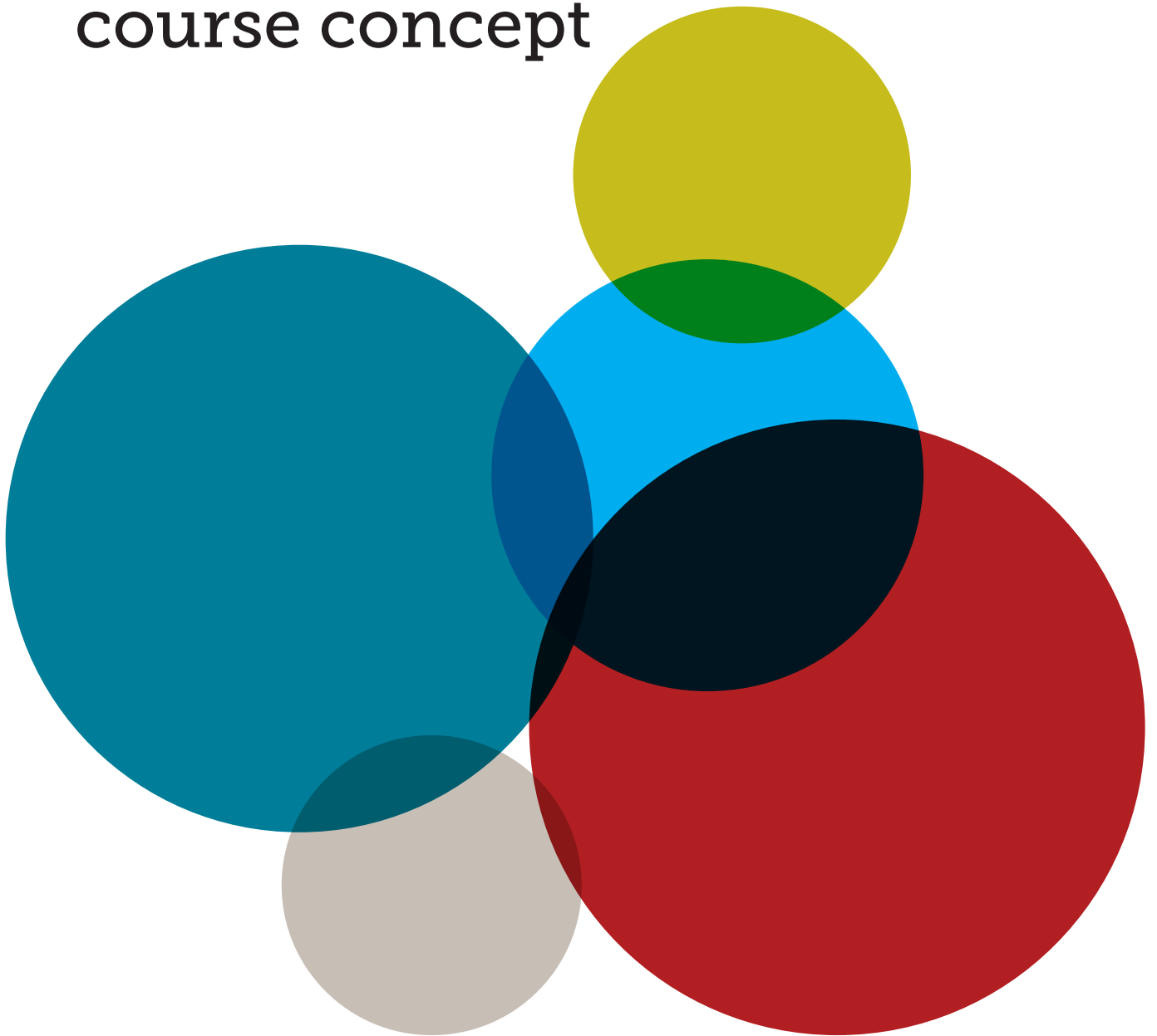


Output 2

Train the trainer course concept



Content:

1. *Introduction*
2. *Train the trainer concept – 5 Day workshop overview*
3. *Train the trainer concept – 5 Day workshop detailed*
4. *Method handbook for the train the trainer concept*
 - inab
 - EBC*L
 - BFI
 - Aklub

1. Introduction

Train the Trainer Course Concept is the second part of Output 2 from the **youthcoach project**.

The first part is about the **competence profile**, provided as a table with detailed definition of expected knowledge skills in each of the four projects and an overview of general expected knowledge skills of the partners involved.

The second part contains a **Train the Trainer Course** designed on the base of the competence profile developed by the provided information of all seven partners. Furthermore it combines four different approaches from four different European projects and their perspectives in detail. As a matter of fact, each approach complements the other three in the way of having the best possible supportive outcome for the coaches and consequentially for the youth.

However, additional competences are needed by different trainers to gain a holistic approach towards the coaching of potential drop outs on a joint European perspective.

To be able to work with the provided training material, each step of the training is designed in a similar way to the competence profile to recognise the single steps of **knowledge, skills and competences** a trainer should have or gain.

A five day training overview will show the combined structure of the training and an attached handbook will show how each single step could be carried out. In order achieving the most possible success for the participants it might be helpful changing the emphasis regarding the aimed result. If the groups would need more time in working on certain parts it should be possible.

The attachments are provided by four partners. Included you will find background information and the content of the different project which might be helpful in explaining the trainer what the different approaches are about. You also will find the material needed to teach the huge range of tools. In terms of skills, knowledge and competences of the participants it might be helpful choosing these parts of the provided material, which helps the group to extend their knowledge.

In order to find the material needed for the different sequences the name of the partners will show you where to find the tools needed. In case different tools would be wanted, there is the option to get for further material on to the website of youth coach.

<http://youthcoach.cz/outcomes.html>

The Train the Trainer concept is regarded to the level 6 to 7 of the **EQF** (European Qualification Framework).

EQF	knowledge	skills	competence
Level 6	Deep knowledges for a specific study/work area which demands an critical comprehension of theories and principles	Advanced skills which show mastery and innovation for complex and unpredictable problem solving in a study/work specialized area	Management complex technical or professional activities or projects, taking the responsibility for decision making in unpredictable study/work contexts. Taking responsibilities in management for individual, professional and collective development
Level 7	Highly specialized knowledge, some of them are in the forefront of some study/work knowledge, that underpin the capacity for original thinking	Specialized skills for problem solving in terms of investigation and innovation, to develop new knowledges and procedures in order to integrate them in different areas	Manage and transform study/work complex and unpredictable contexts which demand new strategies. Taking responsibilities in order to contribute to new knowledges and professional practices and/or review the strategic team performances

The participant in the Training should have the knowledge, skills and competence as described above in order to have the most possible benefit on their work in youth coaching.

2. Train the trainer concept – 5 Day workshop overview

- DAY 1**
- Introduction about the Erasmus+ Project and the Countries involved. (Why?)
Storytelling by the Trainer
 - Short description about the four Projects.
- Brake*
- unit 1 Describing the own work enjoyment and target group – partner interviews (inab)
- Lunch brake*
- unit 2 Over view of Assisted Vocational Training – Theoretical impact (inab)
- unit 3 Self awareness – “Me” (inab)
- unit 4 Feedback of the day - Discussion of possibility usage (inab)
-
- DAY 2**
- unit 1 Warming up- Pictures to choose, to describe myself in the moment.
- unit 2 Relating with stakeholders “Context” (inab)
- Brake*
- unit 3 Creative and critical indication of solutions
“complexity accomplishment” (inab)
- Lunch brake*
- unit 4 Basics of Business Management in Everyday Life (EBC*L)
- Brake*
- unit 5 The Entrepreneurial Self (EBC*L)
- unit 6 Feedback of the day - Discussion of possibility usage (inab)
-
- DAY 3**
- unit 1 Telling Business Stories (EBC*L)
- Brake*
- unit 2 A Look behind the Curtain (EBC*L)
- Lunch Brake*
- unit 3 Getting to know each other (BFI)
- unit 4 What is Youthcoaching? (BFI)
- unit 5 Potential analysis (BFI)
- unit 6 Feedback of the day - Closure flashlight (BFI)
-
- DAY 4**
- unit 1 The systemic counseling approach and establishing rapport (BFI)
- unit 2 Case studies
- Brake*
- unit 3 Examples of implementation (BFI)
- unit 4 Reflection (Anonymous) (BFI)
- Lunch Brake*
- unit 5 Method - A Virtual Company (Aklub)
- Brake*
- unit 6 Method - How to succeed in a job interview (Aklub)
- unit 7 Feedback of the day - Circling a ball (inab)
-
- DAY 5**
- unit 1 Method - Getting familiarized with the job through a workplace tour (Aklub)
- Brake*
- unit 2 Method - Rocket - energy for my goal (Aklub)
- Lunch brake*
- unit 3 Method - Role Playing (Aklub)
- unit 4 Feedback of the 5 days (inab) Summary of the Feedbacks, Discussion what to present in Croatia, what do I take, what do I Leave behind? (inab)

3. Train the trainer concept – 5 Day workshop detailed

unit 1



Day
1

summery descibtion	time schedule	material
Describing the own work environment and target group – partner interviews: Two people come together and interview each other about <ul style="list-style-type: none"> ▫ own job ▫ target group ▫ achivements to share ▫ dislikes 	60 min <i>Each one has 15 min to asked and answer. After 30 min the person being interviewed will be introduced to the whole group by the partner</i>	Paper and pen to take notes

✓ LEARNING OUTCOMES:

getting to know each other and getting an idea of the experience and the area the participants work with

▫ knowledge

Information about the skills someone has working in the field

▫ skills

Information about the skills someone should have working for the program

▫ competencies

Competences which are necessary to work with the target groups, like asking questions and listening

unit 2

see page 25-27

summery descibtion	time schedule	material
Over view of Assisted Vocational Training – Theoretical impact	45 min	Material provided by inab : <ul style="list-style-type: none"> ▫ U1a – Assisted Vocational Training ▫ U1b- Structure of the Project ▫ U1c – Service of the Education Company (service by the Trainer)

✓ LEARNING OUTCOMES:

Knowledge about the program of **inab** called **Assisted Vocational training** and its holistic approach.

▫ knowledge

Information of the program, the aims and the institutions involved

▫ skills

Information about the skills someone should have working for the program

▫ competencies

Competences which are necessary to work with the target groups

unit 3

see page 28-29

Day
1

summery descibtion	time schedule	material
<p>Self awarnerness – “Me”</p> <p>She/He is able to identify, explore and evaluate self traits, feelings and behavior from an individual and cultural point of view. Hence to be able to distinguish her/his own background to the backg-round of the client.</p>	60 min	<p>Material provided by inab:</p> <ul style="list-style-type: none"> ▣ coloured crayon ▣ pin board ▣ U2a – Work sheet “Me” ▣ U2b- Instruction sheet

✓ **LEARNING OUTCOMES:**▣ **knowledge**

I know from what perspective I am approaching

▣ **skills**

I know my skills

▣ **competencies**

Step back from my personal feelings and jaundice and to be able to work with in the center of the client

unit 4

see page 33

summery descibtion	time schedule	material
<p>Discussion of possibility usage</p> <p>Having a feedback about what was done during the day. What could be taken in account with the job I am working with? Is there is any I would like to transfer into our country? What do I don't like or don't agree with? What will I present at the meeting in Croatia?</p>	60 min	<p>Material provided by inab:</p> <ul style="list-style-type: none"> ▣ U5a – Instruction sheet

✓ **LEARNING OUTCOMES:**▣ **knowledge**

comparison and alignment with the own project

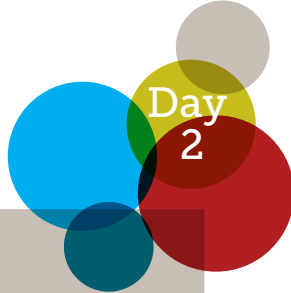
▣ **skills**

Finding inspiring issues

▣ **competencies**

Transfer of learning

unit 1



summery descibtion	time schedule	material
<p>Warming up each person chooses a picture he/she likes or why she/he feels attracted to. Now, holding the picture in the hand, the participants are free to describe why he/she has picked this particular one. Everybody should decide when to take its row.</p>	90 min	<ul style="list-style-type: none"> ▣ different postcard, pictures, emotional cards, images... provided by the trainer

✓ LEARNING OUTCOMES:

- ▣ **knowledge**
learning a new tool
- ▣ **skills**
getting into verbal and visual contact with the group
- ▣ **competencies**
learning about empathy

unit 2

see page 29-31

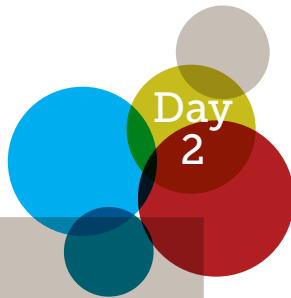
summery descibtion	time schedule	material
<p>Relating with stakeholders “Context” Stakeholders are the assets of every succeeding project. Therefore it is necessary to indentify them and to integrate them.</p>	90 min	<ul style="list-style-type: none"> ▣ moderation cards ▣ felt pens ▣ 3 pin boards Material provided by inab : <ul style="list-style-type: none"> ▣ U3a – Work sheet “Context” ▣ U3b- Instruction sheet

✓ LEARNING OUTCOMES:

- ▣ **knowledge**
What are stakeholders and what kind of role they are playing in the program
- ▣ **skills**
Being able to identify stakeholders
- ▣ **competencies**
Being able to have ideas how to involve the stakeholders

unit 3

see page 31-32



summery descibtion	time schedule	material
<p>Creative and critical indification of solutions “complexity accomplishment”</p> <p>Cooperative consultation is a way of finding a solution in progress using the knowledge of the people working in the same or similar field. (To get familiar with this tool it would be good doing two consultations.)</p>	180 min	<p>Material provided by inab:</p> <ul style="list-style-type: none"> ▣ U4a – Instruction sheet “complexity accomplishment”

✓ **LEARNING OUTCOMES:**

- ▣ **knowledge**
I know from what perspective I am approaching
- ▣ **skills**
I know my skills
- ▣ **competencies**
Step back from my personal feelings and jaundice and to be able to work with in the center of the client

unit 4

see page 37 and following

summery descibtion	time schedule	material
<p>Basics of Business Management in Everyday Life</p> <p>Explaining the EBC*L Enterprise programm and its approach towards teaching core business competences. Developing an economic point of view towards everday life.</p>	90 min	<p>Material provided by Atama and international Centre of EBC*L</p> <ul style="list-style-type: none"> ▣ EBC*L Enterprise for Youthcoach – Handbook, Parts 1, 2, 3

✓ **LEARNING OUTCOMES:**

- ▣ **knowledge**
What is “business competence”? - How does business competence manifest itself in everyday life?
How can economic thinking and a entrepreneurial approach improve someone’s life?
What personal and/or formal competences does a entrepreneurial approach towards life require?
- ▣ **skills**
Ability to identify (un-) economic acts in everyday life.
Ability to see everyday situations and life callenges from an economic viewpoint.
- ▣ **competencies**
Competences to connect business management terms and models with examples, situations and challenges of everyday life of the target group, i.e. youth and young adults.

unit 5

see page 43 and following

Day
2

summery descibtion	time schedule	material
<p>The Entrepreneurial Self</p> <p>Explaining the law of scarce resources as the foundation of the need to think economically.</p> <p>Developing a view of life in terms of scarcity, abundance and its corresponding market value.</p>	60 min	<p>Material provided by Atama and international Centre of EBC*L</p> <ul style="list-style-type: none"> ▫ EBC*L Enterprise for Youthcoach – Handbook, Parts 3, 4

✓ **LEARNING OUTCOMES:**▫ **knowledge**

What are scarce resources? What makes them scarce?

- What is the relation between scarcity, abundance and (market) value?

▫ **skills**

Ability to evaluate personal resources in terms of perceived value, market value etc.

Ability to identify “marketable” personal resources

▫ **competencies**

Competence to connect personal resources (strengths, competences, knowledge, relationships etc.) with a market-based view and the knowledge about how to develop a scarce resource one may own.

unit 6

see page 33

summery descibtion	time schedule	material
<p>Discussion of possibility usage</p> <p>Having a feedback about what was done during the day.</p> <p>What could be taken in account with the job I am working with?</p> <p>Is there is any I would like to transfer into our country?</p> <p>What do I don't like or don't agree with?</p> <p>What will I present at the meeting in Croatia?</p>	60 min	<p>Material provided by inab:</p> <ul style="list-style-type: none"> ▫ U5a – Instruction sheet

✓ **LEARNING OUTCOMES:**▫ **knowledge**

comparison and alignment with the own project

▫ **skills**

Finding inspiring issues

▫ **competencies**

Transfer of learning

unit 1

see page 43 and following

Day
3

summery descibtion	time schedule	material
<p>Telling Business Stories</p> <p>“Storytelling” is the core methodological approach of EBC*L Enterprise. Trainers are given examples, ideas and tips on how to work with stories in business management education.</p>	120 min	<p>Material provided by Atama and international Centre of EBC*L</p> <ul style="list-style-type: none"> ▣ EBC*L Enterprise for Youthcoach – Handbook, Parts 3,4

✓ **LEARNING OUTCOMES:**▣ **knowledge**

How does “Storytelling” work in general?

How does “Storytelling” help to teach business skills and concepts?

What makes a good story?

Learning from examples

▣ **skills**

Ability to create simple stories to teach business.

▣ **competencies**

Competence in the “Storytelling” method.

unit 2

see page 44 and following

summery descibtion	time schedule	material
<p>A Look Behind the Curtain</p> <p>Reflexion of the content, which EBC*L Enterprise provides, and its methodological approach.</p> <p>Discussion of whether EBC*L Enterprise is suitable for the target group and the trainers aimed at in the Youthcoach project.</p> <p>Discussion about the impact basic business knowledge and an entrepreneurial view of life can have on the Youtcoach target group.</p>	60 min	<p>Material provided by Atama and international Centre of EBC*L</p> <ul style="list-style-type: none"> ▣ EBC*L Enterprise for Youthcoach – Handbook, Parts 3, 4

✓ **LEARNING OUTCOMES:**▣ **knowledge**

Gaining different viewpoints on thematic and methodological concepts of EBC*L Enterprise.

▣ **skills**

Enhancing one’s own teaching skills and methodological repertoire.

▣ **competencies**

Teaching business competence in a new way.

unit 3

see page 51 and following

Day
3

summery descibtion	time schedule	material
<p>Establishing relationships – Getting to know each other (step 1)</p> <p>METHOD: Line up according to different questions, after every lineup the questions are answered for everybody According to the alphabet as per the first letter of the first name According to the postal code According to the years one has worked as a trainer</p>	30 min	Material provided by BFI , or prepare the questions regarding the group

✓ LEARNING OUTCOMES:

Trainers are able to establish relationships with other professionals by finding out about each other.

▫ **skills**

Establishing realtionships with colleagues and other professionals

unit 4

see page 52 and following

summery descibtion	time schedule	material
<p>What is Youthcoaching? (step 2)</p> <p>The trainer knows the concept, the objectives and methods of the transfer product Youthcoaching .</p> <p>METHOD: Theoretical input</p>	60 min	Material provided by BFI : ▫ Handout part I

✓ LEARNING OUTCOMES:

▫ **knowledge**

The trainer knows the concept, the objectives and methods of the transfer product Youthcoaching

unit 1

see page 53 and 59

Day
4

summary description	time schedule	material
<p>The systemic counseling approach and establishing rapport (step 4)</p> <p>METHOD:</p> <p>To get into the topic it is recommended to ask participating trainers if they are familiar with the topic. If yes: prepare 2 flip charts (one for systemic counseling approach; one for rapport) and let participants write down what they know about the topic. Afterwards read through the chapter in the handbook with participants and compare it with the flipcharts, add important points.</p> <p>If participants are not familiar with these theories, it is recommended to give a brief lecture.</p> <p>Time for discussion: do you use aspects of these theories in your work? When? What are your experiences?</p>	60 min	<p>Material provided by BFI:</p> <ul style="list-style-type: none"> ▣ Handbook chapter II ▣ 2 flipcharts

✓ LEARNING OUTCOMES:▣ **skills**

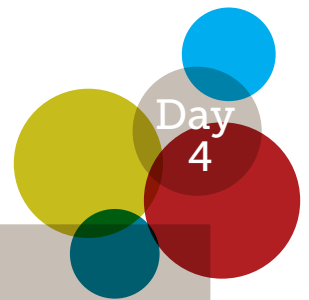
Reflection Skills

▣ **competencies**

Profound counselling competences

unit 2

see page 53 and 76 and following



summery descibtion	time schedule	material
<p>Case Studies (step 5)</p> <p>METHOD: Groupwork: Trainer shares the two cases in Handbook chapter IV between 2 or more groups. The group decided on steps they would take as youth coaches</p> <p>Presentation: the groups present their outcomes to the others</p> <p>Discussion: the outcomes are compared with the Youth coaching processes</p>	60 min	<p>Material provided by BFI:</p> <ul style="list-style-type: none"> ▣ Groupwork: print out of cases studies Handbook chapter IV ▣ Discussion: Handbook chapter IV

✓ LEARNING OUTCOMES:

Simulating action using tools from Youthcoaching; Analysis of Case Studies; Exchange with other trainers. Possibly development of presentation skills (at the presentation of the group work); Reflection on your own counselling skills;

▣ **skills**

Establish good working relationships with young clients and schools;
 Use own professional experience to lead the processes holistically and effectively ;
 Coaching and Case Management Skills; Reflection Skills; Networking Skills;
 Present information clearly and suitable for young clients, schools and parents;

unit 3

see page 53, 59 and following and 76 and following

summery descibtion	time schedule	material
<p>Examples of implementation (step 6)</p> <p>METHOD: Together read through hand-book chapter III, time for questions and own experiences, possibility to try out different methods</p>	90 min	<p>Material provided by BFI</p> <ul style="list-style-type: none"> ▣ Handbook chapter III

✓ LEARNING OUTCOMES:

Getting to know youthcoaching tools and methods

▣ **knowledge**

Knowledge about methods used in the original project

unit 4

see page 53

Day
4

summery descibtion	time schedule	material
<p>Reflection (Anonymous) (step 7)</p> <p>METHOD: Each participants tries to find an answer for himself / herself to the question: "What bothers me most at the moment?".</p> <p>The sheets with the answers are then collected and discussed and then pinned on the pin board.</p> <p>Subsequently the participants formulate desires out of these thoughts.</p> <p>In groups of two they discuss which resources are needed to fulfill these desires.</p> <p>Feedback in the big group</p>	60 min	<p>Material provided by BFI:</p> <ul style="list-style-type: none"> ▣ Paper, pens, pin and pinboard or tixo

✓ LEARNING OUTCOMES:

Reflection on the personal counselling skills

▣ **skills**

Reflection skills

unit 5

see page 79 and following

Day
4

summery descibtion	time schedule	material
<p>Method - A Virtual Company</p> <p>1a) Theoretical input.</p> <p>1b) Demonstration - learning by practicing.</p> <p>1c) Group discussion about advantages of the method.</p> <p>1d) Ideas and suggestions for utilization of the method in coaching process.</p>	135 min	<p>Material provided by Aklub:</p> <ul style="list-style-type: none"> ▣ File - A virtual company

✓ LEARNING OUTCOMES:

Become familiar with the method **A virtual company**. Personally try it. Learn how to use the method in coaching process.

▣ knowledge

What is the method "A Virtual Company"?

Goals of the method; Advantages of the method; Possibilities of utilization and modifications.

▣ skills

Ability to use the method in coaching process.

Ability to offer the method to clients in appropriate situation.

Ability to use the method correctly and also utilize the modifications.

▣ competencies

Competences to use the method and help client to achieve the goals, that are achievable by this method:

To acquire new knowledge and skills which the client needs for dealing with a simulated situation and working tasks and for teamwork.

To try out selected working tasks in practice and experience situations which the client may face in their future job.

To try out teamwork in practice while fulfilling selected working tasks.

unit 6

see page 81 and following

Day
4

summery descibtion	time schedule	material
<p>Method - How to succeed in a job interview</p> <p>2a) Theoretical input.</p> <p>2b) Demonstration - learning by practicing.</p> <p>2c) Group discussion about advantages of the method.</p> <p>2d) Ideas and suggestions for utilization of the method in coaching process.</p>	135 min	<p>Material provided by Aklub:</p> <ul style="list-style-type: none"> ▣ File - How to succeed in a job interview ▣ File - Enclosure - How to succeed in a job interview

✓ LEARNING OUTCOMES:

Become familiar with the method **How to succeed in a job interview**. Personally try it. Learn how to use the method in coaching process.

▣ **knowledge**

What is the method “How to succeed in a job interview”?

Goals of the method; Advantages of the method; Possibilities of utilization

▣ **skills**

Ability to use the method in coaching process.

Ability to offer the method to clients in appropriate situation.

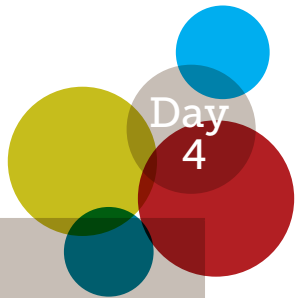
Ability to use the method correctly.

▣ **competencies**

Competences to use the method and help client to achieve the goal, which is achievable by this method:

To prepare for the questions at the job interview and thus increase the client's chances of obtaining the job.

unit 7



summery descibtion	time schedule	material
<p>Feedback</p> <p>The person who wants to speak about emotions and impressions of the day does it while holding the little something.</p> <p>Rule 1: He / she is only allowed to speak by holding it. The rest of the group is listening</p> <p>Rule 2: No Commend or discussion about what is already said.</p> <p>Rule 3: Everybody can speak, no one must speak.</p>	<p>5 to 15 min</p>	<p>▣ a little ball or something easily be hold in one hand</p>

✓ LEARNING OUTCOMES:

▣ **knowledge**

what went well during the day, what needs to be improved

▣ **skills**

listening and focusing on the things which are important to be said

▣ **competencies**

The feedback of the day helps the trainer and the group to focus on importen things of the day. It gives space to reflect on what was happening during the training. It also gives the trainer a feedback on what worked ad what needs to be reviesed.

unit 1

see page 84 and following

Day
5

summery descibtion	time schedule	material
<p>Method - Getting familiarized with the job through a workplace tour</p> <p>3a) Theoretical input. 3b) Practical examples. 3c) Group discussion about advantages of the method. 3d) Ideas and suggestions for utilization of the method in coaching process.</p>	90 min	<p>Material provided by Aklub:</p> <ul style="list-style-type: none"> ▣ File - Getting familiarized with the job through a workplace tour

✓ **LEARNING OUTCOMES:**

Acquire the method **Getting familiarized with the job through a workplace tour**. Learn how to use the method in coaching process.

▣ **knowledge**

What is the method “Getting familiarized with the job through a workplace tour”?

Goals of the method; Advantages of the method; Possibilities of utilization and modifications.

▣ **skills**

Ability to use the method in coaching process.

Ability to offer the method to clients in appropriate situation.

Ability to use the method correctly and also utilize the modifications.

▣ **competencies**

Competences to use the method and help client to achieve the goals, that are achievable by this method:

To get familiarized with a specific job through a workplace tour.

To decide whether the profession is convenient for the client.

To plan the next steps on the grounds of the previous decision.

unit 2

see page 86 and following

Day
5

summery descibtion	time schedule	material
<p>Method - Rocket - energy for my goal</p> <p>4a) Theoretical input.</p> <p>4b) Demonstration - learning by practicing.</p> <p>4c) Group discussion about advantages of the method.</p> <p>4d) Ideas and suggestions for utilization of the method in coaching process.</p>	135 min	<p>Material provided by Aklub:</p> <ul style="list-style-type: none"> ▣ File - Rocket - energy for my goal ▣ File - Rocket - Enclosure - Picture of the rocket

✓ LEARNING OUTCOMES:

Become familiar with the method **Rocket - energy for my goal**. Personally try it. Learn how to use the method in coaching process.

▣ knowledge

What is the method „Rocket - energy for my goal“?

Goals of the method; Advantages of the method; Possibilities of utilization and modifications.

▣ skills

Ability to use the method in coaching process.

Ability to offer the method to clients in appropriate situation.

Ability to use the method correctly and also utilize the modifications.

▣ competencies

Competences to use the method and help client to achieve the goals, that are achievable by this method:

To analyse the motivation for a specific goal.

To assess the difficulty of the goal and to evaluate whether the degree of difficulty corresponds to the degree of motivation.

To help the client choose the goals which can be achieved successfully and not to waste their effort on goals which are unattainable at the given moment.

unit 3

see page 88 and following

Day
5

summery descibtion	time schedule	material
<p>Method - Rocket - Role Playing</p> <p>5a) Theoretical input.</p> <p>5b) Demonstration - learning by practicing.</p> <p>5c) Group discussion about advantages of the method.</p> <p>5d) Ideas and suggestions for utilization of the method in coaching process.</p>	135 min	<p>Material provided by Aklub:</p> <ul style="list-style-type: none"> ▣ File - Role playing

✓ LEARNING OUTCOMES:

Become familiar with the method **Role Playing**. Personally try it. Learn how to use the method in coaching process.

- ▣ **knowledge**

What is the method „Role playing“?

Goals of the method; Advantages of the method; Possibilities of utilization and modifications.

- ▣ **skills**

Ability to use the method in coaching process.

Ability to offer the method to clients in appropriate situation.

Ability to use the method correctly and also utilize the modifications.

- ▣ **competencies**

Competences to use the method and help client to achieve the goals, that are achievable by this method:

To learn, in a safe environment, to deal with difficult situations (taken from the client's real life) in a more efficient way.

To master such techniques and behaviour patterns which would bring better results in given situations than those used so far.

To reduce fear and anxiety of difficult or conflict situations which the client has to face.

unit 4

see page 34

Day
5

summery descibtion	time schedule	material
<p>Feedback</p> <p>Exchanging feedback about the Train the Trainer Training.</p> <p>What could be learned for the job I am working in?</p> <p>What is particularly interesting to transfer into our country/target groups?</p> <p>What do you particularyl like? What do you not agree with?</p> <p>What will be presented at the trainer meeting in Croatia?</p>	60 min	<p>Material provided by inab:</p> <ul style="list-style-type: none"> ▣ U5a – Instruction sheet ▣ U5b – Instruction sheet

✓ **LEARNING OUTCOMES:**

▣ **knowledge**

Comparison and alignment with one's own approaches within Youthcoach.

▣ **skills**

identifying inspiring ideas and concepts.

Identifying weak points and areas of improvement.

▣ **competencies**

Transfer of knowledge, skills and competences into one's own area of work.

4. Method handbook for the train the trainer concept

- **Assisted Vocational Training
inab, Germany**
- **Showing My potential
EBC*L Enterprise, Slovenia**
- **Youthcoaching
BFI, Austria**
- **Toolbox
Aklub, Czech Republic**

Assisted Vocational Training

Handbook for trainers

inab, Germany

inab

Unternehmen für Bildung.

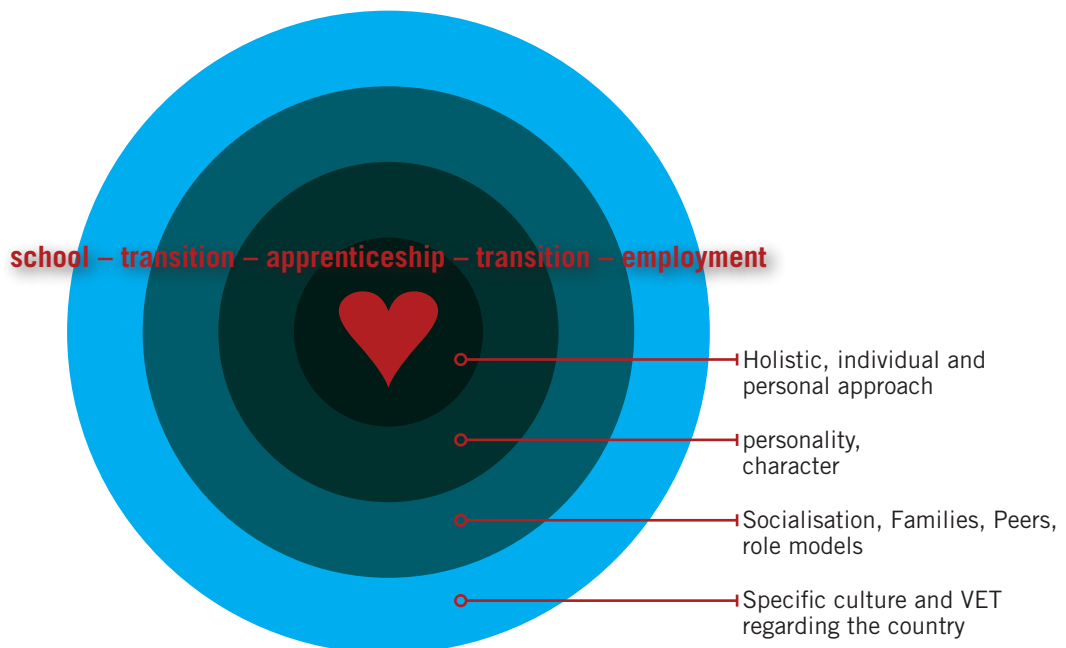
UNIT 1:

Over view of Assisted Vocational Training – Theoretical impact

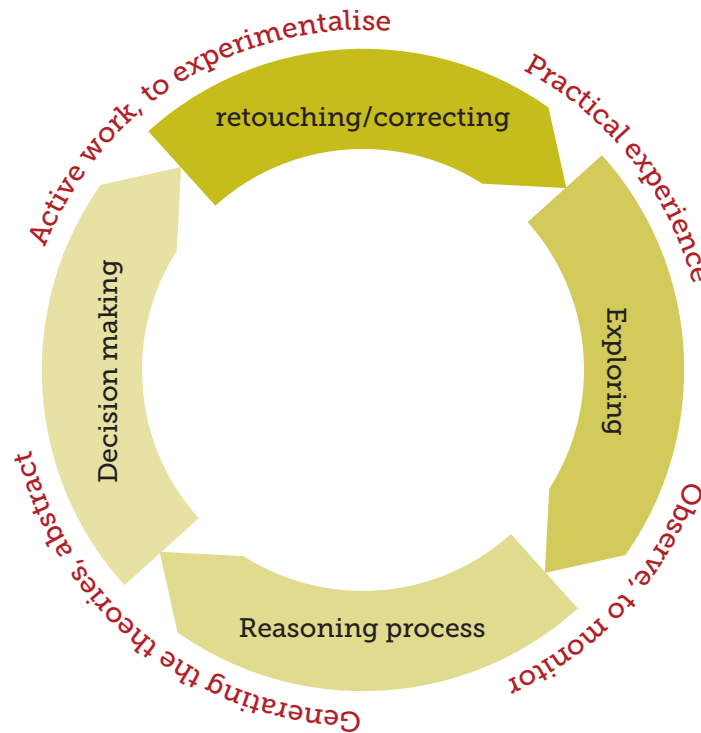
A) ASSISTED VOCATIONAL TRAINING

The Unique feature of Assisted Vocational Training:

▫ 'AT' is a holistic and flexible approach combining previous measures of assistance and complementing them with business consultation and support, helping to relieve businesses in the training processes.

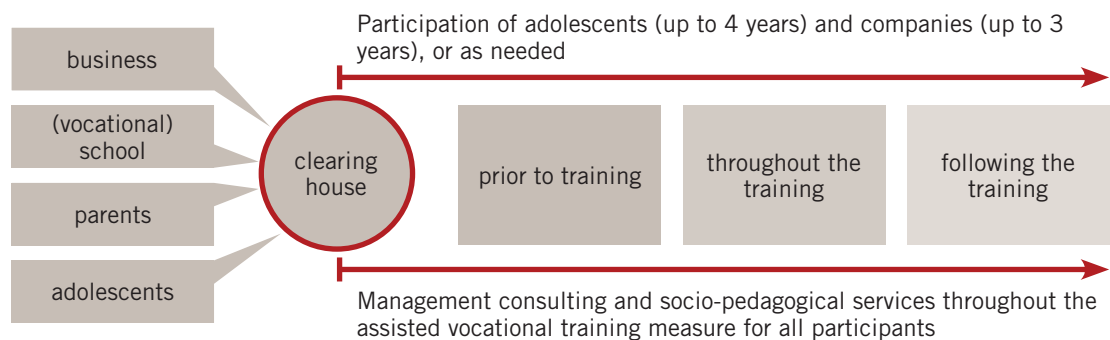


- Adolescents become involved in the assisted training process prior to beginning vocational training. This process can be continued throughout the entire training phase. The duration and intensity are adjusted according to adolescents' and companies' needs.



B) STRUCTURE OF THE PROJECT

Structure and Objectives of the Project



Objectives:

- To establish or restore as well as support trainability through psychosocial counseling and to increase professional and social competences
- To improve, regulate, and optimize business processes in the course of the training
- To enable adolescents and young adults to successfully conclude training

C) SERVICE OF THE EDUCATION COMPANY

(Service by the Trainer)

WHAT PRECISELY DOES THE EDUCATIONAL SERVICE PROVIDER OFFER?

To companies

- Apposite selection of applicants
- Operational testing of applicants
 - Training management

**PREVOCATIONAL
EDUCATION**
(allocation of staff
1/16)

To apprentices

- Intensive socio-pedagogical counseling and assistance
- Occupational topics
- Professional experimentation
- Training in social competences
- Topics in liberal education

To companies

- Contacts for all questions and problems
 - Crisis intervention
- Training management as needed
- Cooperation with the vocational school

**TRAINING
ASSISTANCE**
(allocation of staff
1/14)

To apprentices

- Coping with personal and everyday problems
- Securing of one's livelihood
- Tutoring
- Reflection of experiences
- Contacts to vocational institutions (e.g. study guidance and support)
- Contacts to businesses (communication, conflict, crisis)

WHAT DO THE PRODUCTS INVOLVED IN ASSISTED TRAINING CONTAIN?

Methodological competence

work organization
time management
learning strategies
change management for trainers
presentation techniques

Professional competence

professional training courses
basic practical training
tutoring
improvement of grades
learning workshop
exam preparation

Personal competence

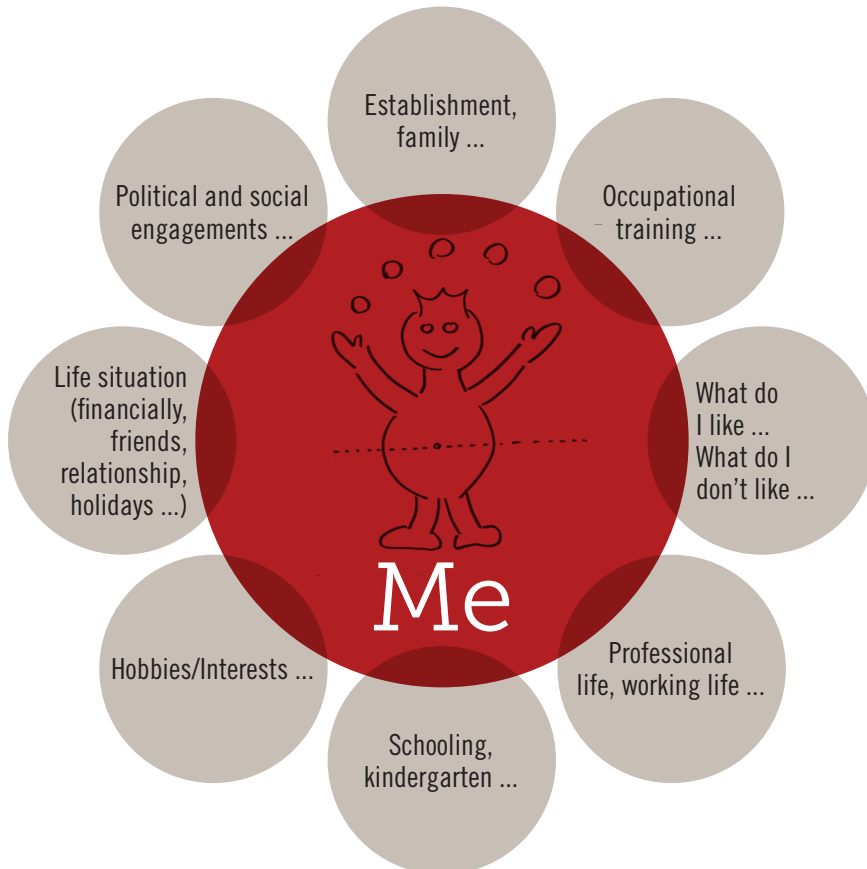
communication training
etiquette training
conflict management
training camp
self-image
codes of conduct in the company

Supplemental offers

crisis intervention
strategies of dealing with harassment at the workplace
conflict mediation
company selection procedure

UNIT 2: SELF AWARENESS

A) ME



B) INSTRUCTION SHEET “ME”

The trainer should be able to identify, explore and evaluate self traits, feelings and behavior from an individual and cultural point of view. Hence, the trainer should be able to distinguish her/his own background to the background of the client.

Therefore the following task will be a brief analysis about you.

1. Please use the little figure and write down – like a mind mapping- who you are and what made you the way you are. If you like you could work with different colours. Please take your time. (20 min)

2. Please also think of these parts of you which are not easily spotted by others and may write those beneath the dotted line.

3. When finished, please discuss your figure with your neighbor (20 min) or even with the whole group (20 min). You are always welcome to add remarks.

You will see that your socialization differs from each other person and your approach to think and act will necessarily differ to the results of the other trainers.

Just think about, how the difference will be with people you work with; such as clients, parents, teachers or managers of companies.

UNIT 3: RELATING WITH STAKEHOLDERS

“Context”

3A) STAKEHOLDERS ARE THE ASSETS OF EVERY SUCCEEDING PROJECT. THEREFORE IT IS NECESSARY TO IDENTIFY THEM AND TO INTEGRATE THEM.

Definition Stakeholder:

Stakeholders are all persons and institutions which have directly any kind of influence on the project and its success and which are affected by the aims.

The aim of the analyses is:

- Help to identify the various groups of interest
- Help to identify the stakeholder significant for the project.
- Help to deal with interests, demands, needs and requirements of the stakeholders

Stakeholder approach:

- Identification of the Stakeholders
 - Who could have an interest on the project and its outcome?
 - Who could be affected?
- Ranking by significance
- Analysing the expectations of stakeholders

3B) INSTRUCTION SHEET

A:

Identification of the Stakeholders

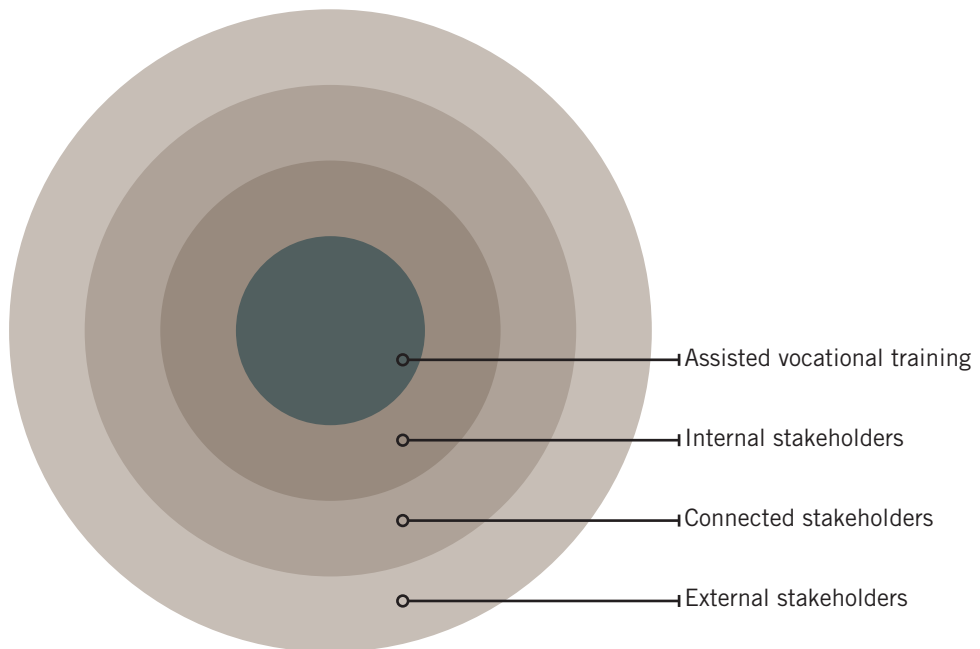
- ▣ Who could have an interest on the project and its outcome?
- ▣ Who could be affected?

1. Please make a brain storming of who could be a stakeholder.
2. Write the suggestion individually on cards.
3. Pin your stack of cards on a board and explain why you wrote the card.
4. During the process it is still allowed to collect more potential stakeholders. (30 min)

B:

Ranking by signification

Please sort the stakeholders by the closeness of the project (15 min)



C:

Ranking by signification

Please sort the stakeholders on a board after interest and influence (15min)



D:**Analysing the expectations of stakeholders**

Please sort the stakeholders in power and influence. (10 min)

Now work in pairs and pick one or two and explain how you could approach them.

Please minute the results and present this to the group. (20min)



Why do we divide the stakeholders in such detailed way?

This is a way to look at them closely and identify them in their differences.

Therefore we will be able to approach them in a way most useful for our project.

Unit 4

CREATIVE AND CRITICAL INDIFICATION OF SOLUTIONS "complexity accomplishment"

COOPERATIVE CONSULTATION:

- a 10 step example
- duration 80 -90 min
- inspired by the Heilbronner Modell

Please make sure that you follow the steps even if they look a bit odd at first or if you get impatient.

An external moderator is not necessary. However it is important that someone is in charge to supervise the single steps and set the timeframes. Each case will have a new supervisor. The tool of Cooperative Consultation will require at least four to five people to be successfully.

			Case bringer (cb)	Group (g)
Step 1	5-10 min	Appointing the moderator The whole group (g) should decide on which case should be worked on. Appointing the case bringer (cb)		
Step 2	10 min	Presentation of the case.	Only the case bringer describes the case.	The group just listens and watches, what is being said and how; body talk etc.
Step 3	5 min	Enquiring by the group		Just enquiring for the understanding NO discussion!
Step 4	10 min	Gathering of ideas and associations of the case	Cb just listens.	Group talks about the case and their feelings and associations; who and what is it about. What impression does the cb gives ...
Step 5	5 min	Cb gives a feedback if the heard was helpful and if there are some new ideas		The group just listens.
Step 6	10 min	Given the professional background and experiences of the group the group compiles possible solutions.	Cb just listens and collects impressions	The group compiles solutions.
Step 7	5 min	Feedback of cb	Cb gives a feedback what would help, what would e/she consider and why.	The group just listens.
Step 8	10 min	General exchange • What still has to be clarified • Precise resolution method • Concrete planning of the first steps ...		
Step 9	5-10 min	Everybody describes a similar situation he/she experienced in the past	This step relives and ties the colleges.	
Step 10	10 min	Feedback and arrangement for the next Cooperative Consultation		

Unit 5a

Discussion of possibility usage

Please answer the following question and discuss them with the group.
(If you like you could use a second sheet of paper)

What have you been doing during the day?

What sticks in you mind?

Which part of the training was useful regarding your work?

What could be taken in account with the job you are working with?

What do you don't like or you don't agree with?

What would be necessary to present at the feedback meeting in Croatia?

Unit 5b

Discussion of possibility usage

Please answer the following question and discuss them with the group.
(If you like you could use a second sheet of paper)

What have you been doing during the 5 days?

What sticks in you mind?

Which part of the training was useful regarding your work?

What could be taken in account with the job you are working with?

What do you don't like or you don't agree with?

What would be necessary to present at the feedback meeting in Croatia?

Assisted Vocational Training

Edited by inab on behalf of the Youthcoach partnership
www.bfw.de/youthcoach.cz

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Sources of the tools for practical implementation:

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Showing My potential

Handbook for Trainers

EBC*L Enterprise, Slovenia

PART 1

What is EBC*L Enterprise?

1.1 WHY EBC*L ENTERPRISE?

Complaints are often heard about the lack of two main key competences: 'economic thinking' and 'social competence'. This is particularly relevant for those less well equipped for the job market in other ways and who have been unemployed for a longer period, especially among the youth and among ESLs and NEETs.

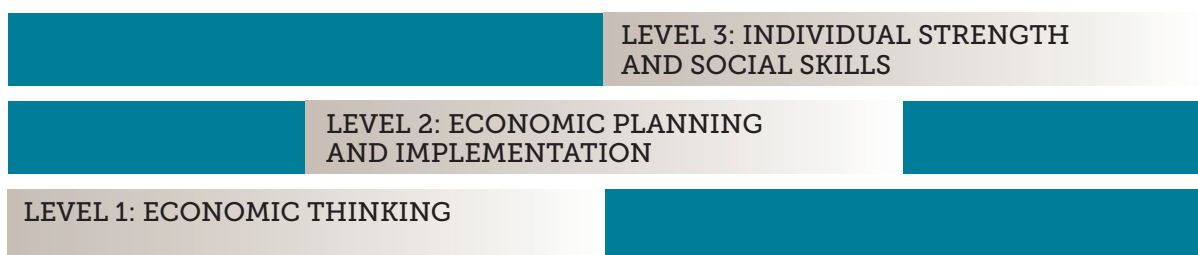
The EBC*L Enterprise certification system offers the opportunity to acquire business competences and skills and to receive a recognised certificate to prove it.

1.2 TOPICS OF EBC*L ENTERPRISE

The EBC*L Enterprise programme has a remarkable way of bringing these two key competences together, combining hard and soft skills. It comprises three levels:

- Level 1: Economic thinking
- Level 2: Economic planning and implementation
- Level 3: Individual strength and social competence

THREE LEVELS – THREE PERFORMANCE TESTS



Each level contains specific learning targets, which are explicitly listed in the EBC*L Enterprise Learning Target Catalogue. This Learning Target Catalogue provides several benefits:

- All stakeholders involved (participants, trainers, providers of funding) know in advance and in detail, which topics will be covered and to what extent.
- The participants know exactly what knowledge, skills and competences are demanded of them in order to pass the EBC*L Enterprise certification.
- The trainers know exactly what they need to teach and what they can leave out. However, they still have room to set their own focus points, depending on their expertise and/or the demands of the participants they work with.

The learning targets can be divided into three levels and four thematic categories:

TOPICS OVERVIEW

LEVEL 1: ECONOMIC THINKING

- All business: the many dimensions of economic efficiency
- Marketplace life
- calculate economic efficiency

LEVEL 2: ECONOMIC PLANNING AND IMPLEMENTATION

- Objectives of companies
- Economic Planning Tools
- Decisions under economic aspects
- balance sheet and budget
- Marketing

LEVEL 3: INDIVIDUAL STRENGTH

- The human factor: needs, drives, motivation
- Personal skills balance
- Planning own resources
- Effective communication
- Self-Marketing and Sales

AND SOCIAL SKILLS

- Teamspirit
- Organisation
- Conflict Management

For detailed information, see the EBC*L Enterprise Learning Target Catalogue.

1.3 GENERAL STRUCTURE OF EBC*L ENTERPRISE TRAININGS

Each of the three levels of EBC*L Enterprise is carried out according to the following structure:

Phase 1: Intensive Training

Participants have a close look at the topic of “economics” from various perspectives; specifically from the perspective of

- consumers / private individuals
- employees / job seekers
- businesspeople / employers

Contents are precisely defined in a Learning Targets Catalogue available to all. The trainer uses this catalogue as a basis and it also forms the foundation of the exams.

Based on the **“Storytelling” principle** the contents are presented using an example running through the course, connecting contents to the world of experience participants have to offer and also rousing curiosity and interest: the example used is “Lucasito’s birthday party”. Participants follow the highs and lows Lucasito experiences.

A central element of the EBC*L Enterprise programme is the implementation of an **“Enterprise”** by the participants themselves. This may be a private project or it can be setting up a business.

Phase 2: Transfer tasks

Participants are required to complete transfer tasks individually and in groups. Examples of these transfer tasks can be found in the “Attachments” section of this Handbook.

Phase 3: Individual exam preparation

In this phase participants must demonstrate their individual ability to learn and work towards a goal. Their trainers provide valuable learning tips and support along the way.

Phase 4: EBC*L Enterprise exam

In a Multiple Choice Tests (online or on paper) the participants must demonstrate their knowledge.

1.4 TARGETS OF EBC*L ENTERPRISE

Starting point

We must take into account that the target participants of the Youthcoach project are in a very difficult stage of life. Dented self-confidence often is a key issue. Self confidence therefore needs to be strengthened by showing the participants the potential they have and that they can “market” their potential like an entrepreneur.

Target 1: Strengthening life skills

- **Activation:** Getting out of the comfort zone.
- **Orientation:** Where am I now, where do I want to go?
- **Building self-confidence:** I show (myself and others) what I am capable of.
- How can I make my life **more economic** and thereby also **more successful**?

Target 2: Building professional competence

- Developing professionalism at work
- What do employers need / want?
- What can I offer to an employer? How can I contribute to achieving company goals?

Target 3: Establishing a basis to successfully find a job

The targets above form a basis to confidently and efficiently carry daunting tasks, e.g. finding a job or (re-) starting formal education.

1.4 REQUIREMENTS FOR EBC*L ENTERPRISE PARTICIPANTS

There are no specific requirements for admission to the course.

They only need to demonstrate that they

- can extract meaning from written texts and convey meaning in writing
- have basic mathematical skills
- can think logically (common sense thinking)

1.5 REQUIREMENTS FOR EBC*L ENTERPRISE TRAINERS

Trainers who want to provide EBC*L Enterprise trainings are required to

- know the basic terms and concepts of personal, e.g. motivation, self worth, self management.
- know the basic terms and concepts of teams, e.g. communication, conflict management, team work.
- perform basic calculation functions (addition, subtraction, division, multiplication).
- calculate percentage and shares.
- be interested in concepts and methods of Economy and Business Management

- have basic experience in teaching and training in any field or area.
- know basics of paedagogics, i.e. how guide and direct learning processes.
- know the basics about working with young people.
- enjoy working with young people.

All trainers will be provided with a “Train The Trainer” course, which will enable them to implement the EBC*L Enterprise training system and facilitate the learning and teaching processes.

1.6 QUALITY ASSURANCE

Several EBC*L system quality assurance measures ensure that the high quality of all aspects of the EBC*L Enterprise training are maintained:

a) Development

- The whole EBC*L Enterprise concept was developed by experienced trainers and education specialists according to state-of-the-art didactical learning-psychology findings.
- The concept has been implemented since 2013 in several projects.
- Ready-to-use materials were compiled
 - o for participants (handouts, worksheets, transfer tasks)
 - o for trainers including detailed course structures, trainer handouts etc.

b) Standards

- The learning target catalogue, sample exams etc. are accessible to all participants and make the requirements for EBC*L training courses completely open and transparent.
- The international EBC*L Certificate provides written proof of the acquired business competence .

c) Prevalence

- Only accredited educational institutes can implement the EBC*L Enterprise concept. Their contract stipulates that EBC*L's guidelines and quality requirements are adhered to.
- Trainers selected to teach the course must attend a train-the-trainer seminar.

PART 2

About teaching business to young adults

2.1 THE ENTREPRENEURIAL MINDSET – THE ENTREPRENEURIAL SELF

The concept of the „Entrepreneurial Self“ was popularised by German sociologist Ulrich Bröckling in 2007. Bröckling states that the principle of „Act like an entrepreneur!“ has become the leading approach towards life nowadays. The Entrepreneurial Self is not something you are born with but something you need to develop throughout your life.

In order to develop an Entrepreneurial Self, young people are required to act creatively, flexibly, self-responsibly, risk-consciously. They need to develop a market-based view of life, in which they are able to identify customers, suppliers, resources, market requirements etc. The demands the Entrepreneurial Self makes on each individual person become even higher in times of globalisation, economic crisis and high unemployment.

This scenario also implies that the demands on young people are continuously increasing and that it is becoming harder and harder to be a successful player in the market we call life. This is even more true for disadvantaged young people like ESL and NEETs.

The premise of EBC*L Enterprise is that young people need to be equipped with the tools and resources in order to be competitive in this scenario. They need to be taught how to develop an entrepreneurial view of life and how to best „market“ their skills. They need to experience what it means to be the „CEO of their lives“ in everyday situations and need to be guided towards viewing the job market as a market in which they are a key player.

In order to facilitate this learning process, there need to be four resources:

1. Learners who are willing to take their life into their own hands.
2. Teachers who are willing to provide resources and guidance.
3. A catalogue of business related topic the learners need to be taught.
4. A set of tools in order to enable the learning process.



This illustration demonstrates the connection between youth, the world they live in and the role a trainer of EBC*L Enterprise plays in „interpreting“ the world in terms of an economic view of life.

2.2 GUIDELINES FOR TRAINERS

1. Trainers are facilitators of learning processes. They need to be competent in the area of basic business management in order to focus on supporting their trainees in learning.
2. Use the instruments of motivation EBC*L Enterprise provides:
 - a. EBC*L Enterprise certificate is attractive.
 - b. EBC*L Enterprise certificate can help your career. (However, be realistic. It increases the chances but does not guarantee anything.)
 - c. EBC*L Enterprise knowledge can improve your life, relationships, family etc.
3. The aim of EBC*L Enterprise is not to absorb knowledge by learning by heart. The intention is to learn by understanding (!) processes and motivations.
4. Ask yourself: How would I explain this to a fourteen-year-old?
 - a. Use simple language
 - b. Avoid complicated words and unnecessary technical terms.
 - c. Use examples from the participants' way of life.
5. Beware of focussing on your own interests. Do not over-emphasise the topics YOU like best.
6. Teach your participants how to learn. Show them how to take notes. Let them try to teach each other and learn from each other's experiences and stories.
7. Treat your participants as equals. Respect their values, provide motivation by explaining reasons and keep learning fun!
8. Participants should not have to study much outside the classroom. However, encourage them if they like to learn more about certain topics.
9. Do not provide more information than necessary – if the participants are not asking for it.
10. Use media any way you can. The internet provides useful videos for almost any topic of EBC*L Enterprise. Be creative!
11. Try to foster team work among your participants. Encourage them to work together, help each other and boost their self esteem.

2.3 MOTIVATIONS AND PREJUDICES OF LEARNERS

What motivates young adults to pursue EBC*L Enterprise?

- a. THEY chose to take part in the course by themselves.
- b. They see the benefit for their careers and/or their lives.
- c. They contributed to the course financially.
- d. They are interested in the field of business, e.g. due to positive past experiences.

What keeps young adults from pursuing EBC*L Enterprise?

- a. They were forced to attend the course. This can lead to an indifferent or negative attitude.
- b. They have negative attitudes, experiences and prejudices against business and enterprises. They see business management as complicated, overwhelming, boring.
- c. They see corporations and capitalism as evil.

PART 3

Typical Training Structure

This is an example of a typical training structure for EBC*L Enterprise classroom teaching. The example is taken from the very first day of training and includes a scenario with which a trainer can „set the stage“ for business topics.

Unit 1

Basics of Business Management in Everyday Life (9:00 - 10:30)

- Opening and Welcome
- What is EBC*L Enterprise?
- What does it mean to be the „CEO of your life“?
- What does it mean to „manage your life“?
 - Knowing WHAT to do -> goals, strategy
 - Knowing HOW to do it -> planning, operation
- What makes a good manager?
 - Expertise in their area
 - Business competences
 - Personal competences
 - Social competences
- Business Competence
 - It's all about ECONOMICS
 - Examples of economic and non-economic acts in daily life
 - Economics not only concerns money but all resources

Unit 2

The Entrepreneurial Self 11:00 – 12:00

- Scarce Resources
 - often: money
 - the scarcer the resource, the better you need to look after it
- Why do we need to think economically at all?
 - the scarcer the resource, the more valuable it is!
 - things that are available in abundance are not worth anything!
 - there is a relation between scarcity and value!
 - Is this true in all cases?
- Economics: short term view vs. long-term view

Unit 3

Telling Business Stories (13:00 – 15:30)

- The Lucasito Story
 - Lucasito's Enterprise = a birthday party
- Lucasito Story, Episode 1
 - Which information are we given?
 - The first paragraph gives us
 - Lucasito's goal

- an evaluation of the status quo
- What competences will Lucasito need?
 - Creativity, thinking in alternatives
 - Convincing his parents
 - Planning
 - ...
- Which resources are scarce? Which are abundant?
- What are the wants and needs of Lucasito's parents?
- Lucasito Story, Episode 2
 - Lucasito is thinking creatively (like an entrepreneur)
 - How can Mr. Sneaker's reaction be explained? Why is Lucasito valuable for him?
 -
- Comparing what we have learned with the learning targets. Isn't it easy?

Unit 4

A Look Behind the Curtain

16:00 – 16:30

- Reflexion and discussion
 - What competences do you need in order to act economically in everyday life?
 - What competences do you need in order to act economically in your job?
- Transfer tasks

Unit 5

Feedback and Closing

16:30 – 17:00

PART 4

Training Material (Examples)

4.1 LUCASITO'S STORY, EPISODE 1 – LUCASITO HAS BIG IDEAS

On May 30th, Lucasito Rossi will turn 15. This shall be a special day – he plans to throw a big party. Two months before his birthday, Lucasito talks about his plans with his mother. When his mother asks him, how many people he plans to invite. She nearly faints when she hears that he plans to invite around 30 people. Their apartment is much too small for them. Also, who is going to feed them? That is going to be very expensive. Lucasito's dad had recently lost his job, and that is why they can't afford much at the moment.

- What information are we given in this episode?
- What are the things Lucasito must think of before he can start his enterprise?
- How can Lucasito increase his chances to succeed with his plans?

4.2 LUCASITO EPISODE 2 – LUCASITO HAS A PLAN

Lucasito is a clever guy and was prepared for his mother's worries. He tells her that he made a great plan: He is playing for the local football club, which owns a club house. Why not have the party there? The president of the club, Mr. Sneaker, was not too happy about this idea. However, Lucasito is a very talented football player. Mr. Sneaker has big plans for him and thinks about selling him to the famous football club „The Red Tigers“. This deal would improve the finances of his club significantly. So he does not want to upset Lucasito.

- What are Lucasito's strengths?
- How can Lucasito's „bargaining power“ be described?
- How can Mr. Sneaker's „bargaining power“ be described?
- What problems could Mr. Sneaker face?
- Bonus question: How can a football club get into a dire financial situation?

4.3 LUCASITO EPISODE 3 – EVERYTHING HAS GOT ITS PRICE

In order to not upset Lucasito, Mr. Sneaker offers him a deal: Lucasito can rent the club house for 200 euros. He must, however, guarantee that the club house is in perfect condition the day after the party.

Lucasito agrees, and by shaking their hands they agree to the deal.

- What clever tactic does Mr. Sneaker use?
- What do you think about the price? Are 200 euros enough? Is it too much?
- What are the conditions of the deal?
- What is a “guarantee“?
- Can they seal a deal just by shaking hands?
- What happens if one of them does not stick to the agreement?
 - What if Mr. Sneaker changes his mind one day before the party?
 - What if Mr. Sneaker claims that he never made such a deal?

4.4 TRANSFER EXERCISE (EXAMPLE)

Detectives of Inefficiency

A. Find examples (3 or more) in your own life of inefficiency and non-economic acts.

These can occur

- in your relationships (family and friends)
- in a club or community you are a member of
- in the town you live in
- in your favourite cafe or pub
- in your favourite shop
- or whatever else you find.

Please try to answer the following questions:

- What exactly is inefficient in the examples you found?
- How did this inefficiency happen? What do you think?

- What could be improved in order to make it more efficient and economic?

Example: Bread

The supermarket next to your house throws away a lot of bread every day.

- This is very expensive, it is unnecessary and is bad for the environment.
- People are spoiled and only want to buy fresh bread.
- The bread could be given to organisations which help the poor.

B. Optional

Analyse media reports (newspapers, TV, social media, Youtube etc.) and find examples of inefficiency there.

Again, answer the three questions of exercise A.

Part 5

Case Study of EBC*L Enterprise among young adults

THERE'S MORE TO US THAN YOU THINK



Proud young job-seekers are happy to receive their EBC*L Enterprise Certificates

Group photo EBC*L Enterprise Mattersburg (Photo: EBC*L Austria)

Wien/Mattersburg (pts024/05.12.2013/13:00) – Slightly nervous but fully focused and displaying an incredible level of professionalism in front of an auspicious audience, 10 young job-seekers presented what they had learned and achieved in the past weeks in a course financed by the AMS Burgenland to attain the international EBC*L Enterprise Certificate. And that was a great deal. In a short amount of time they had to learn the topics from a 30-page Learning Target Catalogue and pass three demanding and nerve-racking tests. They had to plan Enterprises, compile calculations and debate and defend them in front of the plenum. As an additional task they interviewed the mayor and businesspeople in Mattersburg and put together a PowerPoint presentation of their findings.

But that was not enough – this pioneering group in Mattersburg was given a special final task. As they were among the first in Europe to successfully complete an EBC*L Enterprise course they were asked to organise a celebratory closing party.

The guests were visibly impressed. The mayor of Mattersburg, Ms Ingrid Salomon, said: „It was a first for me – in the past I had never been visited and interviewed by a group of young people as part of a course organised by the AMS. We had a very interesting discussion. I could identify the worthwhile combination of business and social competences offered by this course which is very important both for companies and the individuals themselves.“

The head of the AMS Landesgeschäftsstelle, Helene Sengstbratl, was also very impressed: „Young people are a challenging group for the AMS. And for that reason it gives me particular pleasure to see something that feels worthwhile happening and that the people who took part have grown. The professional presentations today show me that the participants have the skills employers are looking for.“

This is confirmed by both of the businesspeople interviewed, from Cafe Traumfänger and the gunsmith Penzes. „We were highly impressed by the competence of the young people. They performed the interviews very professionally. The PowerPoint presentations they compiled about our companies were brilliantly structured and presented.“

Victor Mihalic, head of EBC*L, the international business competence licence, can also confirm this: „Studies confirm that young people are lacking in fundamental business and social competences. With the EBC*L Enterprise Certificate they can now prove that there really is more to them than people might think.“

We also heard good news from Magdalena Drexler from the educational institute die Berater® which conducted the course: „4 of the participants have already found jobs and several more are looking very promising. And that shows we are definitely moving in the right direction in terms of the labour market policy goals for this course.“

Information on the EBC*L Enterprise Certificate:

The innovative EBC*L-Enterprise education programme brings together both economic and social competences. This certificate therefore proves that the holder possesses exactly those key competences that businesses have been demanding for years. Participants receive an all-round view of the topic “economics” that will help them make professional and personal decisions in a more sustainable and economically-grounded manner. They learn about the contribution they can make to the success of a business. Armed with this economic thinking they are a “real winner” for (future) employers. The motto of EBC*L Enterprise is: „Beam me up“.

Showing My potential

EBC*L International Centre, Vienna
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Youthcoaching Train the Trainer – Instructions

BFI, Austria

I. Overview and objectives

STEP 1. GETTING TO KNOW EACH OTHER - ROUND

STEP 2. WHAT IS YOUTHCOACHING?

Aim:

- Getting to know the concept, the objectives and methods of the transfer product Youthcoaching

STEP 3. POTENTIAL ANALYSIS

Aims / Competences:

- Simulating action using tools from Youthcoaching
 - Establish good working relationships with young clients and schools
- Development of empathy by reinstatement in your own adolescence
 - Open, empathetic, authentic, humorous personality
 - Development psychology, especially puberty and young adolescents
- Reflection of your own counselling skills
 - Reflection Skills
- Exchange with other trainers
 - Networking Skills

STEP 4. THEORETICAL INPUT: THE SYSTEMIC COUNSELING APPROACH AND ESTABLISHING RAPPORT

Aims / Competences:

- Familiarize oneself with the systemic counselling approach
 - Profound counselling competences

STEP 5. CASE STUDIES

Aims / Competences:

- Simulating action using tools from Youthcoaching
 - Establish good working relationships with young clients and schools
- Analysis of Case Studies
 - Use own professional experience to lead the processes holistically and effectively
 - Coaching and Case Management Skills
 - Reflection Skills
- Exchange with other trainers
 - Networking Skills
- Possibly development of presentation skills (at the presentation of the group work)
 - Present information clearly and suitable (for young clients, schools and parents)
- Reflection on your own counselling skills
 - Reflection Skills

STEP 6. EXAMPLES OF IMPLEMENTATION

Aims / Competences:

- Getting to know Youthcoaching tools and methods

STEP 7. REFLECTION (ANONYMOUS)

Aims / Competences:

- Reflection on your own counselling skills
 - Reflection Skills

STEP 8. CLOSURE FLASHLIGHT

Aims / Competences:

- Reflection on the workshop process
 - Reflection Skills

II. Resources

Ad 2. Printout handout part I

Ad. 3 Printout pattern potential analysis, flipcharts, marker

Ad 4. Printout handout part II

Ad 5. Printout Case Studies

Ad 6. Printout handout III and IV

Ad 7. Post-its, pens, flipchart

Ad 8. Matches in matchbox

III. Methods

STEP 1. GETTING TO KNOW EACH OTHER - ROUND

approx. 30 min

Method: Line up according to different questions, after every lineup the questions are answered for everybody

According to the alphabet as per the first letter of the first name

According to the postal code

According to the years one has worked as a trainer – getting to know the YC trainer aswell

STEP 2. WHAT IS YOUTHCOACHING?

Approx. 60 min.

Theoretical Input (handout part I)

STEP 3. POTENTIAL ANALYSIS

Approx. 120 min

In the work with adolescents it is very helpful to remember one’s own adolescence. In the following exercise the participants think back to their own adolescence.

Method: One participant is an adolescent, another one is a counselor, 25 min play sequence, then change roles.

Task for the counselor: *„The potential analyses focuses completely on potentials, competences and skills. It serves to make visible potentials and their possible further development into competences in relation to occupation and school, also to increase the self – worth and therefore the motivation of the adolescents to integrate again into the educational life.“*

	At school	With friends	At home	In your freetime for you alone	At work during your hands-on training
What do you like to do or did like to do?					
What activities and responsibilities did this entail?					
What competences / skills were required for this?					
Can you think of occupations, in which these skills / competences would be required?					

Subsequently feedback in the big group, the answers are collected on the flipchart

Flipchart 1 (questions):

What was easy for me as a counselor?

What did the counselor do that made me feel comfortable as an adolescent?

Were there moments as a counselor that were not so easy? (Because images, feelings, thoughts, inner pressure popped up?)

Flipchart 2 (Search for resources following the last question):

How can I then nevertheless manage to stay in my role as a professional counselor?

STEP 4. THEORY INPUT: THE SYSTEMIC COUNSELLING APPROACH AND ESTABLISH RAPPORT

Approx. 60 min according to previous experiences of participants

Handout part II

STEP 5. CASE STUDIES

Approx. 60 min

The participants receive Case Studies in small groups and should talk about a possible strategy for these clients (copy Case Studies from handout)

Subsequently: Presentation in the big group

STEP 6. EXAMPLES OF IMPLEMENTATION

Approx. 90 min

Handout part II and IV, go through it together, time to try out methods which participants are interested in

STEP 7. ANONYMOUS (GAME OF THE INTRODUCTION WORKSHOP)

Approx. 60 min

Each participant tries to find an answer for himself / herself to the question: "What bothers me most at the moment?". The sheets with the answers are then collected and discussed and then pinned on the pin board. Subsequently the participants formulate desires out of these thoughts.

In groups of two they discuss which resources are needed to fulfill these desires.

Feedback in the big group

STEP 8. CLOSURE FLASHLIGHT

Approx. 15 min

A matchbox with matches will be reached through the group. Every participant will light one match and say final words about this part of the workshop as long as the match is burning.

Youthcoaching Train the Trainer – The handbook

BFI, Austria

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Establish contact

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b. The initial conversation

c. The potential analysis

d. The counseling record

e. The project journal

f. Strengths and weaknesses

g. Which learning type are you?

h. Self-perception and external perception from peers

i. A typical work day

j. The career plan

IV. CASE STUDIES

*„The youth should go their own way,
however a few guideposts can't do any harm“
- Pearl S. Buck*

I. What is Youthcoaching?

In the very critical phase of decision making about their further educational and professional path adolescents and their parents or legal guardians need professional counseling and support. The participation in the Youthcoaching program is voluntary and free of cost. Its objective is to plan the next steps based on the strengths and weaknesses of the adolescents and to facilitate a successful transition to their future professional life. Additionally Youthcoaching contributes to the personal and social stabilization of adolescents. Problems like family difficulties, addictions and addictive behavior, debts, accommodation problems, etc. hinder access to higher qualification and training.

A focus of the program lies with adolescents with a migration story or with learning difficulties who should learn how to apply their potentials in a more focused way through the Youthcoaching program. Personal planning of the future facilitates further school attendance, access to further qualification and training or a stable job.

WHO DOES YOUTHCOACHING ADDRESS?

Youthcoaching addresses adolescents from the Year 9 on (age 15) as well as adolescents who are out of school (NEETs, drop outs) up to age 19. Adolescents with disabilities or with special needs education can participate in the program up to age 24.

Young students who are at the risk of dropout or of not achieving school certification receive special support. Youthcoaching also accompanies the search for apprenticeship training positions and/or the direct professional entry by connecting the adolescents with the center in charge (e.g. job center, assistance for youth employment, etc.)

Often it is only temporary problems that lead to a difficult personal situation. Sometimes structures in the environment need to be modified, possibilities for a positive coming to terms with these problems or an offer for a special qualification measures need to be pointed out.

In some cases the adolescents need more time to eliminate deficits or require psychological support to strengthen the feeling of self-worth.

There are extensive personal and career opportunities and benefits to the individual as a result of the Youthcoaching program. Through the aid of Youthcoaching networking between family, school, qualification measures and employment takes place. That way the special support that adolescents need in this transformation phase in order to establish successful personal planning of their future can be ensured.

WHO ARE THE PARTNERS?

Young people with low level education are at risk of unemployment. Therefore they are also in danger of being pushed to the edge of society or even excluded from it. The collaboration with parents and legal guardians therefore plays a big role in Youthcoaching. Another important partner is school. Teachers have a very direct personal contact to the adolescents. That is why they are capable of identifying adolescents with weak learning skills or poor attendance in class.

Adolescents who are already outside the school system, and adolescents at the risk of exclusion or school dropout can also be reached through the collaboration with youth organisations.

The contacts to parents and legal guardians, the school and youth organisations need to be maintained to establish a lasting partnership throughout the entire Youthcoaching.

If after the initial conversation with the adolescent about his/her situation, the next step for the adolescent turns out not to be further schooling, but an entry into professional life, then the job center, external institutions for counseling and assistance and last but not least apprenticeship training positions as well as companies are included in the partnership.

Main objective of Youthcoaching is to motivate pupils who are at the risk of dropout and exclusion to further attend school as long as possible and achieve a certification at least at compulsory secondary school level. If required therefore support in the transition from the school system to a following system should be offered to ensure a sustainable integration into the new system. (reff: Jugendcoaching: Umsetzungsregelungen / Youthcoaching: Guidelines)

HOW DOES YOUTHCOACHING WORK?

Level 1 – The initial conversation

Adolescents get counselling and information up to approximately 3 hours. In case more support is needed transition to Level 2 or 3 can take place.

Initial information for the adolescents about Youthcoaching is set primarily in introduction workshops in schools.

Level 2 – Counseling

In addition to specific career counseling the adolescents receive help with their personal decision making as well the organization of other offers that will support them. The completion of Level 2 – after a maximum of 3 months – with a “professional statement” is a requirement for the participation in follow up programs like “Integrative vocational training”.

Level 3 – Case Management

With case management a strength and weakness analysis of the adolescents including a development plan is created. A final report contains further development measures, qualification and training plans as well as mid- and long term objectives.

Level 3 can last up to one year. Adolescents can also be counselled after this time. It is possible to renew and keep the contact with the adolescents.

Reff: Jugendcoaching „Meine Chance für die Zukunft“; neba-Broschüre

THE 3 LEVELS OF YOUTHCOACHING



II. Basics about the work with adolescents

BASIC IDEAS ABOUT SYSTEMIC COUNSELLING

The social environment is included in all measures

Problems and disturbances develop in a social environment. When problems appear, persons with a systemic formation background preferentially do not work with a single “patient”, but invite family members, sometimes also friends and other important members of the social circle to participate. They see how people communicate with each other and which difficulties can arise and intensify. They try to understand the life context of the client and invite to resolve problems together. If the people forming part of the environment are not included, then there are systemic repertoire methods that allow the social environment to be involved without the direct presence of other persons.

Every symptom has a meaning

Persons with a systemic formation background don't see problems as deficits and misconducts, but as failed solution attempts for a difficult situation, currently or previously. They correspondently ask for the meaning, the function of the symptom in the current and previous life context.

Resources and strengths are in the focus of attention

Instead of only listing deficits of the clients (which most of them do well enough anyway), systemic counseling and therapy prefers to focus on the strengths and the resources on what is already going well, and on what is – despite of all the problems – loveable and worth keeping. And there is always something to be discovered!

Find and create solutions, instead of rifling through problems

Persons with a systemic background are convinced, that it is more useful, even in the most difficult situations, to quickly start with searching for possibilities of solution rather than talk endlessly about a problem. The more we concentrate on a problem, the more we lose the sense for our own strength and creativity! We freeze like the famous rabbit in front of the snake: In systemic language we then speak about a problem trance.

Use the client's own strength for the solution

Persons with a systemic background pay high attention to the client's competences, act exactly on them and promote them. They count on the idea that therapy and counseling should be help in order to help yourself. They enable the client to achieve the rest out of their own strength. The real transformation work is taking place in the everyday life. That way clients learn to trust in their own virility and energy and to not become dependent on a counselor or a therapist. This is why usually only few sessions are needed to achieve sustainable successes.

Reff: Schwing / Fryszer, Systemische Beratung und Familientherapie – kurz, bündig, alltagstauglich, 2015, Vandenhoeck & Ruprecht GmbH & Co. KG, Göttingen

CONTACTING

„A relationship between two persons that is based on mutual respect, appreciation and confidence is called “rapport”. Rapport is subjectively experienced as connectedness, consonance and response. In order to describe rapport in everyday life there are several sayings: We are “on the same wavelength”, there is a good “vibe between them”, the “chemistry is good” or we are “in tune” with one another. (Alex Mohl, der große Zauberlehrling, Junfermann Verlag, Paderborn 2006)

Rapport helps the trainer/counsellor

- To tune into the feelings of the person receiving counseling
- to leave aside one’s own world
- To completely attune to one’s counterpart

Nevertheless rapport doesn’t mean to be of the same opinion, though it helps to understand each other.

Tips

- Adjust body posture (lean back, crossed arms,...)
- Adjust the rate of speaking and the pitch of the voice (loud, low, tired, sad, upset ...)
- Adjust the breathing pace
- Adjust the way of expression and the choice of words
- Give time

Helpful questions

- How did you get to me? How did you come to learn of Youthcoaching?
- What do you want to achieve here? What do you desire from this experience?
- What should I do, what should I not do by any means?
- What do you want to do, what do you not want to do?
- What makes you realize that we get along with each other?

Furthermore it helps to make compliments and give recognition for having come to the Youthcoaching: e.g. “It sounds as it wasn’t easy for you to come here to see me. I think it is great that you made it!” Conversations about the everyday life alleviate the start (e.g. weather, mobile phone, music...)

III. Practical Implementation

A. THE INTRODUCTION WORKSHOP

In order to get in contact with teachers, it is recommendable to offer introduction workshops in schools. In the introduction workshop of Youthcoaching in school pupils look into their own potentials.

The focus lies on pointing out strengths

Furthermore the adolescents get to know the trainer from who they afterwards can receive the coaching offer.

Duration of the workshop: approx. 4 units

The workshop focuses on the questions:

- What are potentials?
- Which potential is in me?
- What is motivation?
- What motivates me?

GAME INSTRUCTIONS

Statistics

The participants stand in two rows next to each other according to the area code. The trainer now is indicating the criteria for separating by which the participants should line up. So the participants can exchange for one minute, afterwards one of the rows will change places until the order is correct again.

Anonymous

In order to answer the question „What is bothering me most at the moment?“, every participant tries to find an answer for himself. The tickets with the answers are collected and pinned thematically to the pin board or on a poster.

Subsequently the participants try to formulate wishes out of these thoughts.

In groups of two they try to find out, which resources they need in order to fulfill these wishes.

I – GAME

The participants line up in pairs. Every pair is having a conversation about a given topic. The words “I, ME, MINE should be avoided. The participants control each other over this mutually. If one of the participants by mistake uses one of the forbidden words, he drops out and has to stand on the edge of the room. The remaining player is looking for another partner. This goes on until one winner will be left over.

Possible handling / analysis:

How do I cope with the difficult task?

With which tactic did I win?

Zip-Zap-Game

One person stands in the center. He/she points to a person in the circle and says „Zip“. The addressed person has to name his/her left neighbor. – When it’s “Zap” the right neighbor. The one who hesitates too long or even makes a mistake, has to go to the center.

Time	Content	Activity / Method	Material	Notes
20 min	INTRODUCTION Welcome Introduction of the trainers Brief introduction round of the participants (how are you at the moment, how was getting here...) The participants draw a symbol or a picture that appears to them in this very moment Clarify the objective of the workshop	Group discussion	Work sheets pens	
40 min	EXPECTATIONS ON THE WORKSHOP Getting to know the partner Introducing the partner Why are you here – What is your objective? Introduce the partner to the group	Conversation with partner Group discussion		Questions: Why are you here? What does your picture want to tell?
10 min	GAME: STATISTICS	Game		Row of two: depending on the distance to the workshop place
10 min	Brake			
10 min	POTENTIAL – DEFINITION OF THE TERM What are potentials? What for do I need potentials? Are there intercultural aspects in the professional world: What do these mean to me?	Individual Work Plenum discussion	Flipchart, pens, work sheets pens	Potential:
10 min	I – GAME: STATISTICS	Game		
40 min	OWN COMPETENCES / POTENTIALS To depict competences by using advertisement pictures and presenting them in a collage	Individual Work	Posters Catalogue Journals Commercials	
30 min	GAME: ANONYMOUS: What bothers you most at the moment?	Individual Work Group of two persons		
10 min	Brake			
60 min	MOTIVATION Think about enrichments in your life. What did I get to know in my life in a different way / that was different, how can this be useful for my future? Presentation	Mind-Map in partner work	Catalogue, brochure, Paper Flipchart paper Scissors, Clue	What am I good at? What has always helped me to go on? What was I already successful at? What comforts me and gives me strength?
5 min	ZIP-ZAP-GAME	Chair circle		

B. THE INITIAL CONVERSATION

The first individual conversation serves as an opportunity to get to know each other and to clarify expectations, objectives and wishes of the adolescent.

Detailed notes will help to record data and to subsequently develop an action plan.

The adolescents absolutely need to be told before the beginning of the initial conversation why the information is being recorded and why a conversation record is made.

Reason and benefit: in order to be able to coach, train and support professionally, data are needed.

Discretion: all data and information that are expressed in the Youthcoaching are being treated extremely confidentially and with discretion and are only accessible to the corresponding trainer.

Protection of data privacy: all data will not be passed on to third persons, in case of a possible statistical evaluation all the work will be anonymous.

Furthermore the adolescents need to be informed about the possibilities and also about the limits of the Youthcoaching in order to grant a realistic appreciation of the project.

Afterwards

Example of a record of an initial conversation

First name and family name		Social Security-Nr.	
Place of birth		Country of birth	
Address		Tel. availability	
First language		Further languages	
Counselor		Conversational partner	
Date:		Duration:	

FAMILY	
Name of parent or legal guardian	
Kind of family relationship with the participant	
Address of parent or legal guide	
Brothers and sisters: Name, age, current occupation	
Who is your confidential person within the family? With who do you have a good relationship? Why are you doing so well with that person?	
Are there any expectations from the family/ from the parents concerning your career choice? Education? Job?	

EDUCATION	
School career: how many years of primary school, secondary school, grammar school, polytechnic school, commercial academy, advanced technical school, ... others	
Describe a wonderful experience from your school time which you are going to tell your friend	
Which are / were your favorite subjects? What attracted your special interest?	
Which subjects were you not so good at? Why was that in your opinion? (professional interest, language barriers, teacher/trainer, ...)	
When school dropout: why do you think is/was the dropout necessary?	

OCCUPATIONAL CHOICE	
Is there a special career aspiration or an occupation you dream of? A clear idea about which education / training you would like to successfully complete?	
Since when have you been looking for a job / an apprenticeship training position? Since when have you been thinking about looking for an apprenticeship training position?	
Officially seeking work, reported at the job center since:	
Who is supporting you in your search for a job, an apprenticeship training position?	

What have you tried out so far in order to find a job, an apprenticeship training position? (as detailed as possible: Research in newspapers, job list at job center, ask family and friends, write letters or job applications, job interviews, ...)	
Impression of the trainer concerning the effort on looking for a job, the interest: e.g. very diligent and persistent/ very diligent / sometimes making an effort/ was really lazy/ is not able to ... due to language problems or others	
Did you already write job application letters? (how many approximately?)	
If job interviews have taken place already: how did they go? Was it interesting for you?	
What could be the reason it has not worked out so far?	
What could you need for your consistent search?	
EXPECTATIONS / APPREHENSIONS / FEARS	
In which way do you expect / desire to find support here?	
What do you expect from the next weeks here from this offer?	
What should change for you?	
OCCUPATIONAL FUTURE	
Which other professions do you know?	
Which other vocational trainings could you be interested in? What do you know about it? What else would you like to know concerning these professions, these trainings?	
Which occupation would you like to job shadow (experience and try out) because you still know too little about it?	
What are you especially good at?	
What do you believe are your strengths? (manual, work with your hands, I am very precise and decent, ...)	
Imagine I am a genie and I fulfill three of your wishes now, which wishes would you have?	

C. THE POTENTIAL ANALYSIS

A potential analysis is a helpful tool and individual interview and is suitable for Level 1 in Youthcoaching. It can be used at the second individual conversation.

The potential analyses focuses completely on potentials, competences and skills. It's useful to make visible potentials and their possible further development into competences in relation to occupation and school, also to increase the self – worth and therefore the motivation of the adolescents to integrate again into the educational life.

It is important to provide enough time for this analysis. It takes time to reach depth and to explore own interests which sometimes in everyday life can be forgotten.

	At school	With friends	At home	In your freetime for you alone:	At work during your hands-on training
What do you like to do or did like to do?					
What activities and responsibilities did this entail?					
What competences / skills were required for this?					
Can you think of occupations, in which these skills / competences would be required?					

D. THE COUNSELING RECORD

On Level 2 or 3 of the Youthcoaching the counseling record serves to make the process visible. If possible, it is filled out directly after the conversation. Topics and objectives are recorded in it. Furthermore the Youthcoach will take notes about which interventions he/she applied and how the adolescent reacted to them. This serves the reflection of the counseling as it shows, which interventions were successful and/ or if other paths and options should be taken into account.

Counseling record

PARTICIPANT	Place, Date
Concern / Desire	
Counseling topic	
First analysis	
Definition of objective	
Definition of sub – objectives	
Planned interventions	
Working hypothesis	
Performed interventions	
Reaction of client	
Progression of the counseling process	
Results / Achievement of sub - objectives	
Reached agreements	
Achievement of objectives	

E. THE PROJECT JOURNAL

„To write a journal is a wonderful possibility for self-reflection and self-awareness. And therefore it is an excellent means for an active embodiment of your own life. In a journal we write about ourselves and our lives and by doing so we can learn a lot about ourselves, our behavior and also about our “blind spots”. By noting what we experience and what is moving and affecting us we feel/sense many things a lot more consciously. And that can be – especially for people who feel like the time is running by – a very pleasant thing. Also later on incidents are easier to retrace (and to understand).”

Reff: <http://www.zeitzuleben.de/2211-ich-schreib-ganz-fur-mich-tipps-zum-fuehren-eines-tagebuchs/>

The journal belongs to the adolescent. Youthcoaches can ask how the writing process is going and if they noted anything interesting that the adolescent would like to talk about in the counseling. Adolescents can receive the following hints in order to have a reference point about what he/she could write:

What you should write into your journal regularly?

What made you especially happy today.

What got on your nerves. With who could you talk about it.

Anything new that you learned – especially with regard to occupations?

What else would you like to know? Which questions do you have?

Which occupations are interesting for you?

Did you hear anything about an interesting education / training or apprenticeship?

Information about possible apprenticeship training positions

Information about job applications:

- Name and address of the possible apprenticeship company
- Responsible contact person in the apprenticeship company and telephone number
- How will I apply (application form, letter of application)?
- When did I write my application and when did I send it?
- Did I get a positive or negative response?

Tips for the adolescents

Your journal is all yours. Keep it in a place where only you have access to it. It is not important whether your writing is correct. It's your notes – the principal thing is that you know what they are about. Write whatever way you like. In a chaotic way, side by side, in rhymes, in poems. Or draw. It is important that you feel good when you are writing.

Hint: The information about job applications can also be noted separately in a book, in order to be able to retrace the job application activities.

F. FOUR STRENGTHS AND YOUR WEAKNESSES

External (outside of coaching) exercises for adolescents

Besides your interests, you should also reflect on your strengths and weaknesses.

Step 1: Brainstorming in the Youthcoaching or external (outside of coaching):

Make a list with your strengths and weaknesses.

Step 2: External (outside of coaching)

Ask your parents or friends about their appreciation.

Step 3: Subsequently in the Youthcoaching

The results of the interview with parents and friends should be used as a motive and source for a conversation in the next Youthcoaching. The strengths and weaknesses will be compared with the requirements of the occupations the adolescent is interested in.

The following table can serve as an assistance in the YouthCoaching:

Occupational requirements	This means	Important occupations
Hand- and finger skills	You are good at working with your hands and fingers	
Spatial imagination	When you see a ground plan and a pattern, you know what it is about	Manual and technical occupations
Mathematical skills	You are good at calculating and dealing with numbers	Technical and commercial occupations
Technical skills	You quickly understand how machines and tools work	Technical occupations
Language skills - speaking	You are good at expressing yourself and understand complicatedly formulated statements	Occupations with a lot of client contact
Language skills – writing	You are able to compose texts that are easily comprehensible	Occupations in the office -, administration and media area
Logical analytical thinking	You quickly understand correlations	Technical occupations
Creative skills	You have great ideas to create and decorate beautiful rooms	Manual and industrial occupations

G. WHICH LEARNING TYPE ARE YOU?

The following exercise should facilitate an insight in different ways of learning to the adolescents. It is not a psychological test. It can be applied to clarify which learning strategies are meaningful for the client:

Step 1:

Have 10 items shown to you one after the other and each one for 3 seconds at a time.

Read the following tongue twisters (repeat each one 3 times)

*Peter Piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?
If Peter Piper Picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?*

*She sells seashells by the seashore.
The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells seashore shells.*

Red lorry, yellow lorry.

Which wristwatches are Swiss wristwatches?

*How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
He would chuck, he would, as much as he could,
And chuck as much as a woodchuck would
If a woodchuck could chuck wood.*

Now write down all items you still remember. How many do you remember?

IF YOU COULD REMEMBER MANY ITEMS AT THIS POINT, YOU LEARN WELL, WHEN YOU SEE THINGS AND INFORMATION.

Step 2:

Now have 10 items read to you.

Now answer the following answers:

How much is:

49 : 7 = ___; 5x2 = ___; 5+6 = ___; 10+ 1 = ___; 5 -3 = ___

Now write down all the items you still remember.

IF YOU CAN REMEMBER MANY ITEMS AT THIS POINT, YOU LEARN WELL BY LISTENING.

Step 3:

Now have someone blindfold you and give 10 items one by one, in the interval of a view seconds, into your hand.

Respond the following questions:

Which day of the week is today? Which day of the week is tomorrow? Is the sun shining today? Name a flower? Which date do we have today? Which month are we in? When I add 18 and two, the outcome is:

Now write down all the terms you still remember. How many do you remember?

DID YOU REMEMBER A LOT OF ITEMS AT THIS POINT, SO YOU LEARN WELL THROUGH PRACTICAL ACTIVITIES.

Subsequent to this exercise it is a good opportunity to speak about how the adolescent learns at home and what he/she could change.

The following table can help Youthcoaches to evaluate their clients:

LEARNINGSTILES (Honey und Mumford, 1992)

	Learns best through	Strengths	Weaknesses
THE ACTIVE	<p>New experiences, problems and opportunities through which one can learn.</p> <p>Are good at getting involved in short „here and now“ activities like games, competition tasks, role games</p> <p>Like to be in the spotlight.</p> <p>They often feel thrown into the cold water about a task that appears to be difficult to them.</p>	<p>Flexible and open.</p> <p>Like to try something new.</p> <p>Are happy to be exposed to new situations.</p> <p>Are optimistic about all that is new and therefore do not tend to resist changes.</p>	<p>Tend to choose immediate action without reflection.</p> <p>Often take unnecessary risks.</p> <p>Tend to take over too many responsibilities in order to take center.</p> <p>They act harsh without proper preparation.</p> <p>Loose interest when they are in the implementation process.</p>
THE REFLECTIVE	<p>Encouragement to observe, think and to reflect on activities.</p> <p>Ideally they can think before they act in order to first receive information and only then comment.</p> <p>The like to have the opportunity to assess what has happened and what they have learned.</p> <p>They prefer to make decisions in their own pace, without pressure and deadline.</p>	<p>Cautious.</p> <p>Thoroughly and methodical.</p> <p>Considerate.</p> <p>Good at listening and receiving information.</p> <p>They rarely make premature conclusions.</p>	<p>Tendency to back off direct participation.</p> <p>Only slowly come to a decision.</p> <p>Tendency to be too cautious and to not take enough risk.</p> <p>Not purporting – they are not very communicative and do not like to “small talk”.</p>

THE THEORIST	<p>They prefer to have time, to explore methodically the associations and correlations between ideas, incidents and situations.</p> <p>They like structured situations with clear purposes.</p> <p>They like to have the opportunity to question the basic methodology, assumptions or logic of an issue.</p>	<p>Logical „vertical“ thinkers.</p> <p>Factual and objective.</p> <p>Very good at asking in depth questions.</p> <p>Disciplined approach.</p>	<p>Limited in „Lateral thinking“</p> <p>Low tolerance for uncertainty, chaos and lack of clarity.</p> <p>No tolerance for anything subjective or intuitive.</p> <p>Many thoughts of „should“ or „would have to“.</p>
THE PRAGMATIST	<p>They prefer an obvious correlation between the topic and a problem or an opportunity in their work.</p> <p>They learn techniques for things with clear practical advantages which are relevant for their current work.</p> <p>They like to have the opportunity to try out new techniques and to practice them with the help and feedback of an expert.</p> <p>They can concentrate very well on practical issues.</p>	<p>Enthusiastic about testing things in everyday life.</p> <p>Practical, down-to-earth, realistic.</p> <p>Businesslike – like to get to the point immediately.</p> <p>Technic oriented.</p>	<p>Tend to reject everything that doesn't have an obvious application.</p> <p>Not very interested in theory or basic principles.</p> <p>Tend to reach for the first solution to the problem that comes along.</p> <p>Impatient with meaningless talks. Rather task-oriented than socially oriented.</p>

Reff: T-kit on Organizational Management, <http://pjp-eu.coe.int/it/web/youth-partnership/t-kits>

H. SELF PERCEPTION AND EXTERNAL PERCEPTION FROM PEERS

The image that we have about ourselves, we have arranged due to perceptions and assessments of these perceptions. It is called self perception. We have experienced a situation or reaction and have deduced something about ourselves from that: For example: “I am not good at speaking in front of strangers” or “I can hardly understand technical guidance”.

Also external perception for peers, that means images and perceptions other people have about us, are based on observations and assessments and not on facts.

Nevertheless it makes sense to deal with one's own self perception and external perception of peers, because:

„We get hints, if we possibly perceive ourselves in the right way.

We learn how we come across to others and can check, if we want to come across that way.

We can deduce changes or have a more precise exchange with others about our impact.

We can understand reactions of others better.“ (Doris Wolf)

Reff: <https://www.palverlag.de/selbstbild-fremdbild.html>

The following exercise can serve as a comparison of self perception and external perception of peers:

Step 1

The adolescent takes notes of the answers to the following questions:

- Dream job / desired occupation(s)
- Favourite subjects
- Hobbies
- Favourite meal
- Favourite film
- What makes me happy
- What annoys me
- What makes me sad
- What am I really good at
- What am I not so good at
- If I win at the lotto, I would ...
- Which famous person I would love to be
- ...

If the client doesn't like certain questions you can skip them. The answering of the questions about oneself can take place during the Youthcoaching or external (outside of coaching).

Step 2

Subsequently the adolescents ask these questions to people who are close and who they trust (parents, brothers and sisters, friends, relatives,...). The more personal the questions are the better the relationship to the person should be.

Step 3

Were there any surprises? Did you learn anything new about you?

In the next Youthcoaching session you can talk about conformities and non-conformities.

I. A TYPICAL WORK DAY

The adolescents should reflect on their experiences and observations of the job shadowing experience in enterprises. The following sheet should help with that:

Describe a typical work day

ACTIVITIES

Which activities need to be done on a regular base in this occupation?

Name of the company:

What did I do:

Type of industry: Production / Service industry

What is the product / service offered?

REQUIREMENTS

Which qualities should you bring with you in order to perform your job successfully?

Are there any special burdens (e.g. dust, noise, physical effort,...)

PERSPECTIVES FOR THE FUTURE

Which chances for further education and advancement are there?
 What does the job offer in this occupation look like? Is it rather big or small?

J. THE CAREER PLAN

Towards the end of the Youthcoaching of Level 2 a detailed career plan is established.
 In this plan the initial situation of the Youthcoaching, the path / process and the future perspective are written down.

Name _____
 Social Security Nr. _____
 Trainer/Coach: _____
 Initial date: _____

Initial Situation

EDUCATION AND JOB APPLICATION ACTIVITIES

EDUCATION Primary school at years
 Secondary school at years

Certificate: positive certificate no certificate neg. certificate

Performance Group: German:
 Mathematics:
 English:

Special needs education in

Polytechn. school at from-to

Certification: pos. certification no certification neg. certification

Performance Group: German:
 Mathematics:
 English:

Special needs education in

Further education:

DISABILITY NO If YES, % special protection form

NATIONALITY Austria other

Job application activities before
 YOUTHCOACHING and notes

The path / process

SOCIAL BACKGROUND / FAMILY SITUATION

Family: _____

Family situation: _____

PROCESS

Vocational orientation: _____

Individual training plan: _____

Social Pedagogy: _____

Job application training: _____

Titel of attended Workshops: _____

Individual Coaching: _____

HANDS- ON TRAINING AND JOB APPLICATIONS

Written job applications and companies for hands-on training _____

Education / Career plan

EDUCATION AND JOB APPLICATION ACTIVITIES

- Completion:** Work acceptance
 Employment Status as _____ at enterprise
 Apprenticeship as _____ at enterprise
 School

Exit on the:
Reason:

Other:

- Career aspiration (alternatives):**
- 1.
 - 2.
 - 3.

Measures/ Qualifications: _____

THE NEXT STEPS

IV. Case Studies

The following 2 case studies can give you insights in the work of a YouthCoach.

Case study 1

During the last year the adolescent K attended the last mandatory year of school in a cooperative grammar school together with his twin sister. Her educational path began with attending preschool, nevertheless there were problems at the beginning. Later on in primary school there were also bigger problems with learning, there were weaknesses especially at mathematics. So for a short period of time she also was treated with medicaments, but this therapy weakened her power of concentration and retentiveness even more and was discontinued.

In her fourth grade she came to the counseling institution for the first time: motivated and willing to work, at the same time overstrained with decisions she needed to make now (apprenticeship training positions, search for hands-on training, etc.) and a test result that confirmed her “social and technical interests”.

Which next steps would you chose as a Youthcoach?

Case study 2

M. is 17 years old and has been living for quite some time in an assisted shared living. At school some learning weaknesses were detected, especially in German language and mathematics. The main problem for M. nevertheless is his insecurity in social contacts. He is very reserved with other persons, only talks when he is asked to and has a hard time at expressing his condition, which is leading to misunderstandings very often.

The result of an interest check showed a main focus in the areas books, opera, musical and media as well as foods and cooking. The career aspiration of M. was to become a shopkeeper or a cook.

Which next steps would you chose as a Youthcoach?

Youthcoaching process for case 1

The initial intention of the girl, to become a hairdresser or a beautician, was modified quickly in the counseling process through the conversations and also the practical testing and a technical interest became clear.

She passed through her vocational hands-on training in the mechatronics area, and so the direction of her vocational aspiration was stabilized. In her following job application process she had to face a few defeats in the form of apprenticeship tests she didn't pass and many refusals from companies. For that reason the further collaboration in the counseling was very intensive: Research of apprenticeship training positions in the internet, preparation of application documents, test training as a preparation for acceptance tests, practice of job interviews, clarifying conversations with the mother, regular networking with teachers, etc.

Finally, after another individual job shadow experience and a successfully passed application process she was accepted in an apprenticeship training position in the mechatronic area. She was accompanied until the end of the probationary period in order to have a good start in her work life.

Youthcoaching process in case 2

M. tried out the work in a book shop and found out for herself that the required direct contact to the clients in the shop was excessively demanding for him. M. was absolutely assessed as functionally suitable, but his difficulties in the social sector were a barrier because it consistently came to misunderstandings with other staff members. Finally M. had the opportunity to get to know the work in a organic restaurant, and was offered an apprenticeship training position. The business is very small, the kitchen and the working space well manageable. The works manager is socially engaged and has a lot of understanding for adolescents, a quiet work atmosphere was offered. M. is working all day long on his boss's side, to who he could gain more and more confidence.

M. has very bad memories from his school time and actually didn't want to go to vocational school anymore. At the same time it was important for him to participate in a vocational training. With the provided support M. can achieve his personal goal – a vocational training. All the people who know M. and observe him at his work, realize immediately how much he enjoys doing his work.

Youthcoach – Train the Trainer

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Toolbox

handbook

Aklub_Czech Republic

AKLUB

UNIT 1:

Method - A Virtual Company

THE RECOMMENDED STRUCTURE OF TEACHING:

- 1a) Theoretical input.*
- 1b) Demonstration - learning by practicing.*
- 1c) Group discussion about advantages of the method.*
- 1d) Ideas and suggestions for utilization of the method in coaching process.*

A VIRTUAL COMPANY

A virtual company represents a method which enables young people to obtain and develop new practical skills and work habits. This method involves simulation of real processes, situations and working tasks which are faced by employees of real companies.

Why should I, as a coach, master this method?

A virtual company is an entertaining and useful method, which is widely used especially in group coaching, but also in training courses or, as the case may be, in individual coaching. It can be easily modified and has many variants. With the help of this method, clients can try out for themselves situations, processes and tasks which they may face in their future job. The method puts emphasis on the practice; therefore, the client finds it more attractive than theoretical instruction. Dealing with tasks and situations in teamwork also makes the method more successful and attractive.

In a non-violent way, the method motivates clients to acquire new knowledge and skills and enables them to develop their work habits and ability of teamwork. Thus it makes young people's chances of integration into the labour market higher. At the same time it helps the client become familiar with specific professions which they are interested in.

Concise and accurate description:

Goals of the method:

- 1. To acquire new knowledge and skills which the client needs for dealing with a simulated situation and working tasks and for teamwork.*
- 2. To try out selected working tasks in practice and experience situations which the client may face in their future job.*
- 3. To try out teamwork in practice while fulfilling selected working tasks.*

While applying this method, a specific working task or group of tasks is chosen which must be dealt practically by the client during the simulation. The more the simulated situation reflects the reality, the better. For better understanding, here follow concrete examples:

- a) Participants of a double-entry accounting course are given a task to play a role of a real accountant who takes over accounting documents which were prepared in advance and which correspond to activity of a common, real company. They enter these documents into accounts and also prepare materials for the company management. Thus, the course participant immediately applies their knowledge and skills to practice.
- b) Those interested in private enterprise take part in a training course where they learn all the necessary skills. To make the instruction more entertaining and efficient, all the participants found their own virtual company to which all the learnt operations are directly applied.
- c) Participants of the course of flower binding and making decorations are given a task to prepare

bouquets for St. Valentine's Day. These bouquets are prepared and then taken to a real florist's shop to be displayed and sold at a profit. This cooperation has been previously agreed on with a particular florist's shop. Later, the course participants are informed about which bouquets were sold and in which order.

- d) A young person wants to start their own business. As part of individual coaching or a course he tries out particular activities which he will have to perform – paperwork, tax return, purchase of goods, sale, calculations etc. The materials are taken from real companies or correspond to real situations at the market.
- e) Participants of a computer course are given a common task to prepare promotional materials for the annual music festival in the town. Team roles are distributed within the group. One person is responsible e.g. for preparation of the text, another person for the graphics, and yet another for making a central picture or collage. The final drafts are presented to the organizer of the event who is asked to choose the best one, which can be used for free in the forthcoming festival.
- f) A client's long-term dream is to make her living producing and selling self-made jewellery. She was proposed by the coach to try out this idea in the framework of her own virtual company. To prepare her jewellery collection, she made the jewels, took photographs of them and prepared a promotional mini catalogue. Subsequently, she sent the mini catalogue to real internet shops and thus, checked whether there would be any demand. As a next step, the client and the coach arranged a selling exhibition in a local café and the client could also try out personal selling with the coach's colleagues in the education centre. After completing all these tasks, the client had a real idea about her possibilities and learnt a lot of new skills which this profession involves.

This method requires a careful preparation of the simulated situation on the part of the coach or lecturer. It is very convenient if they manage to link the simulation to the real world (e.g. by real use of the product or its sale, by using real input data from real companies etc.). The simulated situation should correspond to what the client really wants to do in the future. Only in this way can the client become really involved and their effort and performance efficient.

The situations and experiences gained from using this method are a very good material for an interview between the coach and the client. If the coach is not sure whether their client will cope successfully with a task, they can prepare them for the task in advance in many different ways (by practising the most difficult operations, by showing them video recordings of particular skills or situations, by supplementing necessary knowledge etc.)

Useful tips

- While practising teamwork, it is possible to repeat the model situation, where the participants exchange their roles. After each experiential situation it is necessary to provide the client or clients with space to give vent to their feelings and experiences. It is convenient to ask the client how they felt, what they liked and did not like, if they learnt anything, what conclusions they came to etc.
- If the group or the individual do not succeed, it is important to find positive sides (e.g. what this experience is good for, whether there was any achievement at all, what this experience could be used for). Both the group and the individual can repeat the simulation and note down the progress they have made or eliminate imperfections.

UNIT 2

Method - How to succeed in a job interview

The recommended structure of teaching:

2a) Theoretical input.

2b) Demonstration - learning by practicing.

2c) Group discussion about advantages of the method.

2d) Ideas and suggestions for utilization of the method in coaching process.

HOW TO SUCCEED IN A JOB INTERVIEW

This proven method helps clients prepare for a selection procedure, particularly for that part of the procedure in which they are asked questions by the employer's representative (usually the employee of a human resources department).

Why should I, as a coach, master this method?

Especially career coaches help young people write their CV and letter of motivation, but they also help them prepare for the selection procedure which is conducted by the employer. One of the most important parts of the selection procedure is when the employer's representative asks the job applicant diverse questions. The quality of their answers is crucial for a decision whether the applicant will be accepted or not. Applicants who do not prepare for the questions are at a great disadvantage. They hear most of the questions for the first time and find themselves obliged to react instantly and improvise, which quite naturally reflects itself in the quality of their answers. On the contrary, applicants who prepare for the questions in advance give a more convincing performance and their chances of being accepted are higher. This proven method provides career coaches with a tool which helps the client prepare well for the selection procedure and thus, considerably increase their chances of being accepted.

Requisites: A two-page form which can be found in the enclosure. The client fills in the second page of the form while making use of the information included on the first page.

Concise and accurate description

The goal of the method: *To prepare for the questions at the job interview and thus increase the client's chances of obtaining the job.*

The fact that the applicant has been invited to the job interview is already good news for them. It means that the employer thinks that the invited applicant could be the right one. This supposition is usually based on the CV and the letter of motivation which have been sent by the applicant. In the course of the job interview itself the employer tries to find out which of the invited applicants is the most appropriate. With less important positions, they often only use questions given to the applicants and then compare and assess their answers. With more demanding positions, some additional options are used, such as psychological tests, performance tests, model situations etc.

There is a huge number of questions used by employees of the human resources departments. It is not possible to memorize them all and recite the answers from memory like a poem. It is much better to prepare a sum of arguments which testify in your favour and learn to use these arguments in answering the questions you are asked. What helps you prepare such sum of arguments is the fact that the absolute majority of the questions are asked with the aim to find out:

A) how well you will perform the offered job and

B) what possible risks involve your acceptance for the job position.

A) How well will you perform the offered job?

The employer has a clear idea of what the most important thing for a given job position is. It is often stated clearly in the advertisement, e.g. „the minimum of three years practice in the field is required“. A lot can be deduced from the title of the offered job position, e.g. there will be different requirements for a job of a cleaner and yet very different requirements for a job of a manager of a shop selling luxury clothes. To be able to answer this type of questions easily and convincingly, prepare a sum of arguments which testify in your favour. Use the form in the appendix. In the individual compartments, write sentences which you could say to the employer during the selection procedure. If you fill in the form carefully, your further work will be very easy. Repeat the arguments aloud several times, e.g. in front of the mirror or in front of another person who will listen to you. At the job interview itself, you will use them when asked questions that relate to them directly or indirectly.

B) What possible risks does your acceptance for the job position involve?

While accepting new workers, every employer is cautious and tries to minimize risks. Therefore, they look carefully for any discrepancies between your CV and the answers to the questions you are asked, and they also pay attention to the way you speak and behave during the selection procedure. There is some basic advice as to your speech and behaviour:

- a) Check up on and learn at least some basic information about the company and about the offered job position (this information can be obtained e.g. from the Internet or by phone straight from the employer after the advertisement for the vacancy has been made public).
- b) Prepare very carefully for the questions at the selection procedure, e.g. following the instructions stated here.
- c) Come to the selection procedure well rested, well groomed and neat in appearance and in a positive mood (a smile is the best way to fight nervousness and at the same time to make a good impression and to evoke a positive response from the people who will interview you or watch the selection procedure).

The employer may have found in your CV data which make them feel worried. As you have been invited to the interview in spite of this fact, you will most probably be asked questions about these data. They could involve e.g. insufficient qualifications, unfinished education, terminating your last employment during the probationary period, being unemployed for a longer time etc.

Every person has made a mistake or a wrong decision in their life. If the employer asks a question which is somehow related to the consequences of your mistakes or wrong decisions, you should answer truthfully, while sticking to the following practice-proven recommendations.

- a) Be concise and matter-of-fact. Do not give answers that are too indefinite or vague; the employer might think you are trying to hide something serious.
- b) Do not put all the blame on others, admit your error.
- c) Always explain what lesson you have learnt from your mistake.
- d) Assure the employer that you will not make the same mistake again and therefore it does not represent any risk for them.

EXAMPLES:

An employer's question – „Why were you dismissed from your previous employment for a breach of discipline?“

A suitable answer: „Now I feel very ashamed of it, but I was dismissed for repeated late arrivals for work. They were not many, but it was my fault. At that time I thought that I would get away with being late because I was a more skilful worker than others. Now I know that rules apply equally to everyone. I assure you that I have learnt a lesson and that I will always arrive at work punctually.“

An employer's question – „Why did you not finish secondary school?“

A suitable answer: „I left secondary school after one year. It was because the school was a bad choice

and I didn't identify myself with the field of study. I was too young and didn't know which school I should choose. So I followed my parents' will. Soon I realized the field of study was not right for me and I didn't want to lose any more years studying it. I know that school education is important but I don't regret my decision because I find practical experience more useful than theoretical study at school. I haven't stopped studying though. I use the Internet, books and attend professional development courses. I am able to find and learn everything I need for my profession. "

Useful tips

As we have already stated in the previous text, the absolute majority of questions is asked with the aim to find out:

- A) how well you will perform the offered job and
- B) what possible risks does your acceptance for the job position involve?

When answering questions of this type you will make do with the arguments that you have prepared with the help of the enclosed form. Nevertheless, there may appear questions which are exceptions to the rule. By way of illustration, we mention two of them which appear very frequently and for which it is also convenient to prepare.

1) What salary do you expect?

The employer has a clear idea of what salary they are willing to pay you in case of your being accepted. If, in the course of the selection procedure, you make an impression of a first-rate applicant, they will even be willing to pay you more. Unless the salary is directly stated in the advertisement, you will have to find out what salary you can require. You can ask friends or people you know who work in the particular company or in a similar position in the same field what their opinion is. You can find help on the Internet.

Your answer should be specific, but you can leave some space for negotiation, e.g.:

„I'd be happy with a month salary of around 1300 euros per month.“

„I hope to get a salary range from 1300 to 1500 euros per month.“

If you ask for a considerably lower salary than the employer expects, they will start doubting your qualities. Why else should you want so little? If, on the contrary, you ask too much in regards to their expectations, they will feel you are too costly for their company and can reject you or start negotiating about a compromise. It is neither a good idea to claim that you are not interested how high your salary will be. If you want to avoid giving a specific answer in a dignified way, you can say e.g.: „If you don't mind, I would prefer it if it was you who first suggests my possible salary range.“

2) What do you know about our company?

When asked this question you are expected to show what you know about the company, what you have found out about it while preparing for the job interview. It will not take you too much time to look for the information on the Internet and you can get some additional points in your favour. You should be able to say at least this:

- in what fields the company operates,
- what the company produces or what kind of services it provides,
- some facts from the history of the company, e.g. when it was founded.

Your answer could also include some prepared formulations from your sum of arguments, e.g. from the area of motivation.

UNIT 3

Method - Getting familiarized with the job through a workplace tour

The recommended structure of teaching:

3a) Theoretical input.

3b) Practical examples.

3c) Group discussion about advantages of the method.

3d) Ideas and suggestions for utilization of the method in coaching process.

GETTING FAMILIARIZED WITH THE JOB THROUGH A WORKPLACE TOUR

This method helps the client learn about the specific characteristics and requirements of the profession through a tour round the workplace. Apart from showing the client the workplace and the work activities, the tour also includes an interview with an employee who has been working in the profession for a long time.

Why should I, as a coach, master this method?

Young people often have some idea about what professions they want to do. In most cases they have only an unclear and limited information about some of these professions, which makes it difficult for them to decide whether the particular profession is right for them. Similarly, the coach often lacks more detailed information about the job. It is therefore very useful to arrange a working tour at the workplace with the employer so that the young client could see for themselves what the job is really about. This experience will help them find answers to the questions such as whether they would like to do the job, whether they would be able to succeed in it, whether their physical condition would be no obstacle to doing it, whether they find the workplace convenient etc.

Concise and accurate description:

Goals of the method:

- 1. To get familiarized with a specific job through a workplace tour.**
- 2. To decide whether this profession is convenient for the client.**
- 3. To plan the next steps on the grounds of the previous decision.**

As a rule, after the career guidance at school, the young client has already chosen specific professions which correspond to their abilities, personality traits and needs. Especially in situations when they have chosen several professions, they need to obtain additional specific information to be able to come to a final decision. Also, if they have chosen a profession for which they have to complete a demanding retraining course, it is suitable to get familiarized more closely with it. For this purpose, a workplace tour is very useful.

The use of this method prevents disagreeable situations, which often occur in real life. An example of this can be a situation when the public employment office pays for a retraining course for a job with which the unemployed young person is not very well acquainted. Already while attending the course, the client finds out that the profession is very different from what they expected it to be and they are no longer interested in it. That may often result in disagreeable consequences.

For practical implementation of this method, it is necessary to find an employer engaged in the de

sired profession and agree on a date and conditions of the tour. In most cases, this is arranged by the coach with the regional employers. It is usually not very difficult to arrange the tour. There are several good reasons for the employers to cooperate:

- a) The tour is not very time-consuming.
- b) You will support a good cause, a non-profit organization, and you will contribute to finding solutions to the unemployment problem.
- c) One of your employees will be happy to have been able to show their skills and express their opinions.
- d) Your reputation in the region will be improved, because an article will be published in the local newspaper.
- e) After taking the retraining course, the participants of the tour may apply for a vacancy in your company. Thus, you will be able to choose from a higher number of applicants for a job.

The tour is arranged for one client (or a group of clients) and the coach. It involves a tour round the workplace, demonstration of the typical work activities, stating the qualification and health requirements for the employee doing this job. After that the client talks to an employee who has been working in the profession for a long time. They describe the profession and answer the questions of the clients and the coach. Sometimes, the clients may even try out some of the work operations which cannot jeopardize their health. Sometimes the clients are allowed to have a look at the company facilities, such as the changing rooms or the canteen.

Another goal of this method is to decide whether the profession is suitable for the client. On that account, the tour is followed by an interview between the coach and the client.

The coach can use some of the following questions:

How did you find the tour? What caught your attention?

What do you like about the profession and what do you not like about it?

Would you like to do this job in the future? To what extent are you sure about it?

Would your physical condition be any obstacle to doing this job?

Would you be good at the job? Would you be able to give above-average performance?

Do you have all the necessary qualifications for this profession or will you have to take a retraining course?

Is this profession available in the region and would you be able to get a vacancy?

How difficult would it be to get such a position?

Would you find this job convenient from the practical point of view, e.g. the salary, shift work, the degree of responsibility, the teamwork?

The last goal of this method is to plan the next steps on the grounds of the previous decision. As a rule, there are two basic options. The first option is that the client comes to a conclusion that the profession is right for them. In that case, the coaching process continues with the aim to get a job in the given profession. The other option is that the client decides, on the grounds of the tour, that the profession is not ideal for them and that they are interested in a different profession. This decision is also useful and it cannot be regarded as a failure of the method. In this case, the coaching process continues with the aim to find another profession for the client which would correspond better to their abilities, skills, needs and e.g. their health condition.

Basic advantages of this method

- prompt acquisition of key information about the given profession,
- the illustrative nature of the method,
- obtaining firsthand information,
- trustworthiness of the information (it is provided by a worker who is familiar with the profession),
- establishing a relationship and cooperation with the employer (or, as the case may be, finding out whether there is a possibility of getting a job with the employer),
- its low demands as for time, financial costs and organization,
- high effectiveness of the method considering its goals and costs.

UNIT 4

Method - Rocket - energy for my goal

The recommended structure of teaching:

4a) Theoretical input.

4b) Demonstration - learning by practicing.

4c) Group discussion about advantages of the method.

4d) Ideas and suggestions for utilization of the method in coaching process.

ROCKET – ENERGY FOR MY GOAL

This method is used for goal planning. It facilitates analysis of the motivation for a specific goal. On the grounds of the analysis, the client can decide whether their motivation and energy for the given goal are sufficient. The basis of the method is the use of a picture of a rocket. First, the client notes down information in the picture, and subsequently, this information is evaluated. The method can also help choose the most appropriate goal if there are more than one.

Why should I, as a coach, master this method?

When using the method, the client realizes what their specific reasons for achieving the determined goal are. They evaluate the difficulty of the goal and whether their motivation and energy are sufficient for its accomplishment. The method also facilitates the choice from multiple goals. It can be used repeatedly; the client can go back to the achieved results and remember their motivation reasons, think about the changes of their attitude towards a specific goal in the course of time.

The method prevents the client from choosing an inappropriate or unrealistic goal which they are later unable to achieve. This often complicates the coaching process, undermines the client's confidence in coaching and the coach's abilities.

Requisites: A template with a pre-printed picture of a rocket which can be found in the enclosure.

Concise and accurate description

Goals of the method:

- 1. To analyze the motivation for a specific goal.*
- 2. To assess the difficulty of the goal and to evaluate whether the degree of difficulty corresponds to the degree of motivation.*

3. To help the client choose the goals which can be achieved successfully and not to waste their effort on goals which are unattainable at the given moment.

Before the method is started, it is necessary to explain the following two concepts to the client:

- **towards motivation,**
- **away-from motivation.**

Towards motivation

If we reach a specific goal, the new situation will bring us advantages and benefits. For instance, our goal can be to buy a new, good-quality television set. If we achieve this goal, we'll get all the benefits and advantages it entails; e.g. we will get more pleasure from films, the image will be bigger and better, the sound will be better. They are things that we desire and that motivate us to accomplish the goal. This is so-called „towards motivation“.

Away-from motivation

If we reach a particular goal, we will get rid of certain things which, in the present situation, we find unpleasant or uncomfortable. We will get rid of things which annoy us and which we would like to change. For instance, our goal is, like in the previous case, to buy a new, good-quality television set. If we achieve this goal, we will get rid of some inconveniences; we will stop feeling that our television set is the most obsolete in town, the design of our TV will no longer spoil our living room. They are things we want to get rid of and, therefore, they also motivate us to accomplish the goal. This is so-called „away from motivation“.

When using this method, the first task of the client is to set the goal whose motivation analysis they want to do. Then they decide whether this goal is difficult or easy for them. A difficult goal can be imagined as a faraway star and the process of its achievement as a rocket flight towards this star. If the goal is difficult and remote, the client writes it next to a faraway star in the picture. If the goal is easily attainable, the client will mark it down next to a star which is close. For example, the goal to „learn Chinese“ would most probably be marked down next to a faraway star for all of us.

It is obvious that the more remote the star, the more fuel (motivation) the rocket needs to be able to reach it. The next task of the client is to find out how much fuel their rocket has for the journey towards this goal. They write down diverse „towards motivation“ in the blue barrel and diverse „away from motivation“ in the green barrel.

When the client has done this, together with the coach they have to decide whether there is sufficient fuel for achieving the goal. If they decide that there is enough fuel, the client has a big chance of achieving the goal and they can get busy. If there does not seem to be enough fuel, there is a big risk of failing to achieve the goal and they should consider, together with the coach, if it would not be more useful to save their effort for another goal. In a similar way, the coach and the client can analyse other goals and choose those which are the most convenient.

The coach can help the client with the method by asking appropriate open questions which will help them cope with the individual steps.

Useful tips

- The method can also be applied to partial steps (goals) which lead to the main goal. For instance, the determined goal is „to learn how to use a computer“. One of the partial goals is „to learn how to search for job offers on the Internet“.
- If the client does not like cartoons, the coach can use the method with a different scheme, which they create themselves, e.g. using graphical elements such as squares, rectangles, circles etc.

UNIT 5

Method - Role Playing

The recommended structure of teaching:

5a) Theoretical input.

5b) Demonstration - learning by practicing.

5c) Group discussion about advantages of the method.

5d) Ideas and suggestions for utilization of the method in coaching process.

ROLE PLAYING

Role Playing is one of the methods of active learning whose didactic principle consists in inducing a model situation similar to a real situation for which the client is being prepared.

Why should I, as a coach, master this method?

Through this method the client tries out how to behave in a difficult (e.g. conflict) situation, he learns how to deal with it in a better way; he tries out and master new behaviour patterns. This method improves communication skills, facilitates self-knowledge and understanding of the others, increases empathy skills, and develops imagination and creativity. It provides the clients a safe environment in which they can try out behaviour which would help them deal with particular life situations more efficiently. It facilitates suppression of unwanted behaviour patterns and reduction of fear of dreaded situations.

Requisites: Material and technical equipment which helps create the impression of realness of the simulated situation.

Concise and accurate description

Goals of the method:

- 1. To learn, in a safe environment, to deal with difficult situations (taken from the client's real life) in a more efficient way.**
- 2. To master such techniques and behaviour patterns which would bring better results in given situations than those used so far.**
- 3. To reduce fear and anxiety of difficult or conflict situations which the client has to face.**

The Role Playing method is based on simulation of a real situation. In a given situation, clients are assigned different roles which should be performed as realistically as possible. To ensure an efficient implementation of this method, it is essential that the coach should be carefully prepared, have a set goal and motivate and instruct the participant or participants in an appropriate way.

En example of the procedure:

- 1. THEME SPECIFICATION** – defining the theme of the simulation, specifying the situation and the problems, describing the roles of the participants.
- 2. ROLE DISTRIBUTION** – determining the number of participants that will take part in the simulation and the number of observers if there are any. It is convenient to involve, in an appropriate way, even less self-assertive and less active participants.
- 3. THINKING ABOUT THE ROLE OR INDIVIDUAL REHEARSAL OF THE ROLE** – it is essential to provide the participants with sufficient time to think about the situation and their role. The participants have to obtain all the necessary information from the coach to be able to handle it. The roles should represent realistic, common situations so that the participants would not find it difficult to identify with them. The participants are also provided with a place where they could rehearse parts

of their roles individually.

4. DEMONSTRATION OF THE SIMULATED SITUATION, ROLE PLAYING - performance of the assigned simulated situation. It is also possible to interrupt the simulation and ask the observers, e.g. what other solutions they propose. Role chance – sometimes it is convenient to exchange the roles and re-play the situation so that the participants can look at it from a contrary or different point of view. It improves empathy skills and makes the experience more compact.
5. THE END OF THE SIMULATED SITUATION – to end the simulated situation it is recommended to make it clear that the simulation is finished. It can be done by making a particular gesture or pronouncing a particular word or giving a sound signal which clearly demonstrates that the participant is completely liberated from the role they have been performing.
6. VERBAL EXPRESSION OF FEELINGS AND EMOTIONS – it is very important to allow every participant space for expressing their feelings, emotions and observations which have been induced by the recently finished simulation.
7. DISCUSSION, LINKING THEORY AND PRACTICE, FINAL RECOMMENDATIONS AND SUMMARIZATION – the final discussion is usually moderated by the coach. He should make the participants of the simulation familiar with the theoretical knowledge related to the situation. His task is to link the experience with the theory relevant to the given situation. In this phase conclusions concerning the simulated type of situations are drawn, and at the same time new information is acquired and improvements are proposed. The coach should help the participants find more efficient ways or patterns of behaviour which can be used in a given situation.
8. REPEATING THE SIMULATION WITH NEW BEHAVIOUR PATTERNS – the participants of the simulation can re-play the situation putting into effect the knowledge and the new information and behaviour patterns which they have acquired. Subsequently, they evaluate their progress. The goal of this process is to apply the newly acquired knowledge and more efficient behaviour patterns to their everyday real life.

Useful tips

- Role playing can be recorded on a video camera. A video recording gives the client the possibility of feedback. The clients can go through their behaviour repeatedly; they can see their achievements and also what could still be improved.
- Using this method can meet with difficulties when put into practice. The participants often fear that they will not be able to deal with the role and, therefore, their social status will suffer. Some participants can perceive the performed situation as extremely stressful and thus their behaviour may diverge from the defined role. Sometimes, the room where the simulation takes place and the presence of the coach and observers do not create a setting that would be sufficiently authentic for the participant to be able to identify themselves with their role. If the clients are not given enough space for expressing their negative feelings, they could take them back home and feel in a bad mood after the simulation. An experienced coach keeps these risks in mind and knows how to minimize them.
- The method can be used as part of individual coaching, but also in a group, e.g. as part of training courses. When used as part of individual coaching, one of the roles is performed by the coach.
- What has proved to be successful is playing instructive, educational and even entertaining videos from the Internet which show similar situations or e.g. demonstrations of different types of behaviour in a given situation. Videos can also be used as a humorous introduction or conclusion of the method to make atmosphere less serious.

More Tools can be found @ <http://youthcoach.cz/outcomes.html>

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Youthcoach – Train the Trainer course concept

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