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▶ A GUIDE FOR EMPLOYMENT SERVICES

Theoretical (e-learning) Training
Package for Employment
Services Staff in Indonesia

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A GUIDE FOR EMPLOYMENT SERVICES

**Theoretical (e-learning) Training
Package for Employment Services
Staff in Indonesia**

Carmela I. Torres
Fasrul

International Labour Organization Country Office for Indonesia
and Timor-Leste

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Introduction

This training package is design to be used Indonesia's Ministry of Manpower/Ditjen Binapenta¹ and BPJS² to improve the basic capacity of Employment Services staff members in order to provide better services for their clients – jobseekers and employers. This training package is also in line with the enactment by Parliament of the Omnibus Law, wherein the Government of Indonesia launched the new unemployment benefits programme known as JKP³ and how this is linked with public employment services (Layanan Ketenegakerjaan Publik, or LKP). Aside from availing themselves of insurance benefits, unemployed workers can be further assisted through job training and access to labour market information so that they can find employment.

The overall training package is designed to be delivered in two parts: theoretical and practical. This particular package is for the theoretical part of the training, which will be web-based so that trainees can learn key concepts before participating in the face-to-face training session and to complement trainees' initial knowledge on Public Employment Services practice. The theoretical part of the training was developed as web-based (e-learning) material to significantly reduce the running costs of training and enable more people to benefit from the learning opportunities.

Learning units/ modules	Learning objectives	Key concept/coverage	Estimated time (min.)
I. Understanding PES and the flow of services	By the end of the units, the participants will have a clear understanding of:		
1. Provision of general information on public employment services (PES)	<ul style="list-style-type: none"> ▶ ES core functions ▶ ILO Employment Service Convention, 1948 (No. 88) 	Overview of public employment services (PES) on employment services' core functions and its role in the functioning of the labour market in Indonesia. Employment Officer must keep in mind ILO Convention No. 88 and its general principles.	20

Interactive learning sessions

Review questions:

1. What are the core functions of public employment services (PES)?
2. Who are the beneficiaries of PES?
3. What are the salient features of ILO Convention No. 88?

Exercise

1 "Ditjen Binapenta" refers to the Direktorat Jenderal Pembinaan dan Penempatan Tenaga Kerja (or the General Directorate of Manpower Placement Development).

2 BPJS refers to Badan Penyelenggara Jaminan Sosial (or Social Protection Provider for Employment).

3 Indonesia's new unemployment benefit scheme, known as Jaminan Kehilangan Pekerjaan (JKP), will benefit Indonesian workers. JKP is a progressive policy created by the Government to give immediate protection for the unemployed. It was operationalized through Government Regulation No. 37 of 2021 on Implementation of the Job Loss Guarantee Programme. It also aims to strengthen the national economy by maintaining workers' purchasing power during periods of unemployment. Unemployment benefits should be complemented with active labour market programmes.

Learning units/ modules	Learning objectives	Key concept/coverage	Estimated time (min.)
2. Services flow and job registration	<ul style="list-style-type: none"> ▶ Services flow and available services of PES for jobseekers ▶ The types of jobseeker registration: online and offline ▶ The jobseeker is guided to ensure that the information they provide is complete and accurate ▶ The effectiveness of group information sharing (GIS) 	<p>When a jobseeker first approaches an employment office, the flow of services is provided.</p> <p>The jobseeker completes the job registration as the first step. This can be done either manually or electronically. The general information collected on the jobseeker will determine how best to serve the needs of the jobseeker.</p> <p>The jobseeker can be interviewed individually or through a group information session (GIS).</p>	15

Interactive learning sessions

Review questions:

1. What are the steps that an Employment Officer should take when a jobseeker walks in for assistance?
2. How can a jobseeker register in an Employment Service Centre (ESC)?
3. Why is it important for the jobseeker to provide precise information during registration?
4. What are the advantages/disadvantages of group information sharing (GIS)?

Exercise

II. Career counselling services	By the end of the units, the participants will have a clear understanding of:		
3. Counselling needs assessment and career counselling	<ul style="list-style-type: none"> ▶ The five dimensions when assessing a jobseeker's level of employability ▶ The types of counselling and the purpose of career counselling ▶ Determining the current level of the jobseeker to facilitate a realistic transition-to-work action plan 	<p>This is a counselling assessment process based on five employability dimensions, and determines the nature and extent of the more focused assistance required to increase the jobseeker's employability.</p>	20

Learning units/ modules	Learning objectives	Key concept/coverage	Estimated time (min.)
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Interactive learning sessions

Review questions:

1. Why is an individual counselling assessment for the jobseeker important?
2. Differentiate the three types of counselling.
3. What are the five employability dimensions to consider when assessing a jobseeker's level of employability?

Exercise

4. Personal and environmental factors	<ul style="list-style-type: none"> ▶ Issues related to both personal and environmental factors ▶ Job/occupational availability and relevance 	The jobseeker would need to consider personal and environmental factors when making an occupational decision, as some choices may be eliminated based on their personal situation	15
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Interactive learning sessions

Review questions:

1. Why are personal and environmental factors important considerations for the jobseeker when applying for a job?
2. What are some examples of personal and environmental factors?
3. What other factors can affect a jobseeker's decision when applying for a job?

Exercise

5. Clear job objective	<ul style="list-style-type: none"> ▶ How clients can decide on a career path ▶ What jobs are in demand at the current time or will be in the future 	Assist jobseekers in deciding on a career path and refer to specific occupational information under consideration. Labour market information (LMI) on jobs currently in demand and foreseen in the future would assist jobseekers to plan for their future career	15
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Interactive learning sessions

Review questions:

1. Why is it important for a jobseeker to have a clear job goal?
2. Where can a jobseeker find information on occupational choices?
3. Would information on future skills demand could be useful for a jobseeker? Why?

Exercise

Learning units/ modules	Learning objectives	Key concept/coverage	Estimated time (min.)
III. Vocational counselling services	By the end of the units, the participants will have a clear understanding of:		
6. Skills and requirements to perform the job	<ul style="list-style-type: none"> ▶ Assessing the current skills and work experience of a jobseeker ▶ Skills gaps and determining the appropriate means to close such a gap ▶ Jobseekers' long-term planning needs that may lead to more sustainable work in the future 	Through these counselling services, the jobseeker realizes at which level their current skills and experience are compared to the job requirements in their occupational field of choice. This will assist the jobseeker to choose the appropriate education or training programme(s) to improve their competencies/skills.	20

Interactive learning sessions

Review questions:

1. What is vocational counselling?
2. What are some tools and/or programmes that can improve the skills/competencies of jobseekers?
3. What can you advise recent graduates who are not interested in working for others? What can be options for getting employed and for getting the type of training and experience they need?

Exercise

IV. Employment counselling services	By the end of the units, the participants will have a clear understanding of:		
7. Job search skills	<ul style="list-style-type: none"> ▶ Guidance and tools for jobseekers to use in their job search ▶ How jobseekers can market their skills and experience to achieve their job objective 	This is part of the transition-to-work process. The jobseeker identifies job information and identifies opportunities to effectively promote themselves to potential employers.	10

Interactive learning sessions

Review questions:

1. What is employment counselling?
2. What tools can be used by the jobseeker for an effective job search?
3. What are the advantages/disadvantages on the use of technology and/or social media in a job search?

Exercise

Learning units/ modules	Learning objectives	Key concept/coverage	Estimated time (min.)
8. Effective skills on CV and application letter (cover letter) preparation	▶ How to assist jobseekers in preparing an effective CV/resume and application letter	This also prepares the jobseekers for their transition-to-work process. Jobseekers are guided on drafting/preparing a good CV/resume and application letter.	10

Interactive learning sessions

Review questions:

1. What salient jobseeker information should be included in a CV/resume?
2. What should be the major contents of an application letter?
3. Should references be included in the jobseeker's CV/resume? Why?

Exercise

9. Job interview preparation	▶ How to assist a jobseeker prepare for a job interview	The jobseeker is able to prepare additional soft skills to face the world of work and prepare for job interviews. This is still part of the transition-to-work process.	10
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Interactive learning sessions

Review questions:

1. What key pointers can you give a jobseeker when preparing for an interview?
2. How should a jobseeker behave during an interview?
3. What should a jobseeker do after an interview?

Exercise

10. Ability to maintain the job	<p>▶ Assisting a jobseeker in developing a plan that will help him/her to progress within their occupational field</p> <p>▶ The need for basic core skills (that is, good interpersonal skills, teamwork and appropriate response to supervisor) while on the job</p>	Employment counselling does not end with the provision of information on how to get the job, but extends to cover information that is needed for the jobseeker to retain the job and to advance in the job.	20
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Interactive learning sessions

Review questions:

1. What important factors should be considered by the jobseeker to be able to remain in the job?
2. Should the jobseeker accept a job offer even if it is at a lower level than what they expected? Why so? Why not?
3. What kinds of workplace programmes should the jobseeker be engaged in to be able to maintain and advance in the job?

Exercise

Learning units/ modules	Learning objectives	Key concept/coverage	Estimated time (min.)
V. Dealing with target groups and emergency employment services (EES)	By the end of the units, the participants will have a clear understanding of:		
11. Target groups	<ul style="list-style-type: none"> ▶ What is meant by target groups ▶ Main characteristics of and challenges faced by the most common target groups in Indonesia 	It is important to know that there are types of jobseekers requiring special assistance in the labour market. These jobseekers may experience a higher level of difficulty than average jobseekers. These groups include – but are not limited to – youth, people with disabilities, migrant workers, older workers and women.	20

Interactive learning sessions

Review questions:

1. Why are they called “target groups”?
2. Please identify target groups that can be found in Indonesia?
3. Choose at least two target groups. What are their challenges and what measures or labour market programmes can you recommend that can assist them to find employment?

Exercise

12. Emergency employment services (EES)	<ul style="list-style-type: none"> ▶ What is meant by the emergency employment response ▶ Main challenges during emergency employment situations ▶ Assistance to both jobseekers and employers 	<p>Certain conditions may have drastic impacts on the labour market and will require adjustments. When implementing emergency employment services, the measures should assist both jobseekers and employers to cope with the situation.</p> <p>Such conditions include natural disasters (such as earthquakes, medical/health, typhoons, volcanic eruption, etc.) or man-made disasters (such as, financial or political crises). For example, formal sector employers will have to determine employee entitlements if they have to temporarily close as a result of a natural disaster or national emergency.</p>	15
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Learning units/ modules	Learning objectives	Key concept/coverage	Estimated time (min.)
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Employment Service Centre (ESC) can assist both jobseekers and employers with counselling services to bring them back to the labour market.

Interactive learning sessions

Review questions:

1. What immediate steps should be taken during emergency employment situations?
2. Should new ESCs be established to specifically focus on emergency employment programmes? Why?
3. Recall a past situation in Indonesia needing emergency employment measures. What measures were implemented at that time to assist jobseekers in finding employment?

Exercise

VI. Services for the employers	By the end of the units, the participants will have a clear understanding of:		
13. Providing effective services for employers	<ul style="list-style-type: none"> ▶ How to develop a job vacancy notice that emphasizes the essential qualifications needed by the employer ▶ The identification of potential candidate through prescreening and who meets the basic requirements for the job vacancy 	Employers can reduce costs related to support and external sources for the recruitment process. Through the ESC, the Employment Officer can provide invaluable help in the recruitment effort.	15

Interactive learning sessions

Review questions:

1. What are the essential elements in a job vacancy notice? How can the employer be assisted in developing a job vacancy notice?
2. How can the employer be assisted in selecting the appropriate candidate for the job vacancy?
3. Why is it important to assign an occupational code to a job vacancy notice?

Exercise

VII. Labour market	By the end of the units, the participants will have a clear understanding of:
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Learning units/ modules	Learning objectives	Key concept/coverage	Estimated time (min.)
14. Making use of information on the minimum wage rates of occupations	<ul style="list-style-type: none"> ▶ How the employer can make good use of information on regional occupational minimum wages. ▶ How to attract employers to regularly be in touch with the ESC to receive information of mutual benefit 	In developing their business plan and human resources plan, employers will need basic information on wages in relevant sectors and occupations. It is expected that this information can be easily and readily obtained from the ESC. Having this service available can attract employers to the ESC.	20

Interactive learning sessions

Review questions:

1. What types of information should the PES maintain and share with employers as part of its services?
2. Employers can greatly benefit from information on prevailing minimum wages. What information are available for employers in Indonesia?
3. Can you share information on minimum wages by occupation and sector?

Exercise

15. Labour market programmes (LMPs)	<ul style="list-style-type: none"> ▶ Indonesian labour market programmes, including safety net programmes, as protection against unemployment (Employment Benefit programme) ▶ Other labour market programmes that can assist jobseekers 	Labour market programmes can create employment if they are designed for specific needs and well targeted. Comprehensive and reliable information related to labour market policy and programmes are essential. For the unemployed, these include information on available safety nets and how these programmes can provide protection and benefits.	20
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Interactive learning sessions

Review questions:

1. What are examples of labour market programmes, and identify how they can specifically assist jobseekers?
2. What is the Indonesian Employment Benefit programme, and how does it assist the unemployed?
3. How is the programme monitored?

Exercise

Learning units/ modules	Learning objectives	Key concept/coverage	Estimated time (min.)
16. Policy and regulation	▶ Existing Indonesian policies and regulations on employment services	Indonesian policies and regulations on employment services and how they relate to the ILO Employment Services Convention, 1948 (No. 88).	15

Interactive learning sessions

Review questions:

1. Which laws and policies in Indonesia directly relate to employment services?
2. How do they compare to the provisions of ILO Convention No. 88?
3. Should more laws be promulgated in Indonesia to ensure that employment services are strengthened? Why?

Exercise

17. Job fairs	<ul style="list-style-type: none"> ▶ Advantages of job fairs ▶ How job fairs complement the services of the ESC 	ESC can hold job fairs periodically in collaboration with partners like employers and trade unions. These events can attract both jobseekers and employers. Through a job fair, a jobseeker can avail themselves of immediate services, and learn about and plan for the jobs available and relevant to them. Employers, on the other hand, can immediately identify the right jobseeker for a vacancy.	15
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Interactive learning sessions

Review questions:

1. Describe the preparatory activities needed when organizing a job fair.
2. Is conducting a job fair a better option than providing services through the ESC?
3. Who can sponsor job fairs?

Exercise

Learning units/ modules	Learning objectives	Key concept/coverage	Estimated time (min.)
18. Occupational classification system	<ul style="list-style-type: none"> ▶ Importance of having a reliable standard occupational classification system ▶ Indonesia's occupational classification system 	Employment Officers or the ESC require a solid understanding of the labour market to effectively assist jobseekers. Having access to comprehensive and reliable labour market information (LMI) is a key element towards a better understanding of the functioning of the labour market. However, to truly understand the labour market, employment officers must also have access to sound and reliable occupational information. The most effective tool related to occupational information will be a reliable national occupational classification system.	15

Interactive learning sessions

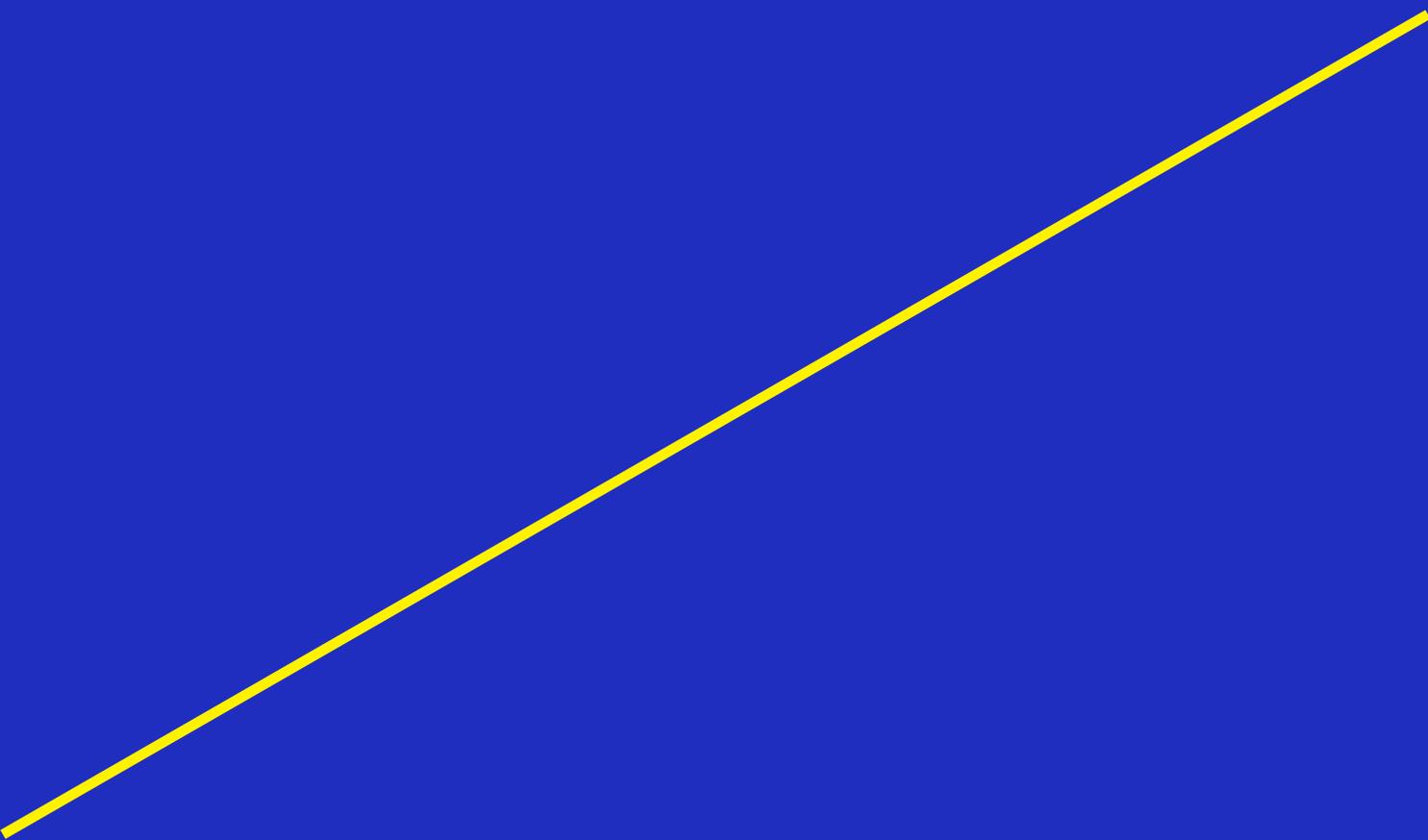
Review questions:

1. What is the importance of having a national occupational classification system?
2. Does Indonesia have a national occupational classification system? Is it regularly updated?
3. How can the ESC benefit from the occupational classification system?

Exercise

Total e-learning minutes (basic units only) ⁴	205 (3 hrs and 25 mins)
Total e-learning minutes (basic plus additional units)	290 (4 hrs and 50 mins)

⁴ Does not include the time spent for the doing the review questions and exercises. Review questions may take another 15 minutes in plenary. Some exercises can be done as assignments for the participants but may take another 15 minutes if they are discussed in plenary.



**▶ QUESTIONS
AND
EXERCISES**



I.

**Understanding
PES and the flow
of services**

▶ Unit 1: Provision of general information on public employment services (PES)

DATE:

NAME:

OFFICE:

Review questions

1. What are the core functions of public employment services (PES)?
2. Who are the beneficiaries of PES?
3. What are the salient features of the ILO Employment Service Convention, 1948 (No. 88)?

Exercise

1. Assess the core functions of your Employment Services Centre (ESC).

From a level of 1 to 5, where 1 is the lowest and 5 is the highest, rate the functions of your ESC with regard to the following:

- ▶ Job search assistance and placement
- ▶ Provision of labour market information
- ▶ Implementation of labour market programmes
- ▶ Administration of unemployment benefits
- ▶ Regulatory services
- ▶ Other services

Discuss your rating for each function.

2. For the core functions that were rated 3 or below, please recommend the necessary improvements.
3. True or False: (write "T" for True or "F" for False)

Based on the provisions of ILO Convention No. 88, are the following statements true or false?

- a. The PES Office can charge fees for its services to both jobseekers and employers.
- b. The PES has the role of ensuring the effective recruitment and placement of jobseekers and adequate assistance to employers in finding the right candidate for the vacancy.

- c. It is the responsibility of the PES to collect and analyse information on the employment market and to ensure that this information is shared with the appropriate institutions and the general public.
- d. PES offices only assist jobseekers for domestic employment and not for foreign employment.
- e. Many employers expect the PES to find the most suitable workers for their job vacancies.

► Unit 2: Services flow and jobseeker registration

DATE:

NAME:

OFFICE:

Review questions

1. What are the steps that an Employment Officer should take when a jobseeker walks-in for assistance?
2. How can a jobseeker register in an ESC?
3. Why is it important for the jobseeker to provide precise information during registration?
4. What are the advantages/disadvantages of group information sharing (GIS)?

Exercise

1. What could be a good layout for an employment services center (ESC)? Draw the layout.
2. Please refer to the sample jobseeker registration form in Appendix A.
 - a. Assess the content as to its completeness of information.
 - b. Please indicate if there are sections needing improvements and recommend improvements.
 - c. How does it compare with the jobseeker registration form used in Indonesia's employment service centre (ESC)?
3. True or False: (write "T" for True or "F" for False)
If the statement is False, please explain why it is False.
 - a. Jobseeker registration should always be done electronically.
 - b. Information collected from the jobseeker must be regarded as confidential and handled and stored accordingly.

- c. After one year, information collected from jobseekers can be disposed of or archived.
- d. The registration and initial interview provide both the jobseeker and the employment officer with sufficient opportunities to determine the most appropriate level of service required to assist the jobseeker.
- e. There can be instances when a jobseeker can be immediately subjected to counselling after registration.



II.

**Career
counselling
services**

► Unit 3: Counselling needs assessment and career counselling

DATE:

NAME:

OFFICE:

Review questions

1. Why is individual counselling assessment for the jobseeker important?
2. Differentiate the three types of counselling.
3. What are the five employability dimensions to consider when assessing a jobseeker's level of employability?

Exercise

1. Which of the following tools can assist jobseekers with making career choices? Discuss each tool.
 - a. Aptitude tests or cognitive ability test
 - b. Professional licensure examination
 - c. Personality test
 - d. Interest test
 - e. Labour market information of occupations in demand
 - f. Driving test
2. Quiz
 - a. Name the five employability dimensions to consider when counselling a jobseeker.
 - b. Which process assists jobseekers to select an appropriate occupation and examines issues that can be both personal and environmental?
 - c. A should conduct the individual counselling assessment for the jobseeker.
 - d. When making a decision on a career path for the jobseeker, information is required on occupations under consideration.
 - e. Once the jobseeker has addressed the personal and environmental factors, the jobseeker should arrive an appropriate..... .

► Unit 4: Personal and environmental factors

DATE:

NAME:

OFFICE:

Review questions

1. Why are personal and environmental factors important considerations for the jobseeker when applying for a job?
2. What are examples of personal and environmental factors?
3. What other factors can affect a jobseeker's decision when applying for a job?

Exercise

1. Please list personal or environmental factors that can affect a young jobseeker's, a migrant worker's and a person with disability's choice of job.

Jobseeker	Factors affecting career choices	
	Personal	Environmental
Young worker		
Migrant worker		
Person with disability		

2. Case study

Ibu Sri has been out of work for three years. She was a nurse in a medical hospital in Surabaya before going on maternity leave; she then decided to go on leave without pay so she could take good care of her first child. Because her husband was recently promoted, they had to move to Jakarta City. She wanted to go back to work now that their son is turning 4 years old and she is able to hire a nanny. The cost of living is higher in Jakarta, so she felt it would be better for both she and her husband to earn a living, and besides, she missed being a nurse and would like to continue to pursue her career. Jakarta is a big city and she is aware that competition for a nursing job can be tight.

- a. Identify the personal and environmental factors Ibu Sri will face in finding a nursing job.
- b. Should she look for job options other than being a nurse? What advice can you give Ibu Sri as an Employment Officer?

► Unit 5: Clear job objective

DATE:

NAME:

OFFICE:

Review questions

1. Why is it important for a jobseeker to have a clear job goal?
2. Where can a jobseeker find information on occupational choices?
3. Would information on future skills demand be useful for a jobseeker? Why?

Exercise

From the cases below, which of the jobseekers have clearly identified their job objective?

Considering their current status, what advice can you give them on their job objective as an Employment Officer.

Case studies

Case 1: Pak Arif Haranto is a 34-year-old agriculture engineer. Since graduating from Bogor Agricultural University, he has worked for the same company in Bogor for eight years. However, he was informed that due to company debt problems, it will have to close in a year's time. Because of his years of service and good performance, his company recommended him to its famous sister company engaged in manufacturing coffee in Makassar City, South Sulawesi. The job offer is for a senior agriculture engineer post. He is interested since he has no family, but he has to relocate to the South if he accepts the job offer.

Case 2: Ibu Dewi Wijaya is a 22-year-old graduate in fashion design from Bandung. She wanted to open her own small-scale boutique shop, which has been her dream and passion, even while completing her university course. However, complying with the requirements and licenses for setting up her own business takes time, and she also has to apply for a bank loan to get start-up capital for the boutique shop. Meanwhile, there is a Junior Fashion Designer opening in a boutique shop in Bandung Indah Plaza mall. She thinks it is also a good option for her.

Case 3: Pak Pramana has been employed as a Finance Officer for four years following his graduation from a Business Administration course (with a major in Banking and Finance). However, he saw from an advertisement in the local employment centre that there is a job opening for a Marketing Manager. He plans to apply for the post because the pay is higher. He believes his four years of work experience and his Business Administration degree make him a qualified candidate for the role.



III.

Vocational counselling services

► Unit 6: Skills and requirements to perform the job

DATE:

NAME:

OFFICE:

Review questions

1. What is vocational counselling?
2. What are some tools and/or programmes which can improve the skills/competencies of jobseekers?
3. What can you advise recent graduates who are not interested in working for others? What employment options are there for these jobseekers, and what types of training and experience will they need?

Exercise

What labour market programmes (such as, education, training programmes, internships, etc.) would you recommend for the following jobseekers to improve their existing skills and experience. The first case has been answered to serve as a guide.

Jobseeker case	Labour market programme/s	Comments
1. A student of economics who just graduated from university applying for a technical staff role in a research project on poverty indicators	<ul style="list-style-type: none"> ► Project orientation ► briefing on job description ► on-the-job training 	The student is qualified for the position and may require simple orientation before starting with the job
2. An accounting officer wanting to establish his/her own accounting and auditing company		
3. A university professor in electronic and communication engineering (ECE) applying for an ECE managerial position in a computer company		
4. A machine operator of five years applying for a position as a shop floor supervisor in a motorcycle manufacturing factory		
5. A medical doctor applying to be Chief Hospital Administrator		



IV.

**Employment
counselling
services**

► Unit 7: Job search skills

DATE:

NAME:

OFFICE:

Review questions

1. What is employment counselling?
2. What tools can be used by the jobseeker for an effective job search?
3. What are the advantages/disadvantages regarding the use of technology and/or social media in a job search?

Exercise

1. True or False (write "T" for True or "F" for False)

If the answer is False, please discuss why it is False.

- a. A jobseeker should apply for every position he/she think aligns with his/her qualifications.
- b. Social media (for example, Twitter, Instagram, Facebook) can be a great advantage to a jobseeker's application.
- c. Applying through the internet has the same advantages as applying face-to-face in an employment service centre.
- d. A jobseeker should try every kind of job search technique when looking for the appropriate job.
- e. If a jobseeker resorts to joining a job fair, it will be a sufficient for his/her job search.

2. Quiz

- a. Name two ways for a jobseeker to look for a job.
- b. Give examples of a job vacancy announcement/advertisement.
- c. When a jobseeker looks for a job, one must identify the information the jobseeker is looking for. Name four kinds of relevant information.
- d. Jobseekers search for jobs through (name at least 5 ways).
- e. means the jobseeker's network – who the jobseeker knows. It is composed of friends, friends of friends, neighbours, relatives, teachers, community, etc.

► Unit 8: Effective skills on CV and application letter (cover letter) preparation

DATE:

NAME:

OFFICE:

Review questions

1. What salient jobseeker information should be included in a CV/resume?
2. What should be the major contents of an application letter?
3. Should references be included in the jobseeker's CV/resume? Why?

Exercise

Please review the enclosed CV/resume and give your comments (please refer to Appendix B). Suggest improvements, if necessary.

▶ Unit 9: Job interview preparation

DATE:

NAME:

OFFICE:

Review questions

1. What key pointers can you give a jobseeker when preparing for an interview?
2. How should the jobseeker behave during an interview?
3. What should a jobseeker do after an interview?

Exercise

The HR Manager of Nusa Dua Beach Hotel and Spa informed the Employment Officer of the Bali ESC that Ibu Putri was short-listed from among the applicants for a Sous Chef post. She has been scheduled for an interview, but is also required to personally send an application letter with her latest CV.

Please assist Ibu Putri in preparing her letter of application and on how to get ready for an interview. List the key points of guidance in preparing for the following:

- a. Application letter
- b. Job interview

► Unit 10: Ability to maintain the job

DATE:

NAME:

OFFICE:

Review questions

1. What important factors should be considered by the jobseeker to be able to remain in the job?
2. Should the jobseeker accept a job offer even if the level is lower than what they expected? Why? Why not?
3. What kinds of workplace programmes should the jobseeker be engaged in to be able to maintain or continue to stay on the job?

Exercise

Case study

Pak Darma was employed as an auto mechanic, with ten years of experience in a large car manufacturing company in Bandung. He graduated in the top ten of his class in an auto mechanic course in a technical/vocational institute in Bandung, receiving a skills certificate, level III. Because of severe damage done to the company's key equipment due to flooding caused by a major typhoon, the company decided to relocate to Sumatra. Pak Darma needs to find another job within eight months before the company relocates. He is interested in finding a similar position with the same or even higher pay. He is married and supports a family of three: his wife and two children. A medium-sized company engaged in automotive services and maintenance has just announced an opening for a senior auto mechanic, but requires 12 years of experience. In advertising for the post, the company emphasized the key qualities of strong work commitment, honesty, teamwork and loyalty.

1. What are the elements of a transition-to-work action plan? As an Employment Officer, please prepare one for Pak Darma.
2. Identify significant core work skills that Pak Darma needs to keep in mind and practice while on-the-job and so that he can continue staying in the job.



V.

**Dealing with
target groups
and emergency
employment services
(EES)**

► Unit 11: Target groups

DATE:

NAME:

OFFICE:

Review questions

1. Why are they called “target groups”?
2. Please identify target groups you can find in Indonesia.
3. Choose at least two target groups. What are the challenges they face and what measures or labour market programmes can you recommend to assist them to find employment?

Exercise

Multiple choice on target groups. Please choose the appropriate answer(s). Some questions may have more than one answer.

1. Unemployment, underemployment and informality are high among the less educated of this target group, particularly those lacking literacy and numeracy skills.
 - a. Migrant workers
 - b. Young people
 - c. Persons with disabilities
 - d. Women
 - e. All of the above
2. People with disabilities are those with a recognized impairment, and this can be
 - a. Physical
 - b. Psychosocial and Mental
 - c. Intellectual
 - d. Sensory
 - e. All of the above
3. One of the challenges of older workers in finding work is
 - a. Outdated technical skills
 - b. Reluctance to undergo re-training or upgrading
 - c. Strong loyalty to a company
 - d. Many years of experience
 - e. None of the above
4. This kind of migration occurs when an individual enters a country under a visitor or tourist visa and then remains in the country to work
 - a. Cyclical migration
 - b. Domestic migration

- c. Irregular migration
 - d. All of the above
5. Barriers faced by people with disabilities include:
- a. Accessible transport and efficient assistive devices and support services
 - b. Negative attitudes often linked to discrimination
 - c. Lack of accessible information
 - d. Clear law and policy on disabilities
 - e. None of the above
6. What is the age definition of “youth”?
- a. 15–24 years
 - b. 15–29 years
 - c. 15–35 years
 - d. All of the above
7. The most common issues that concern working women are:
- a. Equal pay
 - b. Harassment
 - c. Work–life balance
 - d. Lower participation and employment rates
 - e. All of the above
8. This group is disproportionately exposed to income insecurity, and their employment is typically casual, seasonal and low-paid. They are particularly vulnerable to severe financial hardships, restricted access to quality healthcare and poor access to quality education.
- a. Young workers
 - b. Women
 - c. People in rural communities
 - d. Older workers
 - e. None of the above
9. One of the reasons why more and more older workers prefer to return to the labour market is:
- a. Retirement income is shrinking due to financial fluctuations in the economy
 - b. Working is a hobby even after retirement
 - c. They would like to increase their years of experience
 - d. They are bored at home
 - e. All of the above reasons
10. Migrant workers can be assisted by the PES through
- a. Advertising and encouraging them to work overseas
 - b. Providing information on employment conditions, migration realities and other facts on working abroad

- c. Raising awareness about common practices adopted by illegal recruiters and traffickers
 - d. Requiring them to pay recruitments fees
 - e. Providing reintegration assistance once the migrant worker is back in their home country
11. How can an Employment Officer encourage employers to hire people with disabilities (PWDs)?
- a. Contacting employers and convincing them to hire PWDs
 - b. Charging fines to employers who prefer not to hire PWDs
 - c. Discussing and negotiating changes in the workplace
 - d. Sharing good practices from other countries
 - e. None of the above
12. The Employment Services Centre can promote women's employment by:
- a. Evaluating job descriptions and seeing if they create barriers to women's employment
 - b. Discouraging women from applying in male-dominated enterprises
 - c. Advising women jobseekers to negotiate for a salary based on the principle of equal pay for equal work
 - d. Promoting employment of women only in traditional occupations
 - e. All of the above
13. Characteristics of the long-term unemployed include:
- a. Long periods of unemployment can lead to side effects like poor health due to stress and lack of income needed to maintain good health practices
 - b. They are persons actively looking for work for 12 months or more
 - c. Individuals who are satisfied with just getting unemployment subsidies for a long time
 - d. This group includes only youths and women who find themselves unable to make a quick transition from unemployment to a new job
 - e. All of the above
14. Challenges faced by a migrant worker can include:
- a. Growth of irregular migration
 - b. Recruitment abuses
 - c. Social costs
 - d. Growth of a profit-driven recruitment industry
 - e. All of the above
15. Some solutions that can assist target groups include:
- a. Customizing existing programmes to address their specific needs
 - b. Providing early intervention
 - c. Regular follow-up to ensure that they are given needed support
 - d. No monitoring and evaluation of programmes
 - e. None of the above

► Unit 12: Emergency employment services (EES)

DATE:

NAME:

OFFICE:

Review questions

1. What immediate steps should be taken during emergency employment situations (EES)?
2. Should new ESCs be established to specifically focus on emergency employment programmes? Why?
3. Recall a past situation in Indonesia needing emergency employment measures. What measures were implemented then to assist jobseekers in finding employment?

Exercise

Fill in the missing words/phrases

1. Employment services activities during emergency or post-crisis situations will depend on the and of the crisis.
2. The clients and/or beneficiaries during EES are both and
3. An should be conducted on the adequacy of the current services available before determining the types of interventions to be undertaken by the ESC.
4. has the overall responsibility in delivering PES, particularly in times of crisis.
5. The following crisis situations are when EES will be needed:
 - a.
 - b.
 - c.
 - d.
6. Where there is no existing PES and the Labour Ministry does not have a capacity to support a pilot PES, options can include
.....
7. These are the core services that EES can provide as emergency/crisis response:
 - a.
 - b.
 - c.
 - d.

8. The challenges which the PES face when there are natural disasters like earthquakes, flood, tropical cyclones, volcanic eruptions, etc. are:
- a.
 - b.
 - c.
 - d.
9. When there are financial or economic downturns, the ESC faces the following challenges:
- a.
 - b.
 - c.
 - d.
10. The PES needs to obtain the following information from the jobseeker before any advice and/or assistance is given during an emergency/crisis situation:
- a.
 - b.
 - c.
 - d.
 - e.
11. These are the categories of jobseekers that an employment officer can encounter while delivering EES:
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
12. If there is no existing ESC in the area, what options can be available in the locality in the event of an emergency/crisis situation:
- a.
 - b.



VI.

**Services
for employers**

► Unit 13: Providing effective services for employers

DATE:

NAME:

OFFICE:

Review questions

1. What are the essential elements in a job vacancy notice? How can the employer be assisted in developing a job vacancy notice?
2. How can the employer be assisted in selecting the appropriate candidate for the job vacancy?
3. Why is it important to assign an occupational code to a job vacancy notice?

Exercise

Please refer to the job vacancy announcements in Appendix C. Both announcements have indicated their need for a Customer Service Officer. Which of the two announcements have effectively conveyed their needs? How and why?



VII.

Labour market

► Unit 14: Make use of information on the minimum wage rates of occupations

DATE:

NAME:

OFFICE:

Review questions

1. What types of information should the PES maintain and share with employers as part of its services?
2. Employers can benefit greatly from information on prevailing minimum wages. What information is available for employers in Indonesia?
3. Can you share information on minimum wages by occupation and sector?

Exercise

Please fill in the missing information on minimum wage for the identified occupation. Which regions are they located?

Occupation	Minimum wage	Location (region)
IT technician		
Machine operator II		
Teacher		
Call centre staff		
Housekeeping staff		
Sales manager		
Mobile phone repair man		
Caregiver		
Bank teller		
Lawyer		

► Unit 15: Labour market programmes (LMPs)

DATE:

NAME:

OFFICE:

Review questions

1. What are examples of labour market programmes and identify how they can specifically assist the jobseeker?
2. What is the Indonesian Employment Benefit programme, and how does it assist the unemployed?
3. How is the programme monitored?

Exercise

Jobseekers can benefit greatly from labour market programmes if they are well designed and targeted. Please give examples of labour market programmes for the identified jobseekers.

Jobseeker	Labour market programmes
Long-term unemployed 40-year-old adult	
Mother returning to work after a two-month maternity leave	
A retiree wanting to return to work	
35-year-old woman in a garments company wanting to open her own small garments shop	
A returning migrant worker who was employed in construction for five years	

► Unit 16: Policy and regulations

DATE:

NAME:

OFFICE:

Review questions

1. Which laws and policies in Indonesia directly relate to employment services?
2. How do these laws and policies compare to the provisions of ILO Convention No. 88?
3. Should more laws be promulgated in Indonesia to ensure that employment services are strengthened? Why?

Exercise

1. Compare Indonesia's current policies and regulations on PES with the provisions of ILO Convention No.88 in the following areas:

ILO Convention No. 88	Indonesia laws/policies (identify specific law/ policy, number)	Status of implementation (active, inactive)
Maintenance of a free public employment service		
Cooperation with other public and private bodies		
Presence of advisory committees composed of employers' and workers' representatives		
Registration of applicants		
Information on vacancies		
Facilitating occupational and geographical mobility		
Collection of labour market information		
Administration of unemployment insurance		
Meeting the needs of specific categories of workers, such as people with disabilities, indigenous peoples, etc.		
Implementing programmes for the youth		

2. Discuss the implementation status of each law/policy.

► Unit 17: Job fairs

DATE:

NAME:

OFFICE:

Review questions

1. Describe the preparatory activities needed when organizing a job fair.
2. Is conducting a job fair a better option than providing services through the ESC?
3. Who can sponsor job fairs?

Exercise

True or False: (write "T" for True or "F" for False)

1. Job or employment fairs are easy to organize and do not need much preparation.
2. Only employers derive much benefit from job fairs.
3. A successful job fair needs to define the long-term goals it seeks to achieve, the immediate objectives of the event, the target groups, the timeframe and budget.
4. The target groups of the job fair are jobseekers and employers.
5. A job fair does not need any follow up after it has been conducted.
6. It is fundamental to measure the degree to which the objectives of the job fair have been achieved, and this can be done through indicators.
7. The only information needed from jobseekers are their age and gender.
8. Job fairs can host a wide range of services and activities.
9. The PES Director should be part of the team organizing job fairs.
10. Logistical arrangements for job fairs must be properly planned, and this includes planning for the venue, services, supplies, equipment and personnel.

► Unit 18: Occupational classification system

DATE:

NAME:

OFFICE:

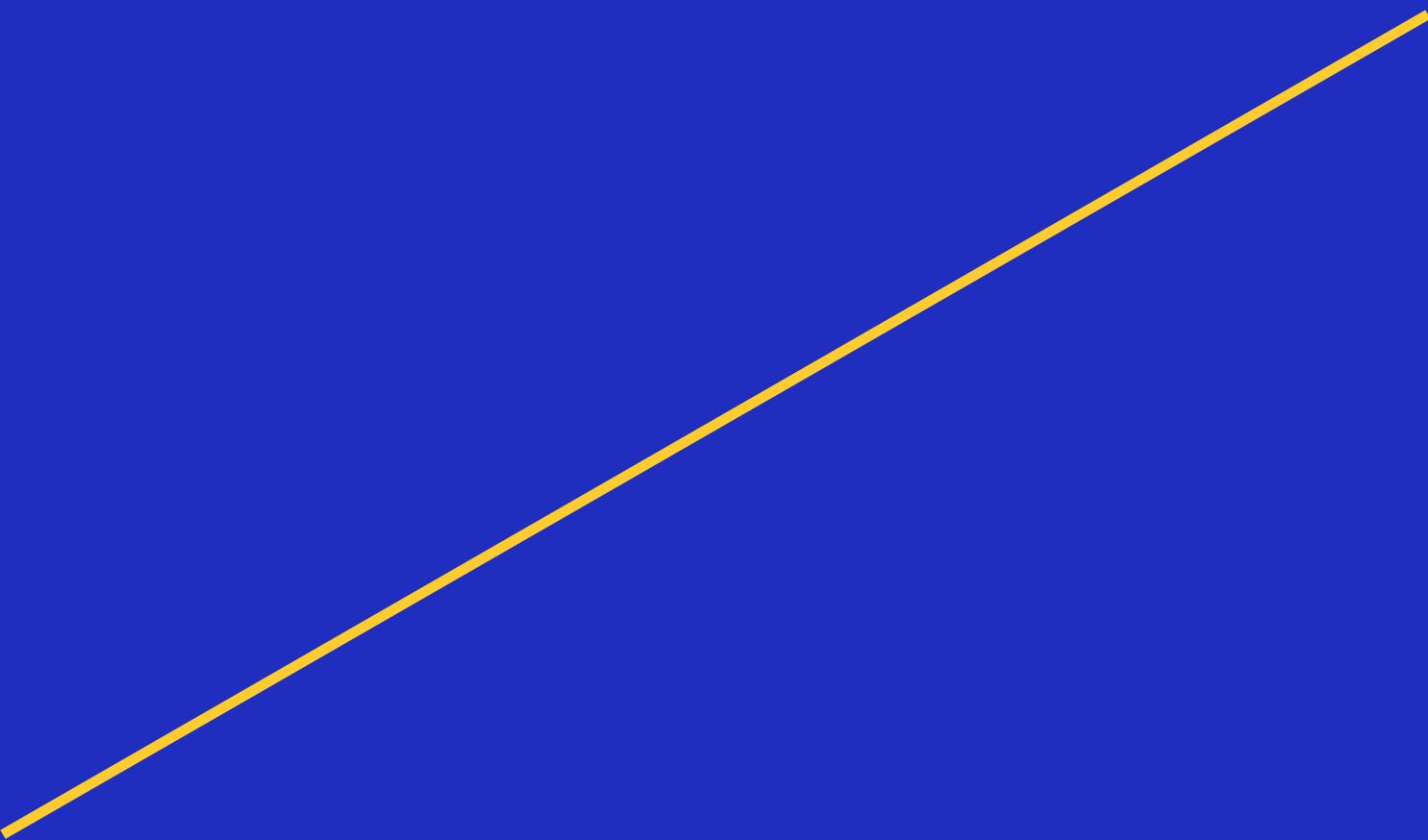
Review questions

1. What is the importance of having a national occupational classification system?
2. Does Indonesia have a national occupational classification system? Is it regularly updated?
3. How can the ESC benefit from the occupational classification system?

Exercise

Multiple choice on target groups. Please choose the appropriate answer(s). Some questions may have more than one answer.

1. Using Indonesia's occupational classification, please identify the 4-digit occupational codes of the following occupations:
 - a. Computer technician
 - b. Civil engineer
 - c. Nursing aide
 - d. Forester
 - e. Electrician
 - f. Librarian
 - g. Hotel Front desk officer
 - h. Court clerk
 - i. Actuary
 - j. Air traffic controller
2. Countries should also have an industry classification code ideally based on the International Standards Industrial Classification (ISIC). Using Indonesia's industry classification code, please identify the industry to which the above occupations could belong. (Note: some occupations exist across a number of industries. For example, a computer technician is an occupation in the manufacturing sector but can also be found in many other sector since many companies utilize computers and will need technician to run and maintain them).
 - a. Computer technician
 - b. Civil engineer
 - c. Nursing aide
 - d. Forester
 - e. Electrician
 - f. Librarian
 - g. Hotel Front desk officer
 - h. Court clerk
 - i. Actuary
 - j. Air traffic controller



 **ANSWERS**



I.

**Understanding
PES and the flow
of services**

► Unit 1: Provision of general information on public employment services

DATE:

NAME:

OFFICE:

True or False

- a. False. PES Office's services are free.
- b. True.
- c. True.
- d. False. They assist all jobseekers in the labour market whether for local or international employment.
- e. False. The PES "facilitates", which implies that the PES provides the appropriate context and conditions so that employers have a better chance of finding suitable jobseekers.

► Unit 18: Occupational classification system

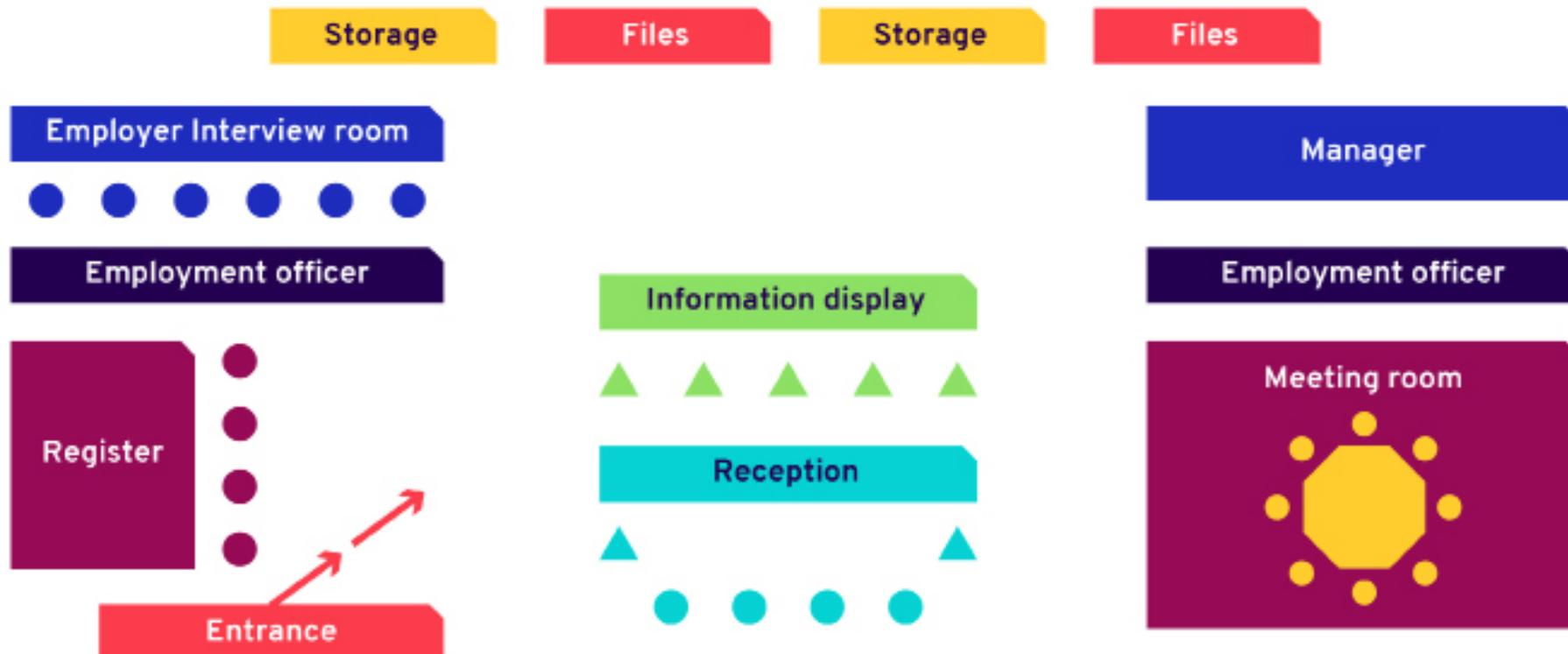
DATE:

NAME:

OFFICE:

Ideal layout of an employment services centre

(Please refer to diagram below)



True or False

- a. False. It can be done both manually and/or electronically.
- b. True.
- c. False. Usually, information is discarded after three to five years depending on the ESC.
- d. True.
- e. True.



II.

**Career
counselling
services**

▶ Unit 3: Counselling needs assessment and career counselling

DATE:

NAME:

OFFICE:

1. Tools

- a. An aptitude test is a systematic means of testing a job candidate's abilities to perform specific tasks and react to a range of different situations. A cognitive ability test is an assessment of the cognitive capabilities of humans.
- b. Personality test is a method of assessing human personality.
- c. Interest test is a test that determines a person's preferences for specific fields or activities. It helps make a choice for a career, profession or education.
- d. Labour market information (LMI) on occupations in demand. LMI on occupations needed by the economy. Information can be by occupation (that is, professionals, manual workers, etc.) and by industry (that is, sectors like manufacturing, services, etc.)

2. Quiz

- a. The five employability dimensions are:
 - ▶ Personal and environmental factors
 - ▶ Clear job objective
 - ▶ Skills and requirements to perform a job
 - ▶ Job search skills
 - ▶ Ability to maintain the job
- b. Career counselling
- c. Employment Officer
- d. Labour market information (LMI)
- e. Job objective

▶ Unit 4: Personal and environmental factors

DATE:

NAME:

OFFICE:

Please list personal or environmental factors that can affect a young jobseeker's, a migrant worker's and a person with disability's choice of job.

Here are possible answers.

Jobseeker	Factors affecting career choices	
	Personal	Environmental
Young worker	<ul style="list-style-type: none"> ▶ ability to earn after many years in school/university; ▶ lack of experience; ▶ new graduate; ▶ salary at basic level 	<ul style="list-style-type: none"> ▶ location of the workplace; ▶ job is totally new; ▶ workplace has many staff
Migrant worker	<ul style="list-style-type: none"> ▶ separation from the family for a number of years; ▶ higher pay; ▶ better advancement/ promotion prospects after years of service 	<ul style="list-style-type: none"> ▶ work culture is different; ▶ attitude of co-workers and manager in the workplace; ▶ multi-cultural environment
Person with disability	<ul style="list-style-type: none"> ▶ good opportunity to use skills; ▶ insecure; ▶ lack of self confidence due to the disability; ▶ parents not supportive of career 	<ul style="list-style-type: none"> ▶ building where job is located is not disability-friendly; ▶ employers' negative attitude to the disability

► Unit 5: Clear job objective

DATE:

NAME:

OFFICE:

Case studies

Case 1: Yes. Pak Arif is interested in pursuing the job of senior agricultural engineer.

Case 2: Yes. Ibu Dewi sees the job opening of a fashion designer in a mall as a good option for her.

Case 3: No. Pak Pramana is not clear with his career goal and job objective. He has four years' experience as a Finance Officer and majored in banking and finance. He is aiming for a higher salary, but he is applying for a Marketing Manager post. He needs further guidance.



III.

Vocational counselling services

► Unit 6: Skills and requirements to perform the job

DATE:

NAME:

OFFICE:

The following are possible answers:

Jobseeker case	Labour market programme/s	Comments
1. A student of economics who just graduated from university applying for a technical staff role in a research project on poverty indicators	<ul style="list-style-type: none"> ► Project orientation ► briefing on job description ► on-the-job training 	<ul style="list-style-type: none"> ► The student is qualified for the position and may require simple orientation before starting with the job.
2. An accounting officer wanting to establish his/her own accounting and auditing company	<ul style="list-style-type: none"> ► training/orientation on business development: how to operate your own accounting/auditing company; ► seminar on entrepreneurship development; ► internship 	<ul style="list-style-type: none"> ► Training programmes are offered commercially.
3. A university professor in electronic and communication engineering (ECE) applying for an ECE managerial position in a computer company	<ul style="list-style-type: none"> ► training on supervisory and/or management concepts and principles 	<ul style="list-style-type: none"> ► The company might offer an introductory course on supervisory management as part of his orientation.
4. A machine operator of five years applying for a position as a shop floor supervisor in a motorcycle manufacturing factory	<ul style="list-style-type: none"> ► on-the-job training; ► seminar on supervisory/management skills in the shop floor; ► skills training course as Foreman 	<ul style="list-style-type: none"> ► The company can also conduct an orientation course as a foreman or train him on the job as a supervisor.
5. A medical doctor applying to be Chief Hospital Administrator	<ul style="list-style-type: none"> ► Degree course or training course on hospital administration 	<ul style="list-style-type: none"> ► If he is a practicing doctor but does not have a background and/or experience in management/supervisor role(s), he may need to attend a course on hospital administration. ► There might be some hospitals which require a degree course on hospital administration. This might take longer.



IV.

**Employment
counselling
services**

▶ Unit 7: Job search skills

DATE:

NAME:

OFFICE:

1. True or False

- a. False. A jobseeker must learn to focus on a goal that leads to a personal vision. The jobseeker must figure out what he/she wants and where.
- b. True. There are a few job search engines to help you with your career move. Social media can be a good start.
- c. False. There are internet applications that do mechanical job matching with inputs/ qualifications provided by the jobseeker. However, face-to-face interaction allows for better advice and for developing an actual transition-to-work action plan.
- d. True. The jobseeker should explore a couple of search engines and based on their experience focus their efforts.
- e. False. A job fair is one option for the job application process, but should also be followed-up just like when going to an ESC and getting actual advice.

2. Quiz

- a. Two ways for a jobseeker to look for a job: advertised market and hidden/informal job market
- b. Examples of advertised job market are: classified ads (newspapers, journals, magazines, etc.); search firms and recruitment agencies; government entities; NGOs; school placement services; internet (job search websites, company websites, etc.); job fairs; shop windows; public places; bill boards; television and radio; Employment Service Centre
- c. Jobseekers usually look for:
 - ▶ Job market: What does the employment picture look like; how much demand is there for the jobseeker's skills and experience?
 - ▶ Field and industry: what are the current employment trends in the jobseeker's field; what skills are the companies looking for?
 - ▶ The job: what is the position, what does it require, and will it fit the jobseeker?
 - ▶ About the jobseeker: given the above information obtained, what other competencies and skills does the jobseeker have to be competitive?

- d. Jobseekers search for jobs through:
- ▶ government websites
 - ▶ company websites
 - ▶ newspapers, magazines, journals and other print media
 - ▶ job search engines
 - ▶ television and radio
 - ▶ jobseeker networks
- e. hidden/informal job market

▶ Unit 8: Effective skills on CV and application letter (cover letter) preparation

DATE:

NAME:

OFFICE:

A CV/resume should aim to get you an interview and should be a jobseeker's marketing tool. A CV/resume should give the potential employer quick information on the jobseeker and what the jobseeker can do for them. It should generate enough interest with the employer. Two to three pages would be a sufficient length.

The CV/resume prepared by Pak Budi is short and precise. It contains the needed information for the manager of the international NGO to decide whether Pak Budi can be shortlisted for the post and/or called for an interview.

▶ Unit 9: Job interview preparation

DATE:

NAME:

OFFICE:

Here are some points for Ibu Putri to remember when preparing the application letter and preparing for the job interview for the sous chef post

a. Application letter should contain the following

- ▶ Date
- ▶ Addressee to whom jobseeker is sending the CV/resume
- ▶ Reference: details on the source of information of the job
- ▶ Job details: sentence explaining what job the jobseeker is aiming for
- ▶ Availability for interview and/or start date
- ▶ Complete contact details: telephone/mobile phone, email address
- ▶ Signature of jobseeker

b. Job interview

Before the job interview

- ▶ Come early and prepared
- ▶ Dress properly for the interview. Smart casual is usually the safest fashion
- ▶ Focus, concentrate and be alert
- ▶ Be ready to present yourself
- ▶ Anticipate questions and prepare for them
- ▶ Make sure that you have researched the company and the job required
- ▶ Make sure to get some rest and sleep

During the interview

- ▶ Focus on your accomplishments and how these can contribute to the potential job
- ▶ Understand what the job opening is about and how you can fill it given your skills, traits and competencies
- ▶ Ask question about the recruitment process
- ▶ Ask questions about the company culture, the job and environment
- ▶ Do not complain about people or speak ill of your previous company or employer
- ▶ See things from the company's interests
- ▶ Be confident and speak in a properly modulated voice

- ▶ Be courteous and polite at all times
- ▶ Maintain eye contact
- ▶ Do not leave the interview without asking if it is alright to follow-up on the application and the next steps to the recruitment process

After the interview

- ▶ Assess what you did well
- ▶ List what things you can do better in the future
- ▶ Note what questions were answered
- ▶ Plan to do whatever agreements were made during the interview
- ▶ Write a thank you letter. It will make them remember you
- ▶ List lessons learned from the experience

▶ Unit 10: Ability to maintain the job

DATE:

NAME:

OFFICE:

1. The following elements should be contained in the transition-to-work action plan for Pak Dharma:
 - ▶ Personal information
 - ▶ Personal/environmental issues and needs identified
 1. job goals (short-/long-term) and needs identified
 2. education and training
 3. employment history
 4. major skills and strengths
 5. major skills needed to get back to work
 - ▶ Job search strengths
 1. CV/resume
 2. letter of application
 3. interview skills
 4. job search skills/tools needed to get back to work
 5. job maintenance issues and needs identified
 - ▶ Assessment summary
 - ▶ Employability dimensions discussed
 1. notes on dimensions discussed
 2. options discussed
 3. option(s) chosen, and the rationale for the selection(s)
2. The core work skills that Pak Dharma should remember, maintain and practice if he is accepted to the senior mechanic post are the following:
 - ▶ Have a strong work commitment
 - ▶ Practice teamwork
 - ▶ Always be honest
 - ▶ Be loyal to the company



V.

**Dealing with
target groups
and emergency
employment services
(EES)**

► Unit 11: Target groups

DATE:

NAME:

OFFICE:

1. b
2. e
3. a, b
4. c
5. a, b, c
6. e – These are all youth definitions since they can vary by country.
7. e
8. c
9. a
10. b, c, e
11. a, c, d
12. a, c
13. a, b
14. e
15. a, b, c

► Unit 12: Emergency employment services (EES)

DATE:

NAME:

OFFICE:

1. nature and extent
2. jobseekers and employers
3. assessment
4. national government
5. EES will be needed when:
 - a. natural disasters (such as, earthquakes, volcanic eruptions, tropical cyclones, tsunamis, floods, medical –SARS or COVID-19, etc.)
 - b. economic or financial downturn
 - c. armed conflicts (that is, wars)
 - d. difficult social and/or political situations
6. Partnerships with other ministries, international organizations, NGOs
7. EES will be needed when:
 - a. job search, registration and counselling jobseekers; this includes discussion of the needs of special groups of jobseekers (such as, displaced workers, people with disabilities, etc.)
 - b. collecting and disseminating labour market information (LMI)
 - c. planning and implementing employment and labour market programmes like skills training, entrepreneurship training, etc.
 - d. advocacy with employers and filling vacancies
8. The challenges include:
 - a. relocation
 - b. reconstruction
 - c. high loss of jobs
 - d. skills shortages
9. These challenges include:
 - a. large scale retrenchments/lay-offs
 - b. high unemployment and underemployment
 - c. industrial restructuring and reforms
 - d. limited social protection

10. Information needed by PES before giving advice:

- a. job objective
- b. environmental factors, family concerns
- c. educational attainment and qualifications
- d. employment history
- e. skills and experience

11. Jobseeker categories:

- a. internally displaced individuals
- b. women
- c. jobseekers with disabilities
- d. youths
- e. older workers
- f. demobilized soldiers

12. Options in localities when there is no ESC

- a. establish a pilot ESC for implementing immediate and short-term measures
- b. networking and partnerships with private employment agencies, local ministries, NGOs or international organizations



VI.

**Services
for employers**

▶ Unit 13: Providing effective services for employers

DATE:

NAME:

OFFICE:

The answer will be provided in discussion during the practical portion of the training.



VII.

Labour market

▶ Unit 14: Make use of information on the minimum wage rates of occupations

DATE:

NAME:

OFFICE:

1. The PES should maintain and share regional minimum wage information with employers.
2. Employers in Indonesia can access basic information on wages in relevant sectors and occupations.
3. Yes. To find the appropriate wage information refer to the database on regional minimum wages, which is updated yearly.

▶ Unit 15: Labour market programmes (LMPs)

DATE:

NAME:

OFFICE:

Jobseeker	Labour market programmes
Long-term unemployed 40-year-old adult	<ul style="list-style-type: none"> ▶ skills training; on-the-job training; ▶ job subsidies
Mother returning to work after a two-month maternity leave	<ul style="list-style-type: none"> ▶ child care services; ▶ skills training; ▶ job orientation
A retiree wanting to return to work	<ul style="list-style-type: none"> ▶ training/re-training programmes; ▶ community services programmes
35-year-old woman in a garments company wanting to open her own small garments shop	<ul style="list-style-type: none"> ▶ entrepreneurship training; ▶ industry orientation on garments; ▶ business development training
A returning migrant worker who was employed in construction for five years	<ul style="list-style-type: none"> ▶ apprenticeship; ▶ skills upgrading; ▶ recognition of prior learning; ▶ company orientation

► Unit 16: Policy and regulations

DATE:

NAME:

OFFICE:

1. Presidential decree NO 36/2002 concerning the ratification of ILO Convention No. 88 concerning Employment Placement Service Institutions.
2. The degree to which PES laws and policies comply with ILO Convention No. 88 depends on the degree to which presidential decrees are supported and developed by government or ministerial decrees that conform to the provisions of the Convention. To check compliance with the Convention, one must examine not just Presidential Decree No. 36/2002, but also the ministerial decrees that have been issued in order to implement it.
3. Yes. To response to and synchronize with any changes in the labor market.

A table naming decrees related to various Articles of Convention No. 88 is available in one of the handouts for Unit 1 of the practical component of the training.

► Unit 17: Job fairs

DATE:

NAME:

OFFICE:

1. False. Organizing a job fair requires careful planning and detailed organization.
2. False. Both employers and jobseekers benefit from a job fair.
3. True
4. True
5. False. After the event, evaluation and feedback from employers and feedback from jobseekers are necessary.
6. True
7. False. Information on the type of occupation, whether highly skilled/professional or less skilled, is needed.
8. True
9. True
10. True

► Unit 18: Occupational classification system

DATE:

NAME:

OFFICE:

1. A national occupational classification system enables a better understanding of the functioning of the labour market, which in turn improves the ability of PES to effectively assist jobseekers.
2. Yes, Indonesia does have a national occupational classification system and it is regularly updated.
3. A national occupational classification system will assist the ESC in providing jobseekers with appropriate job information and the skills needed to successfully secure and maintain that job.

Appendices

► Appendix A.

UNIT 2: Services flow and jobseeker registration: Sample jobseeker registration form

DATE:

NAME:

OFFICE:

JOBSEEKER REGISTRATION RECORD

EMPLOYMENT SERVICE CENTRE:

Jobseeker ID No.	Occupation code:
Location:	Occupation:
L - Local employment; O - Overseas employment B - Local or Overseas	

Identity Card No.

PERSONAL DETAILS

SURNAME Date of Birth/...../.....

First Name M/F Marital Status

Address

Province District Village

Contact Phone No E-mail address

Driver's License No.

Please State any Disability Special Category Code:

Language/s Spoken

Reason/s for Leaving Last Job:

.....

.....

COMMENTS

Interviewing Officer Comments:
--

Date of Last Contact:

--	--	--	--	--	--	--	--

JOBSEEKER REFERRAL

Date	Employer/Recruitment Agency	Occupation	Occupation Code	Status Code	Date

I certify that the information included in this registration form are true and correct.

Signature of Jobseeker:

Signature of Interviewing Employment Officer:

Date:

SPECIAL CATEGORY CODES FOR OTHER TYPES OF JOBSEEKERS

These codes are to be entered on the Jobseeker Registration Record in the Personal Details section. Additional information can be noted on the reverse in the *Comments* section.

Young Person 15-24 Years	1
Person with disabilities	2
Long Term Unemployed	3
Ethnic Minority Group	4
Rural Worker	5
Ex-Military Service	6
Retrenched	7

► Appendix B.

UNIT 8: Effective skills on CV and application letter preparation: Sample CV/resume

DATE:

NAME:

OFFICE:

Exercise

The opening is for an International Disability Specialist in an international NGO.

Please review the enclosed CV/resume and share your comments. Suggest improvements, if necessary.

CV/RESUME

MR. BUDI GINTING

CONTACT INFORMATION

Home address:

Apartment 28
Jalan Lautze 76, Dki
Jakarta City, Indonesia
Zip code 12810

Telephone and email address:

+ 62 0-22-358-1766
ginting@gmail.com

SUMMARY OF BACKGROUND AND EXPERIENCE

- ▶ A general specialist on managing disability and diversity
- ▶ Good technical expertise in disability project management at all levels: developing proposals, implementing, monitoring and evaluating
- ▶ Influencing people on positive aspects of disability
- ▶ Designed training and facilitating/conducting training activities
- ▶ Conducted research, developed technical papers, promotional materials, manuals and related publications on disability
- ▶ Facilitated networking related to human resources, national development on disability, and the business cases, good practices
- ▶ Is a team player and can work under pressure and in diverse environments

EDUCATION

- ▶ Masters degree in Rehabilitation Services Education, University of Sydney, 2016
- ▶ B.S. Education specializing on improving education for inclusion for people with disabilities, University of Indonesia, 2010
- ▶ Participated in training workshops and conferences, such as in public relations and communications, anti-discrimination and diversity in the workplace, human rights, labour issues, governance and leadership, information technology and disability.

PROFESSIONAL EXPERIENCE

- ▶ National Consultant on Disability and Diversity Inc. in partnership with Associations and Facilities for the Disabled in Jakarta (2017 to present): Consult

with local governments' disability institutions, non-government disability organizations, employers' groups, universities, companies and organizations of people with disabilities on issues related to employment of people with disabilities, disability inclusion in development, workplace rights and accommodations, the business case for hiring people with disabilities. Developed and conducted training programmes and trained students, professionals and human resource managers on policies and practices that comply with disability in the workplace and on disability inclusion in development. Developed and implemented projects on disability and produced promotional materials and practical tools related to the business and human rights cases for disability inclusion in the workplace.

- ▶ Knowledge and Website Manager on Disability and Diversity (on-going, part-time): Provide updated information and developed and updated websites related to disability inclusion; linked with networks of government and private institutions for partnerships and information sharing on disability.
- ▶ Sekretariat perkumpulan penyandang disabilitas Indonesia (PPDI) (2012–15), as Rehabilitation Counselor: provided individual and group counselling to help clients adjust to their disability; evaluated clients' abilities, interests, experiences, skills, health and education; developed a treatment plan for clients in consultation with other professionals, such as doctors, therapists and psychologists.
- ▶ University of Indonesia, researcher on Disability Inclusion Project (2010–11): collected and analysed information and survey data on disability; in consultation with the Project Manager, gave recommendations based on the findings.

OTHER QUALIFICATIONS

- ▶ Experienced national speaker on a variety of topics related to rights, disability and employment. Organized national meetings and workshops for a variety of constituents that include governments, organizations of people with disabilities, NGOs and civil society;
- ▶ Wrote and contributed to a variety of publications, manuals and technical papers and documents.
- ▶ Conducted surveys related to seeking information from businesses on good practices, employee satisfaction and related workplace practices.

AVAILABLE UPON REQUEST

- ▶ References
- ▶ List of publications
- ▶ Writing samples

► Appendix C.

UNIT 13: Assist in the recruitment process

DATE:

NAME:

OFFICE:

Job vacancy announcement 1

PT. XXXXXX

Customer Service Representative – CSR

Vacancy Number (.....)

Job Type : full time
Position : Representative (Agent)
Department : Marketing
Start date : Immediately

Job Purpose: To provide our Customers with world-class service and consistently high standards of care

Job Requirements:

1. Excellent command of written and spoken Indonesia and English
2. Secondary School/Diploma/BSc, or BA qualification
3. Contact Centre experience is desirable
4. Computer literacy

Interested candidates wishing to apply for the post can submit their CV and cover letter to [hr.xxxxx@career .ca](mailto:hr.xxxxx@career.ca).

Only short-listed candidates will be contacted for assessment and interview as per HRD PT xxxxx Policy and Procedure.

Job vacancy announcement 2

Job vacancy CV YYYYYY

Customer Service Officer – CSO

Qualification:
Fluently to communicate in English language
Ready to work on shift with the team

Sent your CV and Motivation Letter to:

YYYYYY@ready.co.id

More info : 021 -777777 I www.YYYYYY.co.id
Office address : Jalan Palbatu 2 no 18 Tebet. South Jakarta

► Appendix D. Presentations for Units 1–18

- ▶ Module/Unit 01: Provision of general information on public employment services (PES) (https://www.ilo.org/jakarta/info/WCMS_821125/lang--en/index.htm)
- ▶ Module/Unit 02: Services flow for jobseeker registration (https://www.ilo.org/jakarta/info/WCMS_821126/lang--en/index.htm)
- ▶ Module/Unit 03: Counselling needs assessment (https://www.ilo.org/jakarta/info/WCMS_821127/lang--en/index.htm)
- ▶ Module/Unit 04: Counselling needs assessment (Personal/environmental factors) (https://www.ilo.org/jakarta/info/WCMS_821128/lang--en/index.htm)
- ▶ Module/Unit 05: Counselling needs assessment (Clear job objective) (https://www.ilo.org/jakarta/info/WCMS_821129/lang--en/index.htm)
- ▶ Module/Unit 06: Vocational counselling (Skills and requirements to perform the job) (https://www.ilo.org/jakarta/info/WCMS_821130/lang--en/index.htm)
- ▶ Module/Unit 07: Employment counselling (Job search skills) (https://www.ilo.org/jakarta/info/WCMS_821131/lang--en/index.htm)
- ▶ Module/Unit 08: Employment counselling (Job search skills: effective skill on CV and cover or application letter preparation) (https://www.ilo.org/jakarta/info/WCMS_821132/lang--en/index.htm)
- ▶ Module/Unit 09: Employment counselling (Job search skills: job interview preparation) (https://www.ilo.org/jakarta/info/WCMS_821133/lang--en/index.htm)
- ▶ Module/Unit 10: Employment counselling (Ability to maintain a job) (https://www.ilo.org/jakarta/info/WCMS_821134/lang--en/index.htm)
- ▶ Module/Unit 11: Target groups (https://www.ilo.org/jakarta/info/WCMS_821135/lang--en/index.htm)
- ▶ Module/Unit 12: Emergency employment services (EES) (https://www.ilo.org/jakarta/info/WCMS_821136/lang--en/index.htm)
- ▶ Module/Unit 13: Providing effective services to employers (https://www.ilo.org/jakarta/info/WCMS_821137/lang--en/index.htm)
- ▶ Module/Unit 14: Make use of minimum rate of occupations wages information (https://www.ilo.org/jakarta/info/WCMS_821138/lang--en/index.htm)
- ▶ Module/Unit 15: Labour market programmes (https://www.ilo.org/jakarta/info/WCMS_821139/lang--en/index.htm)
- ▶ Module/Unit 16: Policy and regulation (https://www.ilo.org/jakarta/info/WCMS_821140/lang--en/index.htm)
- ▶ Module/Unit 17: Job fairs (https://www.ilo.org/jakarta/info/WCMS_821142/lang--en/index.htm)
- ▶ Module/Unit 18: Occupational classification system (https://www.ilo.org/jakarta/info/WCMS_821143/lang--en/index.htm)

Advancing social justice, promoting decent work

International Labour Organization (ILO)
Office for Indonesia and Timor Leste
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