

Output 2

Competence Profile



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 - EBC*L Enterprise - Slovenia,*
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1. Introduction

Coaching youth in order to prevent drop outs successfully needs a wide range of knowledge, skills and competences. Output 2, a result of the Erasmus+ **youthcoach project**, analyses what is needed by a trainer or coach working in this area.

Competence Profile is a collection of knowhow from all over Europe.

Expected **knowledge, skills and competences** of the four exemplary projects and an overview of general expected knowledge skills of the partners involved are presented in detail.

The expectations on a trainer are similar in each country; however, it may differ from the emphasis and the focus of each project. In order to know in which areas a successful trainer in the youth coach context should be trained on, it is necessary to definite the knowledge which is already available; followed by the next steps to identify and train further know-how.

The second part is a **Train the Trainer concept** is designed on the base of the competences required by the trainers. **A five day training manual** will provide trainers with the learning material needed to understand the different approaches and helping to implement the gained knowledge within the target group and its periphery.

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 program.

2. Competence profile overview

In order to work as a youthcoach output 1 gave a detailed overview over what is already done in each country. The Needs and Analyses report states generally what the trainer is expected to do and where he/she should focus on. Found in each project are:

- Holistic approach
- How to involve and keep young people in VET
- Drop out in the path of life
- To build a net of support
- Understanding of support
- Sustainable
- Empowerment

The report states that the target group is already trained on certain skills. Therefore the trainers should be aware of those skills as well as in his/her personal competences. The main issues are:

- A. Occupational expertise
- B. Coaching, counselling and social skills
- C. Personal competences and conditions (attitude)

A: Occupational expertise

- Knowledge and experience in
 - profession
 - as a training supervisor of vocational training
 - education and VT system
 - regional job market
 - tools for career guidance
- Pedagogical background
 - Additional knowledge in coaching, mediation, mentoring, communication, leading, ...
- Systemic approach
- Experience in working with youth
- Background in
 - Business economics
 - Business management
 - Political/national economics
 - Psychology
 - Sociology
- Trained in digital communication ...

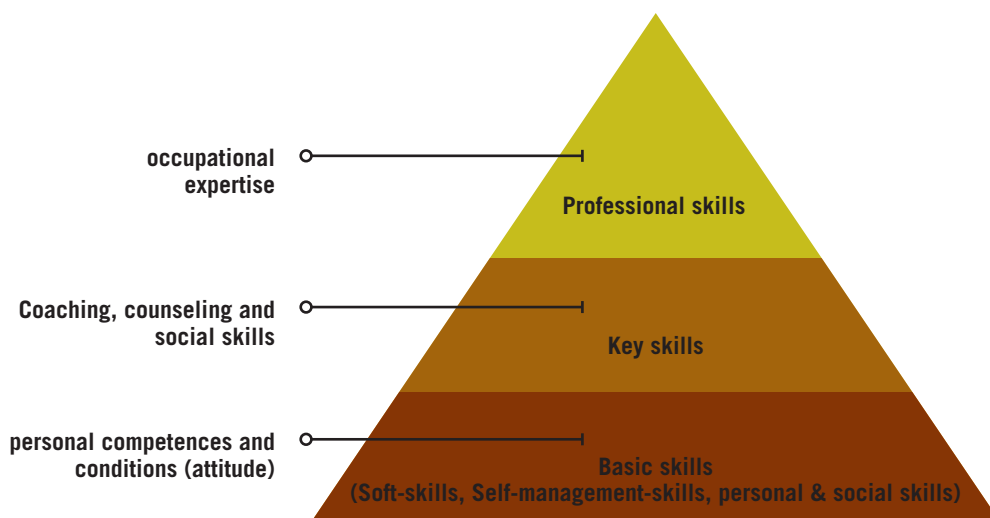
B: Coaching, counselling and social skills

- Professional experience
- Counselling competence
- Coaching competence
- Mediation competence
- Communication competence (Questioning tools, Feedback...)
- Able to reflect the own situation

- Knowledge about
 - Extended puberty
 - Maturity transformation
 - Maturity delay
- Knowledge about the environment and circumstances
- Knowing about cultural and personal backgrounds
- Focusing on soft skills (seeing, naming, developing)
- Constructive encouraging and demanding
- Help to help themselves
- Knowledge of how to show empathy...
- Tools to set boundaries
- Tools to fetch them from where they are
- Working with emotional awareness

C: Personal competences and conditions (attitude)

- holistic approach
- reflectivity mentality
- being aware of being a role model
- taking on the responsibility of being a mentor
- empathetic
- unconditional acceptance, genuineness
- trustworthy
- ability of guiding, setting boundaries working with people
- communication skills
- entrepreneurial mentality
- listening with curiosity and reflecting with accuracy
- passionate in helping to develop people (personal and professional)
in the way of accompanying the process without dictating
- providing feedback for development, encouraging and supporting
- general and intercultural acceptance of differences
- intuition
- understanding from the perspective of young people.
- focusing on the individual
- believes in the youth
- able to fetch the youth where they are right now
- appreciating humans (warm, calm, sensitive, caring, open, patient and concerned)



3. Competence profile – inab - Germany, EBC*L Enterprise - Slovenia, BFI - Austria and Aklub - Czech Republic

inab – Unternehmen für Bildung	Assisted vocational training				
Competence Unit Assignments	Task Sub-Assignments				
Objective	Target:	Target groups:	Function towards the target group		
<ul style="list-style-type: none"> ❑ Establishment, rehabilitation and support of the ability to undertake a vocational training for the youth. ❑ Optimising operational processes in companies regarding the vocational training. ❑ Relieve companies in supporting the youth ❑ Aiming a successful graduation <p>Framed by an holistic and flexible approach, which combines previous facilitations</p>	<ul style="list-style-type: none"> ❑ Acquisition and sensitisation of companies ❑ VT Preparation (individual and flexible, oriented towards the company) ❑ Matching and attending – (active matching and sensitisation on both sides) 	<ul style="list-style-type: none"> ❑ Youth ❑ Companies ❑ Both together 	<ul style="list-style-type: none"> ❑ Youth <p>Preparation Placement Coaching Counselling Supporting</p> <p>Social worker/ tutor</p>	<ul style="list-style-type: none"> ❑ Companies <p>Information Acquisition Matching Managing Counselling Supporting</p> <p>Service provider for companies</p>	<ul style="list-style-type: none"> ❑ Both <p>Mediating Matching Translating Coaching Counselling Supporting</p> <p>Process operator</p>

Knowledge		
Knowledge of / about...		
Professional Skills		
Youth	Companies	Both
<ul style="list-style-type: none"> ❑ Pedagogic ❑ Social pedagogy ❑ Vocational pedagogy ❑ Trainer 	<ul style="list-style-type: none"> ❑ business economics ❑ political economics 	<ul style="list-style-type: none"> ❑ Vocational training regulations ❑ Occupational training (official license to school trainees) ❑ Specific features of the region ❑ Systemic understanding ❑ Good employment features (union) ❑ Coaching and counselling competence ❑ Professional experience
Social worker/ tutor	Service provider for companies	Process operator

Knowledge Skills To be able to...		
Key Skills		
Youth	Companies	Both
Career path possibilities Frequent work Develop and compile a <input type="checkbox"/> time-, <input type="checkbox"/> action- and <input type="checkbox"/> Integration schedule Organising of <input type="checkbox"/> Work placement <input type="checkbox"/> Support network	Optimising operational processes regarding VT	Awareness and usage of different <input type="checkbox"/> Communication <input type="checkbox"/> Habits Intuition Knowledge of human nature Cultural skills Intercultural skills Social skills Network development and supervision Understanding of provision of service Holistic approach Reflective approach
Social worker/ tutor	Service provider for companies	Process operator

Competences To be competent at...				
Basic Skills				
Youth	Companies	Both		
Remedial teaching	Consulting for inclusion Supporting in handling the VT and helping with the preparations for the exams	<table border="1"> <tr> <td> Understanding Translation Communication Mediation Moderation Empathy Transparency Flexibility Goal-oriented Continuity Post care </td> <td> Networking ability with <input type="checkbox"/> Youth <input type="checkbox"/> Family <input type="checkbox"/> School <input type="checkbox"/> company <input type="checkbox"/> Employment office <input type="checkbox"/> Youth welfare service <input type="checkbox"/> Other organisations </td> </tr> </table>	Understanding Translation Communication Mediation Moderation Empathy Transparency Flexibility Goal-oriented Continuity Post care	Networking ability with <input type="checkbox"/> Youth <input type="checkbox"/> Family <input type="checkbox"/> School <input type="checkbox"/> company <input type="checkbox"/> Employment office <input type="checkbox"/> Youth welfare service <input type="checkbox"/> Other organisations
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Social worker/ tutor	Service provider for companies	Process operator		

EBC*L Enterprise					
Overall Tasks & Responsibilities		Task			
Objective	Target:	Target groups:	Function towards the target group		
<p>Enable students to view themselves as the “CEOs of their lives”.</p> <p>Enhance employability of students, especially of NEETs and ESL</p> <p>Enable teachers and VET instructors to teach economic fundamentals in an easily understandable, relevant and target group oriented way.</p>	<p>Teach students the fundamentals of economic thinking and planning for the integration in the labour market as well as for their personal lives.</p> <p>Enable students to use their personal and social skills for life and career planning.</p> <p>Support students in setting up a career and life plan based on economic realities and resources</p>	<p>Students (age 15-25)</p> <p>Schools or VET institutions</p> <p>Parents</p>	Students	Schools / VET	Parents
			Training Coaching Supporting	Train the Trainer/ Teacher Counselling	Information

Knowledge Knowledge of / about...
<ul style="list-style-type: none"> ❑ Know how to develop training material about business topics on their own. ❑ Know the most challenging areas of business training and how to make them accessible for youth. ❑ Know suitable examples and case studies for explaining business and economic concepts to young people. ❑ Have insight into debt and debt management. ❑ Know how to draw up simple project and resource plans.

Skills To be able to...
<ul style="list-style-type: none"> ❑ Ability to explain fundamental business concepts of everyday life. ❑ Ability to explain the relevance of personal skills in a business context, e.g. at the work place. ❑ Ability to explain the relevance of social skills in a business context, e.g. at the work place. ❑ Ability to explain fundamental business concepts in a language young people speak and understand. ❑ Ability to explain the principle of cost effectiveness in the life of young people ❑ Sensitivity towards the connection between social and personal skills and success in the business world. ❑ Ability to help young people improve their personal and social skills. ❑ Ability to give career advice based on individual strengths. ❑ Ability to guide young people through doing a small project (enterprise). ❑ Ability to interpret case studies on economic thinking in everyday life.

Competences To be competent at...
<ul style="list-style-type: none"> ❑ Having profound teaching competences in basic business topics. ❑ Having profound teaching experience with young people. ❑ Enabling and manage learning processes. ❑ Performing basic calculation functions (addition, subtraction, division, multiplication). ❑ Teaching basic terms and concepts of personal development, e.g. motivation, self worth, self management. ❑ Teaching the basic terms and concepts of teams, e.g. communication, conflict management, effective team work. ❑ Open and engaging personality.

BFI					
Overall Tasks & Responsibilities	Task				
Objective	Target:	Target groups:	Function towards the target group		
Identify students at the risk of drop out or NEETs Motivate these students / NEETs to participate in youth coaching voluntarily Support these students in either staying and succeeding in their chosen education or finding another realistic educational option Reduce the number of NEETs and ESL	Set up a counselling structure in higher (vocational) schools and / or in youth centres	Students at the risk of drop – out	Students / NEETs Information Coaching Counselling Supporting Case Management	Schools Information Counselling Networking	Parents Information Counselling
	Establish good relations with schools, students and parents	NEETs			
	Define realistic targets with the young clients (and their parents)	Schools			
	Use existing networks to support clients in finding the best options for young people at the risk of drop out / NEETs	Parents			
	Support young clients in setting up a career plan				
	Communicate the career plan to future support system if necessary				
Document all processes					

Knowledge Knowledge of / about...
<ul style="list-style-type: none"> ❑ Extensive and profound knowledge about the local and regional educational options, the labour market and support systems ❑ Development psychology, especially puberty and young adolescents ❑ Group Sociology, group and gender dynamics ❑ Systemic Approach

Skills To be able to...
<ul style="list-style-type: none"> ❑ Establish good working relationships with young clients and schools ❑ Present information clearly and suitable for young clients, schools and parents ❑ Use own professional experience to lead the processes holistically and effectively ❑ Coaching and Case Management Skills ❑ Reflection Skills ❑ Networking Skills ❑ Motivation Skills ❑ Intercultural Skills ❑ Documentation and Reporting Skills

Aklub

Competences

To be competent at...

- ❑ Profound counselling competences
- ❑ Managing processes flexibly and autonomously
- ❑ Open, empathetic, authentic, humorous personality

Overall Tasks & Responsibilities

Task

Objective

Target:

Target groups:

Function towards the target group

Objective	Target:	Target groups:	Function towards the target group		
			Youth Coaches	Young people in VET	Companies
<p>To provide the appropriate tools and competences to youth coaches (VET-teachers, trainers, instructors, social workers) in order they could work more effectively with young people.</p> <p>To guide, aid and coach young people to prevent drop out of VET.</p> <p>To increase a cooperation between training organizations and companies.</p>	<p>To help youth coaches (VET-teachers, trainers, instructors, social workers) to learn several new methods:</p> <ul style="list-style-type: none"> - A virtual company - How to succeed in a job interview - Getting familiarized with the job through workplace tour - Rocket, energy for my goal - Role playing <p>To increase the quality of coaching.</p>	<p>Youth Coaches (VET-teachers, trainers, instructors, social workers)</p>	<p>Youth Coaches</p> <p>Learning new coaching tools and acquiring new competences.</p>	<p>Young people in VET</p> <p>Increasing capacities and competences.</p>	<p>Companies</p> <p>Increasing cooperation between training organizations a companies.</p>
		<p>Young people in VET</p>	<p>More effective coaching.</p>	<p>Prevention of drop out from VET.</p>	
		<p>Companies</p>			

Knowledge

- ❑ What are the methods - "A Virtual Company", "How to succeed in a job interview", "Getting familiarized with the job through a workplace tour", "Rocket, energy for my goal" and method "Role Playing".
- ❑ What are the goals of these methods?
- ❑ The advantages of the methods.
- ❑ The possibilities of utilization and modifications of the methods.

Skills

- ❑ Ability to use new methods in coaching process.
- ❑ Ability to offer the method to clients (young people in VET) in appropriate situations.
- ❑ Ability to use the methods correctly and also utilize the modifications.

Competences

Competences to use the method “A Virtual Company” 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.

Competences to use the method “How to succeed in a job interview” 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.

Competences to use the method “Getting familiarized with the job through a workplace tour” 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.

Competences to use the method “Rocket, energy for my goal” 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.

Competences to use the method “Role Playing” 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.

IMPRESSUM

Youthcoach – Output 2 / Competence Profile

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Erasmus+

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