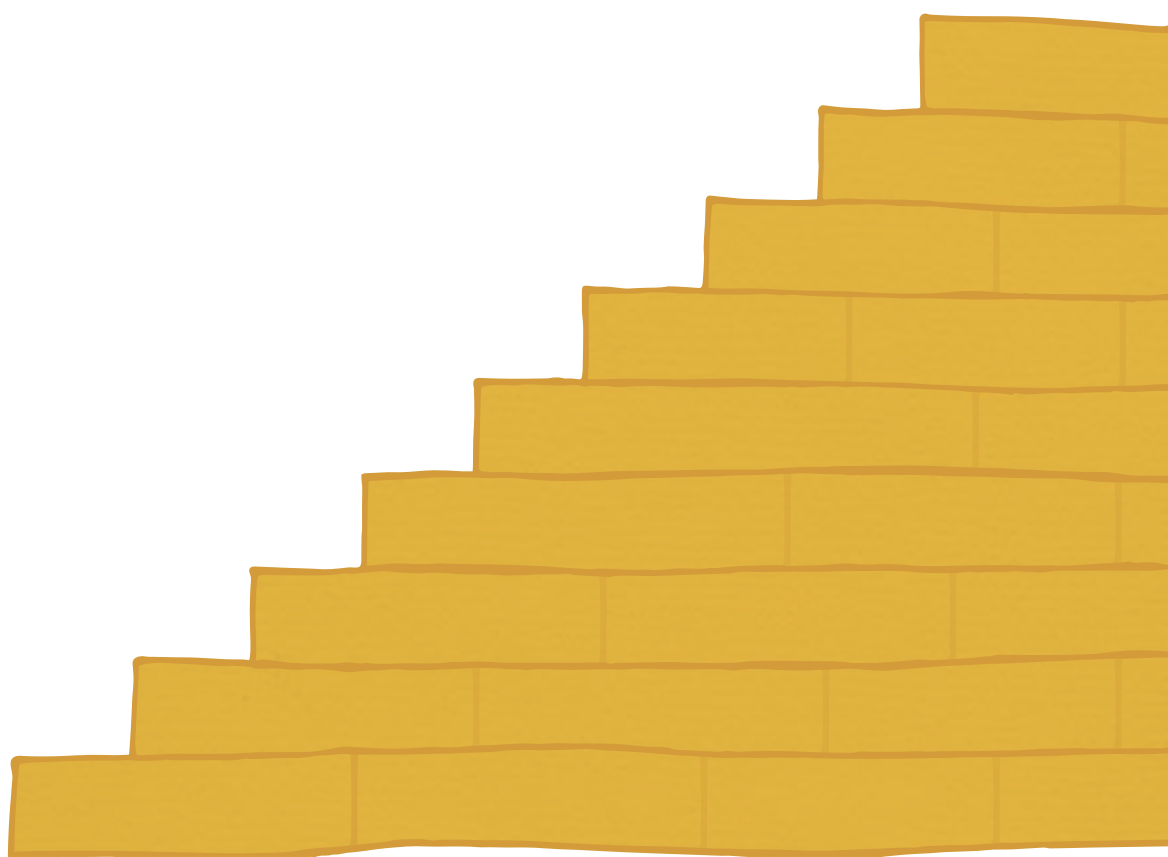
Maria Mileva would like to find a job in a supermarket. It will take many steps before she can start working. To keep track, she has made a plan. Maria's plan looks like a staircase:



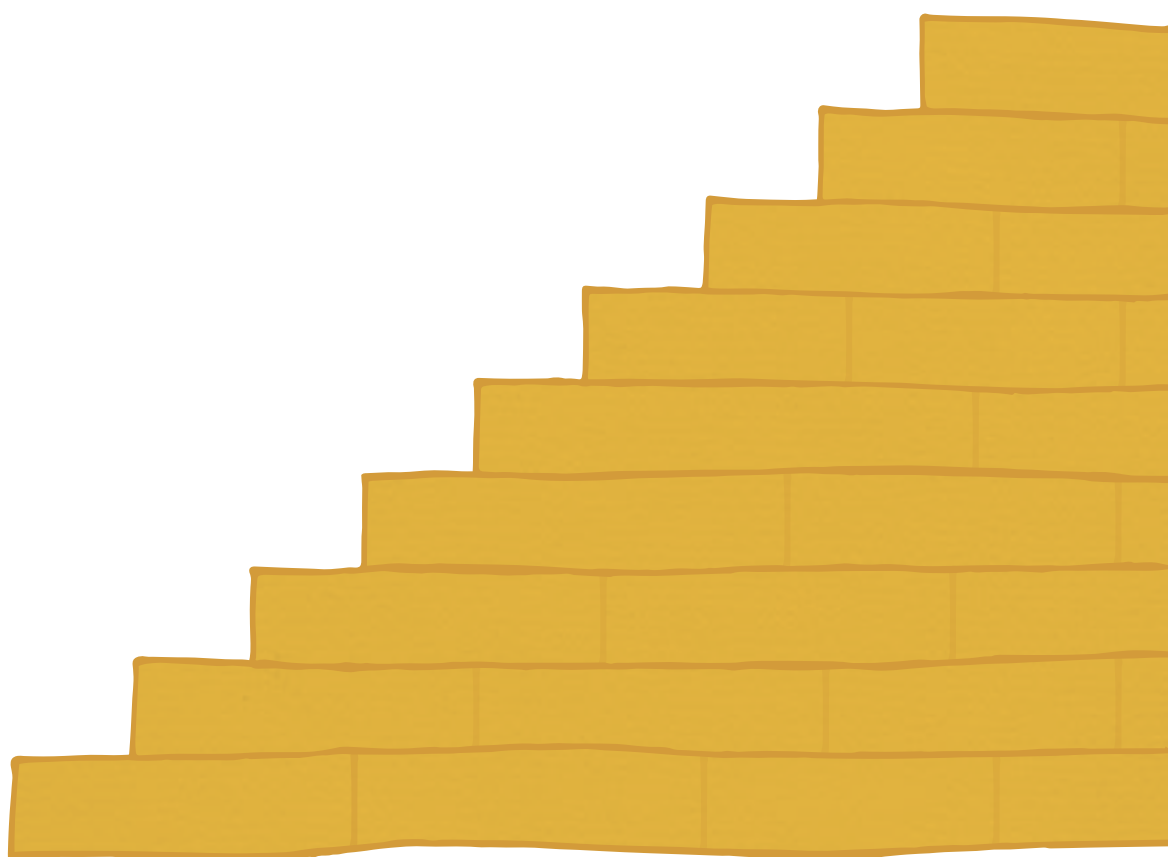
You will have your own staircase for your own goal. To reach your goal, you have to take many small steps. This is easier than trying to do everything at once. You can fill in the stairs again and again: for new goals, for big and small goals, for long-term and short-term goals. The stairs represent the path you have to take to reach your goals.

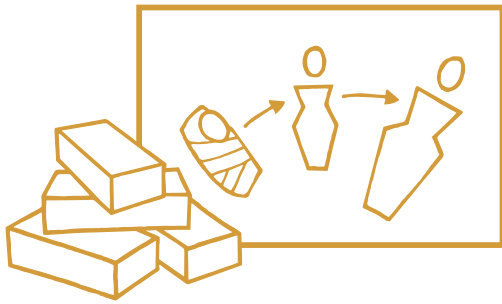


# **YOUR PERSONAL BUILDING BLOCKS FOR LONG-TERM GOALS**



## **YOUR PERSONAL BUILDING BLOCKS FOR SHORT-TERM GOALS**





# YOUR CURRICULUM VITAE

## HOW TO WRITE YOUR CV

A CV is a document. Here you write down what you have learned so far and what work and educational experiences you have. You give this CV to every company where you want to apply for a job. You need your CV so that you can apply for different jobs. Companies want to know what they can count on from you. Gaps in your CV make a bad impression. Your CV needs to be written correctly and laid out properly. We can help you with this.

**There is a template for a CV from the EU that is used in many countries.** This template is called Europass. You can find a step-by-step guide on the internet. <https://europa.eu/europass>



*Info for the counselling centre: This page can also be used as a translation aid, as the information on this is available in all European languages on the website.*

In some countries, however, it is better not to use the Europass template. Here you should rather use a template from the programme "Word". You can also find many good templates on the internet. It should have a simple and clear structure. You can see a simple example of a CV below.

A CV must always be **up to date**. Every time you start a job, course or work training, you put this information on your CV. The most recent is always at the top.

You have to this information that in your CV:

### YOUR PERSONAL INFORMATION

- First name and surname
- Address
- E-mail address
- Telephone number
- Date and place of birth
- Nationality
- Information on your work permit and residence status

## YOUR WORK EXPERIENCE

If you have worked before, you have experience. Have you served in a restaurant? Then you have work experience as a waiter or waitress.

**A little tip:** Answer the **W questions:**

- **When did you do something?** (from when until when)
- **What did you do or learn?** (Describe as precisely as possible. Also include whether you had special responsibilities or were particularly good at something)
- **Where did you do it?** (Company, city and country)

## YOUR TRAINING

If you went to school or university, this is your education. Write your highest school-leaving qualification here. You can also list special courses here.

Answer the **W questions** again.

## YOUR KNOWLEDGE AND INTERESTS

Here you write down everything you can do or have learned. The most important thing here is what you might need for your desired job.

Some examples:

- Bulgarian (mother tongue)
- English (basic knowledge)
- Computer skills: Good
- First aid course



*Compass Manual on the topic of "Writing a CV" pp.169-178. *

We will now find out what you have learned in your life so that you can write the most important things in your CV. So take your time and think. Write down everything you have learned and worked on and the best way to describe it.

**Have you been able to learn languages?** Do you have certificates or confirmations of courses attended?

.....  
**Were you able to attend a school?** Which school? With which school-leaving certificate?  
.....

**Were you able to do vocational training?** Which training? Where? Do you have a degree?

.....

**If not, you have still learned a lot in your life!**

### **WHAT HAVE YOU LEARNED IN YOUR LIFE?**

**At school:** calculating, writing, painting, singing, ...




**In nature:** gardening, farming, looking after animals, forestry, woodwork, water management, ...

**At home:** cooking, waiting tables, cleaning, caring for people (baby, child, sick people), maintenance and repairs (electricity; plumbing; building walls - inside or outside; roofing; ...), laundry, ironing, sewing (clothes, shoes, ...), finances, ...

**Transport:** How did you get to another place on your own? Can you ride a bicycle? Do you have a driving licence?

**Can you think of more examples?**



*Info for the counselling centre: In the Compass program there is a very detailed elaboration on the "skill assessment", in which the competences are presented pictorially. This is highly recommended for clients who cannot read and write or who are visually more attentive (pp.221-273 ); checklist and worksheets on the topic of skill assessment (pp.227-265 ) , competence profile (pp.268-271 .*

### **CHECK THAT YOU HAVE COMPLETED ALL THE TOPICS:**

- Personal content**
- Work experience**
- Training**
- Knowledge and interests**

**You've ticked all the boxes? Then you have everything you need for your CV. Congratulations!!**

# EXAMPLE OF A CURRICULUM VITAE

## CURRICULUM VITAE

This template is an example  
you can take inspiration from

### Personal data

Name Maria Mileva  
Date of birth 25.05.1995  
Address Musterstr. 10  
80333 Munich, Germany  
Phone 0176 1234567  
E-mail maria.mileva@gmail.com  
Nationality Bulgaria



### Work experience

Period:  
Current  
first

Since 05/2022 Vocational preparation course in Munich, Germany  
01/2022 - 04/2022 Parental leave in Stara Zagora, Bulgaria  
07/2021 - 12/2021 Self-employed masseuse in Munich, Germany  
04/2020 - 06/2021 Corona pandemic, seeking work  
04/2019 - 03/2020 Self-employed masseuse in Innsbruck, Austria  
02/2019 - 03/2019 Cleaner in Innsbruck, Austria  
01/2019 Moving to Austria, orientation phase  
02/2018 - 12/2018 Kitchen assistant in Rome, Italy  
10/2014 - 01/2018 Parental leave in Stara Zagora, Bulgaria  
07/2009 - 09/2014 Agricultural activities in Stara Zagora, Bulgaria  
Domestic work in Stara Zagora, Bulgaria

Activity, name and  
address of the place of work

### Education

09/2005 - 06/2009 Secondary school in Stara Zagora, Bulgaria  
09/2001 - 06/2005 Primary school in Stara Zagora, Bulgaria

Name and address of the  
school or educational institution,  
qualification

### Knowledge and interests

Language skills Bulgarian (mother tongue)  
German (basic knowledge)  
Italian (basic knowledge)  
Driving licence Class B driving licence  
Hobbies Cooking, gardening

Munich, 01.07.2022

  
Signature

Optional



## DIFFERENT LANGUAGE LEVELS

The Common European Framework of Reference for Languages (CEFR) is a good way of assessing your language skills. This is structured in levels A1 to C2. It measures how well you understand, speak and write the language.

- **A1 (Entry or beginner)**
- **A2 (Basic knowledge)**
- **B1 (Advanced language use)**
- **B2 (Independent use of language)**
- **C1 (Proficient language skills)**
- **C2 (Approximate mother tongue knowledge)**

Special language skills are required for many jobs. Many companies need employees who know the national language.

If you do not have a certificate, and it is not required for the job, you can describe your language skills as **"good spoken and written" or "fluent"**. There is a placement test on the internet that can help you better assess your language level (How can I assess my language skills? | Europass). In your cover letter, you can then explain where you got your knowledge from.

**In your CV you should list all the languages you speak. Here you can find an example:**

- **"Bulgarian (mother tongue)"**
- **"German (B1 spoken, A2 written)"**
- **"Hungarian (Good knowledge of spoken and written)"**
- **"Italian (fluent)"**
- **"French (basic knowledge)"**

**Questions for you:**

- What language do you speak in your everyday life?
- Do you have the opportunity to speak the national language in your everyday life?
- Have you already attended a language course? What level was it?
- Do you have language certificates?
- You can find a list of recognised language certificates for English, French, Spanish, German and Italian here: Language certificates - Which ones are there? What do you need them for? (<https://www.cambridgeenglish.org/exams-and-tests/cefr/>)

**If you are going to attend a course, the language school will do a placement test with you. This will help them to find out what you can already do and which course suits you best. You can discuss the possibilities of financing a course with us.**



# SELF-ASSESSMENT OF YOUR LANGUAGE SKILLS

If you find that you don't want to speak our national language, we will discuss the reasons why. Do you have negative experiences with the language? What could help you have a good experience?

**I can participate in simple conversations.**

1 ... 2 ... 3 ... 4 ... 5

**I can write and answer emails.**

1 ... 2 ... 3 ... 4 ... 5

**I can make appointments by phone.**

1 ... 2 ... 3 ... 4 ... 5

**I can talk about my housing and family situation.**

1 ... 2 ... 3 ... 4 ... 5

**I can describe professional activities.**

1 ... 2 ... 3 ... 4 ... 5

**I understand place and direction descriptions.**

1 ... 2 ... 3 ... 4 ... 5

**I can deal with prices, times, quantities, numbers.**

1 ... 2 ... 3 ... 4 ... 5

**I can express my feelings.**

1 ... 2 ... 3 ... 4 ... 5

**How important is it for you to learn the local language?**

1 ... 2 ... 3 ... 4 ... 5

What feelings come up in you when you think about learning the national language?

- Hope       Joy       Enthusiasm       Fear  
 Displeasure       Shame       Other .....

### **In order to improve your language level more quickly, you can also**

- Listen to podcasts or audio books in the foreign language
- Read books in the foreign language
- Watch films in the foreign language
- Find a tandem partner to practice with
- Use apps for your mobile phone to learn the language (Duolingo App, Babbel App, Memrise App)

But very classical exercises like learning vocabulary also help to improve your language level. It can help to use a vocabulary trainer. In these books you can learn important vocabulary, which can be useful in different workplaces e.g. for sales, for cleaners, for care workers or for the hotel and catering sectors. They are very valuable and help you learn terminology for your job.

## **LITERACY**

If you cannot yet read and write in your mother tongue, there are also special courses for this. Maybe you have managed without reading and writing until now. However, these skills are very important in the workplace, for example for shift schedule, warnings and much more!

Being able to read and write help you to have more independence and therefore you are less dependent on others for help. This will enable you to fill in forms, read medication labels, read bedtime stories to your children, understand and answer messages to parents from the school and many other things.

Adults who can read and write take it for granted. They forget that as a child it took them one year to learn to read and two years to learn to write in cursive. Children learn faster than adults!

In order for you as an adult to learn as easily and quickly as possible, you need the right course.

## YOUR FOREIGN LANGUAGE SKILLS

What languages do you speak and understand?

In many European countries it is possible to find a job only with foreign language skills (for example in hotels, restaurants or in cleaning).

Especially if you know English, it can help you find a new job.

**Important:** Knowledge of foreign languages does not replace the respective national language, but can be a great help at the beginning.

**It is normal if it takes you time and energy to learn a new language. There are good courses and opportunities for you in adulthood.**



## WHAT ARE SOCIAL SKILLS?

Social skills help us to get along well with other people. Wherever people work together, these social skills are needed. In your application, you should make your social skills visible. Every person has a different set of social skills. You don't have to have all of them.

Social skills are for example:

- Friendliness ("I greet people I meet during work").
- Patience ("I stay calm when something doesn't work right away").
- Ability to take criticism ("My boss corrects me in my work. I thank her for her feedback and will do better next time").
- Ability to work in a team ("I can stand in for a colleague who has fallen ill").
- Willingness to learn ("When a new task is explained to me, I listen attentively and try it out").
- Punctuality ("I am punctual at work and have everything I need with me").
- Conflict management skills ("A colleague is angry with me. I'll calmly try to talk to her").
- Flexibility ("I have to spontaneously come to another place of work tomorrow. That's not a problem for me.")
- Tolerance ("My work colleague comes from another country and believes in a different religion. That's OK with me.")
- Perseverance ("I've been at work for a few weeks and I don't enjoy every task. However, I still come every day.")

What other social skills can you think of?

- .....
- .....

✓ From the list above, tick what you find easy and, underline what you find difficult.

The requirements for social skills are very different for each job. A teacher must be good at giving lectures. In a cleaning job, communication skills are not the most important, but e.g. attention to detail and perseverance. However, if you want to apply for a job in the care sector, you should point out that you can easily make conversation with people. That is important in this profession.

Social skills play an important role in an application process. Many companies find it important that the person they hire has social skills and can integrate well into the team. Many jobs require teamwork skills.

Maybe you're used to being detached and managing on your own. You may need to relearn how to engage with other people and how to work well as part of a team.

If you have difficulties with this, you can discuss it with us, and we can support you in your learning process.

# SELF-ASSESSMENT OF YOUR SOCIAL SKILLS

## Adaptability

How difficult or easy is it for you to start a new job?

Very difficult 1 ... 2 ... 3 ... 4 ... 5 Very easy

## Cooperation

How difficult or easy is it for you to work in a team?

Very difficult 1 ... 2 ... 3 ... 4 ... 5 Very easy

Have you ever had problems with colleagues?

.....

## Communication

How difficult or easy is it for you to approach strangers and talk to them?

Very difficult 1 ... 2 ... 3 ... 4 ... 5 Very easy

How do you react when people around you are angry?

.....

## Empathy and tolerance

How interested are you in other people's issues or situations?

Very little 1 ... 2 ... 3 ... 4 ... 5 Very strongly

Do you have understanding for the problems of others?

.....

Can you listen well?

.....

## Intercultural competence

How difficult or easy is it for you to appreciate and respect other cultures?

Very difficult 1 ... 2 ... 3 ... 4 ... 5 Very easy

### **Punctuality**

How difficult or easy is it for you to get to appointments on time?

Very difficult 1 ... 2 ... 3 ... 4 ... 5 Very easy

### **Stress management**

How quickly do you feel stressed?

Very slowly 1 ... 2 ... 3 ... 4 ... 5 Very fast

How difficult or easy is it for you to work on several tasks at the same time?

Very difficult 1 ... 2 ... 3 ... 4 ... 5 Very easy

### **Responsibility**

How difficult or easy is it for you to stick to agreed rules?

Very difficult 1 ... 2 ... 3 ... 4 ... 5 Very easy

## LEARNING SOCIAL SKILLS

If you want to improve your social skills, work training can help you. This training is a preparation for your new job. We can talk about it and look for opportunities in your area.

You will learn many social skills during this work training. These are some examples:

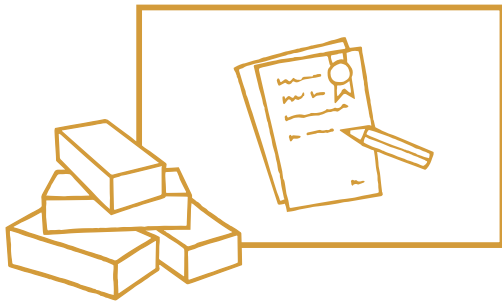
- You get used to a daily structure
- You practice punctuality, reliability, regularity, flexibility
- You strengthen your ability to work in a team within a group
- You get to know your personal performance
- You learn higher resilience

In a safe and personal setting, you can develop your personal talents and skills. It's not just about the practical skills you learn.



*Info for the counselling centre: In the best case, work training would be the first step and is accompanied by professionals.*





# YOUR EDUCATION

## YOUR SCHOOL LEAVING CERTIFICATE

Within the EU, there is no automatic recognition of a school leaving certificate from another country. Each case must be checked individually

If you don't have a school-leaving qualification yet, you should complete one in our country. This way you can learn the local language at the same time. We will be happy to help you find out what options are available to you.

The higher and better your school-leaving certificate is, the higher your vocational training can be. The higher your vocational qualification is, the more money you can earn, and the change to get a job faster is better. It also gives you the opportunity to advance in your job, which means you can earn more money.

## THE RECOGNITION OF YOUR DEGREES

Do you have foreign credentials and certificates?

If you already have vocational training and are working in the profession, you may earn more money than without the relevant degree.

Recognition in this case is an important step and helps the job search. Therefore, it is always important to keep original documents. These documents need to be translated and checked. In some cases, an additional examination must be taken.

Within the EU, there are recognitions for regulated professions.



*Info to the counselling centre: This website provides further information on the recognition of regulated professions.*

[https://europa.eu/youreurope/citizens/work/professional-qualifications/regulated-professions/index\\_de.htm](https://europa.eu/youreurope/citizens/work/professional-qualifications/regulated-professions/index_de.htm)

## **THE ADVANTAGES OF AN EDUCATIONAL GUIDANCE INSTITUTION**

Educational guidance institutions are ideally part of an educational network in your area. They have an overview of the most diverse opportunities that fit your wishes and competences exactly, such as:

- Financial support opportunities
- Training opportunities
- Job opportunities

There you can find experts who will respond to your individual wishes and can also refer you independently to our network if you so wish.

**Do you urgently need to find a job at the moment? You still have many years ahead of you. What job do you want to spend your lifetime doing? We can work with you to find out what training (time, money, place) is right for you.**



# YOUR JOB SEARCH

## HOW TO FIND A JOB

The respective office responsible for labour integration has job portals. There you can get help in finding jobs, language courses or training.

We will help you find other platforms as well as show you relevant newspapers or websites, for example, where there are serious job offers. You can also apply to companies that do not have job offers. Supermarkets and restaurants, for example, are often looking for new staff. This is also called "cold application". This means that you take the initiative yourself, i.e. you take the first step and apply even though no job is advertised.

## HOW TO APPLY FOR A JOB

To get a job, you have to apply. Your CV is part of your application. You also have to write a cover letter. This is a letter where you write who you are, what you want to do and why you are the right person for the job. You have to write a new cover letter for each company.

You need to include the following in your cover letter:



- Introduce yourself briefly.
- Explain what job you want to do and why.
- Write about similar activities if you have already done them.
- Tell them about applicable courses or certificates if you have them.
- Write that you would be happy to talk to them in person.

Writing applications is work and takes time. Unfortunately, you don't always get a reply. Keep all your application letters (you can also do this, for example, in your profile at [europass.eu](https://europass.eu)). This way you can easily edit them and use them for new applications.

Your application will have a better chance if you use active and positive phrases. For example:

- I am also happy to work on the weekend ...
- I also learned English ...
- I am ready to take on these tasks ...



*Info for the counselling centre: Exercises and worksheets on the topic of "Writing the application" (content, structure, writing) can be found in the Manual of the Compass program (pp. 150-168)  and specifically on letter writing (pp. 84-92). .*

# EXAMPLE OF A COVER LETTER

This cover letter is an example you can take inspiration from

Maria Mileva  
Musterstr. 10  
80333 Munich

Your address

Lidl Supermarket  
Ms Müller  
Münchnerstr. 10  
80333 Munich

Address of the establishment

Date  
01.07.2022

**Application as shop assistant at Lidl, Munich**

Subject

Dear Ms Müller,

Salutation

Introduction

I am a regular and enthusiastic customer at the Lidl supermarket and would love the opportunity to work for you as a shop assistant.

Experience

This work excites me because I enjoy working with food, and I like practical activities. I bring time-flexibility, physical fitness and a quick grasp of new information. I attended school in my home country, Bulgaria. I have already gained work experience as a cleaner and service worker.

Motivation

I particularly enjoy dealing with people. I would like to use my openness and friendliness both in contact with customers and in the team of employees.

I look forward to your feedback on my application and to meeting you in person.

With kind regards



Maria Mileva

Signature and full name

## WHAT DO YOU HAVE TO LOOK OUT FOR WHEN LOOKING FOR A JOB?

- You should know as precisely as possible what you want and what you don't want.
- What are your limits?
- You should know what is involved in a trustworthy job and what you can do if you are unsure.
- Do you meet the desired requirements? (Language level, driving licence, ...)

### WHAT JOB DO YOU WANT TO DO?

Maybe the most important thing for you at the moment is to find a job quickly. But also think about what job you would like to do in the long run. This will motivate you and give you a long-term perspective.

### SHORT-TERM JOBS:



- Support jobs
- Seasonal work
- Cleaning jobs

In some countries these jobs are not very good, so you may experience that you don't earn much money and that some people at work will not trust you, due to your limited knowledge in the field. However, these jobs are important in every company and can be a good start to find your way into the social system.

### LONG-TERM JOBS:

- **What should your job be able to do?**
  - Which jobs pay a good **salary**?
  - Every job has different **working conditions**:
    - Working hours
    - Workplace
    - Workwear
    - Place of work
    - Much or little contact with other people
- **What is not possible** for you? (For example: seeing blood, working outdoors, sitting for a long time,...)



*Info for the counselling centre: Further worksheets on job hunting can be found in the Manual of the Compass program pp. 136-149,  preparation for the job interview (structure, behaviour, outfit, body language, typical questions, role plays) pp. 179-198. *

## **CAREER ASPIRATIONS/INTERESTS TEST**

Following your career aspirations can make you happier and more motivated in your life, however, be aware that it can be a hard road to get there. There are many possibilities and a lot of choice. To get an idea of what you want to do, you can start with self-reflection:

- What activities do I like to do?
- What are my strengths?
- Which values are important to me?

If you have no idea what professions there are and what might suit you, you can take Interest Tests, to find out which job might suit you. You can do this, for example, at our counselling centre or on the internet. It's not about evaluating your performance but about assessing your interests and skills to get some orientation.

## **THESE ARE YOUR RIGHTS AND RESPONSIBILITIES ON THE JOB**

In different countries, there are different regulations in the law. You can find out more about this at our counselling centre.

**Rights and responsibilities are agreed between the company and the employee.** This is what the employment contract is for, and it must be signed by both parties. It is important that you read it carefully beforehand. If you have any questions about your contract, we will help you. In some countries, oral agreements are also valid.

The following points could be included in this contract:

- Name and address of your company
- Your name and address
- When your employment begins
- If your employment is only agreed for a certain period of time, this must also be stated here.
- Where you will work


- What you will work on
- Whether there is a probationary period and how long it lasts
- How much money (also called wages or salary) you will get, when and how it will be paid.
- How many days' holiday you are entitled to per year (you also get paid during this time).
- When you work, how many hours and with what breaks
- Notice periods: This is the period between the announcement of the termination, by you or your boss, and the actual end of the employment relationship, for example, 1 month. The notice period must be respected.

At the end of each month, you will receive a document with information about your wage or salary. **Keep all documents in a safe place!**

### **YOUR RIGHTS AS AN EMPLOYEE:**

- **Regular and punctual payment**
- **Compliance with the minimum wage** (In many EU countries there is a minimum wage that states the minimum amount of money you are entitled to per hour).
- Entitlement to **data protection** according to European data protection law
- Compliance with **occupational health and safety** for the respective workplace
- Receipt of a qualified **reference** or confirmation of **employment**
- Right to **equality**
- **Protection against discrimination and harassment**



*Info for the counselling centre: The German version of the Manual of the Compass program contains explanations and worksheets on general rights (Germany) and obligations (pp. 138-146). *

**Rights and responsibilities belong together. Your rights are the company's responsibility; its rights are your responsibilities.**

### **YOUR RESPONSIBILITIES AS AN EMPLOYEE:**

- You **personally perform** the contractually guaranteed **work** at the correct place of work and at the specified working time (other people cannot do that for you).
- If you cannot come to work for an important reason, for example because you are ill, you must **inform your workplace before the start of working**



**hours.** If you are sick, you must go to the doctor and get confirmation. You must then hand in this confirmation at work (depending on the laws in the respective country).

- You must follow the instructions of your superiors.
- **Overtime** is also regulated by the Labour Code, e.g. maximum working hours, holiday rest and much more. If you are not sure whether your working hours are legally compliant, you can contact the Chamber of Labour or trade union in your area.
- **Confidentiality** You must not tell other people any business secrets or the names of clients.
- **Non-competition clause** This is about fidelity and loyalty during the existing employment relationship with regard to competition.
- **Duty of loyalty** It basically means refraining from anything that could harm the business.
- **Prohibition of bribery** (corruption = abuse of entrusted power for private gain). Whether you may accept gifts from clients or business partners is regulated differently.
- **Duty of disclosure and accountability** to the business if something damaging to the business occurs.
- **Refrain from conduct that damages the company's reputation**, both inside and outside the company. Defamation is a criminal offence and discrediting can also cost you your job. The right choice of words is important for a pleasant working environment.



*Info for the counselling centre: The information on **labour law** is kept very general, so that it fits all European countries.*

# SELF-ASSESSMENT RIGHTS AND RESPONSIBILITIES

It is not easy to think about responsibilities. It is especially difficult if you have been forced to fulfil other people's wishes and do things you did not want to do. An inner resistance can arise at the mere mention of the word *responsibilities*.

We invite you to reflect on this with us:

**Fill in the blank: "I think my rights are \_\_\_\_\_ than/as my responsibilities."**

- More important     Less important     Equally important

What feelings do you have when you think about **your rights**?

- Hope             Joy             Enthusiasm             Fear  
 Displeasure     Shame             Other .....

What feelings do you have when you think about **your responsibilities**?

- Hope             Joy             Enthusiasm             Fear  
 Displeasure     Shame             Other .....

**Fill in the blank: "I think my employer's responsibilities are \_\_\_\_\_ than/as his rights."**

- More important     Less important     Equally important

What feelings do you have when you think of **an employer's responsibilities**?

- Hope             Joy             Enthusiasm             Fear  
 Displeasure     Shame             Other .....

What feelings do you have when you think about **an employer's rights**?

- Hope             Joy             Enthusiasm             Fear  
 Displeasure     Shame             Other .....

**I'm allowed to complain about my boss.**

- Yes, always and everywhere.  
 Only with people I trust.  
 No, never.

**We want to invite you to talk to us about your new boss, especially if you are unhappy.**

# APPLICATION TO A PARTNER COMPANY

## WHAT YOU NEED TO KNOW WHEN WE PLACE YOU



*Info for the counselling centre: This page is only relevant if the counselling centre has a network with different employers.*

As a counselling centre, we have partner companies with which we cooperate. The cooperation means that we can inform the companies about your interest in a job and ask for job vacancies. You can apply for open positions and get a genuine chance. Our cooperation partners guarantee fair working conditions and unconditionally equal treatment with other employees in comparable positions.

Our partner companies know how important discretion and confidentiality are regarding your past. This gives you a certain protection.

Maybe you will learn a little more patience. If there are complaints, we can stand like a buffer between you and your company and mediate between you.

But it also means that some person in the company knows who placed you, probably your boss. You yourself may feel that you are not free. Your colleagues should not know about your old work unless you tell them about it.

### YOU CAN DEAL WITH IT IN DIFFERENT WAYS:

- It does not bother me that certain people in my new work environment know about my previous work. It gives me security that my new job and the counselling centre are in contact with each other in case of possible challenges.
- It bothers me, but I see the current placement as a necessary intermediate step. When my situation is more stable, I want to look for a new job where no one knows about my previous work.
- It bothers me so much that I do not want any person in the company to know where I worked before, and I do not want to be referred through the counselling centre.
- None of the above applies to me. I think differently:

.....  
.....

**We invite you to talk to us about it. Tell us your positive and negative expectations. We want to try to reduce your fears together with you. Together we want to acknowledge and examine your inner objections. We encourage you to choose YOUR OWN way (!).**