

FLOWs – Further Learning, Outreach and Working Skills

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FLOWs Use Case

Instructions, template & example

Annex 3 to Learning Unit 7:
Final Assessment & Expert Talk

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FLOWs Use Case

Instructions

All practitioners participating in FLOWS training are required to develop at least one Use Case to document the process of implementation into practice as defined in Unit 6.

This Use Case will be presented in UNIT 7 as part of the final assessment & expert talk at the end of the practitioner training, which is part of the certification process.

Documentation of the Use Case:

Headline and background:

- Name of the organisation
- Name of the practitioner/trainer
- Pseudonym for the jobseeker
- Basic data of the jobseeker (age, school/ job, living situation)

Important points to consider:

- Initial situation of the jobseeker (before the guidance process): What problem did he or she come to you with: e.g., dropping out of school, dismissal, new orientation, etc.
- Describe in detail the start of the guidance process with the jobseeker: e.g. 2 telephone calls, then a personal meeting, etc. NOTE! Please describe the stage of the process when you, as a practitioner, started to work with the FLOWS tool.
- Describe the outcomes/findings/agreements
- Document the jobseeker's feedback
- Add any other points you want to mention

Use Case template

Use Case <Title>	
Name of practitioner/trainer	
Organisation	
Pseudonym for the jobseeker (NB: never use real names)	
Basic data of the jobseeker (age, school/ job, living situation, counselling setting)	

Initial situation of the jobseeker (before the guidance process)

Add your text here and you can also use

- Bulleted points

The start of the guidance process with the jobseeker

NOTE! Please describe the stage of the process when you as a practitioner, started to work with the FLOWS tool together with the jobseeker.

Add your text here and you can also use

- Bulleted points

Describe the outcomes/findings/agreements

Add your text here and you can also use

- Bulleted points

Document the jobseeker's feedback

Add your text here and you can also use

- Bulleted points

Any other points you want to mention

Add your text here and you can also use

- Bulleted points

Use Case Example

Use Case “Carrie”	
Name of practitioner/trainer	Elaine Daly
Organisation	Ballymun Job Centre
Pseudonym for the jobseeker (NB: never use real names)	Carrie
Basic data of the jobseeker (age, school/ job, living situation, counselling setting)	Carrie’s age is 23, she has worked in various retail jobs, she also worked in a customer service role for 18 months, was recently made redundant and is unsure of her future career and her skills relevant to the new world of work.

Initial situation of the jobseeker (before the guidance process)

Carrie is currently unemployed and has her leaving certificate, she has no other certificates or higher education. She has over 4 years retail experience and 18 months customer service experience, her last job ended due to the company re locating to another county and is currently unsure of her future career plans or further education.

The start of the guidance process with the jobseeker

Upon an initial meeting with Carrie we proceeded with the registration procedure, which included personal details followed by education and work experience and any other barriers to employment that Carrie may like to disclose e.g. learning difficulties, substance difficulties and health issues.

When registration was completed, Elaine allowed Carrie to talk about her career history, aspirations and goals and further education, identifying areas for sustained employment. Carrie ruled out jobs herself, which included working with children or any public health jobs. This allowed her to identify areas of employment in conjunction with Elaine and gave Carrie a sense of empowerment and motivation to move forward.

Elaine explained the tool and what it is aimed to achieve and how the tool works by explaining each section to Carrie: It was made clear to her that it is a questionnaire but not a test and answers should be accurate to her daily life. Elaine explained that the tool is there to help Carrie find key areas of strengths and soft skills, that she may not realise to have. On the other side we wanted to rule out skills which would be her weakest. Carrie found the idea of the tool very interesting and was happy to take part in the piloting session.

Describe the outcomes/findings/agreements

Carrie completed all sections of the tool and was asked for feedback by Elaine upon completion. She found the tool very user-friendly, clearly structured and - after initial difficulties with the sound - was able to follow the videos well. She found the tasks described very appropriate to make herself aware of how much knowledge she has available through these everyday tasks.

Carrie's top 4 results

Cognitive flexibility 17.42 %

Discussing the feedback with Carrie, Elaine pointed out that she was strong in the area of attention to detail and a conscientious and organised person. Carrie did agree with this and said she likes to be a perfectionist and do things to the best of her ability. She feels she always wants to be a high achiever, and this sometimes may cause her anxiety and she may need to work on that. The areas of employment and transferable skills are accurate to her career goal.

Self-Regulation 15.71%

The outcome of self-regulation and explaining this to Carrie, means her been able to alter and manage her thoughts and emotions in social and acceptable ways and avoiding arguments and remaining calm. She was very impressed with this result as her previous job was a customer service role where she would on a daily basis get verbal abuse, as it was a toll payment company and she always had to remain calm and maintain a professional workplace manner. Again, this is a skill that will benefit her career choice.

Time Management 15.71%

The high score of time management means that Carrie has a good understanding of her time personally and in a work based environment. Discussing this further with her, she disclosed she is an organised person who likes a routine and sticks to it in both personal and work life. She is aware of the time needed to travel to work and other activities in her life and she agrees this is a great transferrable skill in her future career.

Active Listening 14.05%

The high score in active listening shows that Carrie has a good attention to detail, asking the right questions. Following a further conversation with Carrie, she found this quite important for her future career plans, as with Visual Merchandising you need a lot of attention to detail, listening and looking at current trends and listening to and following precise briefings. Although the job matching is slightly different to what Carrie wants to do this is a very important transferrable skill for the role.

Document the jobseeker's feedback

Carrie and Elaine **identified various soft skills**: She is competent in many areas which include good IT skills, good customer service skills, good cognitive behaviour skills, time management and everyday soft skills. Carrie has a large range of strengths and skills, which will be beneficial to identify areas for sustainable employment and possible further education.

Conclusion and feed back

Carrie found the tool useful, and she found it was excellent for clarifying what she did **Not** want to do. It was agreed that there are many skills identified and if a jobseeker is indecisive, it will benefit them greatly, having guidance sessions with a practitioner and deciding on a training and employability plan.

Carrie is pleased with her top 4 strengths and believes these are great skills for her future career plan. She now feels motivated from the guidance sessions and the tool. She is putting plans in place to go back to college in the next academic year and will be happy to work seasonally prior to that.

Any other points you want to mention

Further Review with the jobseeker

Elaine organised a further review with Carrie, focusing on her key skills and allowing her to suggest her aspirations and goals. It was found that she is great with dealing with people, she has great customer service skills and she is good with money and retail experience. Although she had worked in retail for quite some time, she did rule out one area of retail but suggested another: She explained fashion was a passion of hers and felt she had a flare for it.

Through various online sites, Carrie had explored going back to education to do a course in Visual Merchandising and felt this would be a long term sustainable role. She still lives at home with her parents so her social and economic background can allow her to do this without added barriers. The only difficulty is financing the course: Elaine explained the funding process, many government courses and supports available which eased Carries concerns, who can now approach her plans with high motivation.



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