

Guiding From School to Job

Professionalism in the Work with Young
People at Risk of Social Exclusion

A Competence Profile for Guiders

Guiding Young People at Risk of Social Exclusion
from School to Work

University of Amsterdam, School of Law
Rianne van der Weijden / Leo Witte
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guiding 

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"Leonardo Guiding" is a pilot project of 10 organisations from 8 different European countries. The project focuses on filling the need for education and training of pedagogical staff in vocational education programmes for young people at risk of social exclusion. The project responds to the specific need of vocational training staff for professional guidance and counselling skills.

Throughout Europe, guidance and counselling systems have evolved and, with them, the quality standards which counsellors must fulfil. Guidance and counselling staff need professional skills to meet rising demands. The traditional roles of vocational education staff are changing, regardless of their individual function within their particular national support system – teacher, trainer, social worker, tutor.

Pedagogy in the vocational training sector requires a range of guidance skills – counselling, identifying strengths and weaknesses, information management, etc. This is especially true in the work with young people who are between school and job and at risk of social exclusion. Their primary contact person remains the teacher or trainer. The basic and continuing education of vocational education staff does not sufficiently consider the teachers', trainers' and other support staff's need for guidance skills to meet the individual needs of the young people they serve.

The project began in October 2005 and will run until September 2007.

The project "Guiding" shall result in:

1. A comparative survey of counselling, guidance and orientation systems in the partner countries represented in the project
2. A compilation of good practice examples in guidance and training in guidance from the different partner countries
3. The definition of competencies needed for good practice in guidance training and guidance for young people on their way from school to work
4. A model of variables to aid the effective transfer of practices from one country to another

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Programme

Partner Organisations:

- Bildungsmarkt vulkan gGmbH – Berlin / D
Non-profit training company
- Fachhochschule Potsdam (FHP), Fachbereich Sozialwesen – Potsdam / D
University of Applied Sciences, Department of Social Work
- Gesellschaft für berufsbildende Maßnahmen (GFBM) e.V. – Berlin / D
Non-profit training company
- Jyväskylän ammattikorkeakoulu Sosiaali- ja terveystieteiden tiedekunta, Sosiaalialan koulutusohjelma
Jyväskylä University of Applied Sciences, School of Health and Social Studies
- École Supérieure de Travail Social (ETSUP) – Paris / F
Superior School of Social Work
- Ass For Seo srl. – Roma / I
Non-profit training company
- Hogeschool van Amsterdam (HvA), Instituut Hoger Juridisch Onderwijs / NL
University of Amsterdam, School of Law
- Europejskie Centrum Edukacyjne w Opolu sp. z.o.o. (ECEO) – Opole / PL
European Centre for Education; Non-profit training company
- Farkom Ltd. – Istanbul / TR
Training company
- University of London, Institute of Education (IoE) – London / GB

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Introduction

In 2000 the EU member states agreed to transform the European Union into a leading political and social unity in the fields of economy and knowledge. As a consequence the intention to reduce the numbers of young unemployed has scored high on the political agendas of subsequent years. Within this political context the willingness has grown to invest in projects which aim to improve the position of young people – both in general and specifically those at risk – in society and on the labour market.

The intended improvement of guiding practices, as formulated in the Leonardo research project *Guiding young people from to school to work*, builds on these intentions. Partners in eight EU member states participated in this project between November 2005 and September 2007. All partners are involved in the field of education and of guidance.

The purpose of the project was to design quality criteria for an educational offer in the field of guidance for young people. The target groups of guiders¹ are young people

- in their transition from school to work
- in the age of 15 to 25
- who are lowly skilled or unskilled due to dropping out of school
- who do not have a start qualification
- who are - voluntarily or forced- looking for work
- who face a variety of problems, in quantity and quality which hinder them to finish school or to find and to keep a job
- who belong to target groups known as 'vulnerable' or as 'youth at risk of social exclusion'.²

Competences as quality criteria

As an instrument to define quality standards for the educational offer for future guiders the Leonardo partners used the concept of competence. This concept is used in the EU to indicate the quality of educational practices. Competences are understood as the combination of knowledge, skills and attitude, which professionals apply in any professional practice. The competences served as the starting point for the Leonardo Competence Set – a set of seven competences - which gives a profile of the profession of guiders. By using the concept of competences the following advantages appear:

- Competences lend themselves for transfer
Professionals can apply the defined competences in a variety of professional practices in a variety of national contexts. Competences offer higher and further educational institutions and professional associations the possibility to calibrate the level and quality of their educational and professional practices.
- Competences lend themselves for standardization
Competences offer educational institutions the opportunity to standardize procedures in designing curricula, to ascribe the number of credit points to educational programs and the assessment of issues. It may also simplify the exchange of curricula, professionals and students between EU universities and polytechnics.
- Competences lend themselves to career planning
Competences offer professional guiders the possibility to get insight into their career planning. Through means like portfolio and personal career plans they can to register their progress.
- Competences lend themselves for delineating and marking off relevant subjects in educational

¹ The term 'guider' is an abbreviation for a professional role which can be described as: 'careers education and guidance counsellor'.

² In most countries there are high percentages of young people with immigrant backgrounds in the target group of vulnerable young people.

offers

Where competences are defined it is possible to tackle the problem of delineation and to mark off subjects in curricula.

- Competences define the professional standard of guiders
With competences and a competence profile, the professionalism of guiders is improved. It reduces the chance that the profession of guidance is open to those with insufficient qualifications. Where education is competence-based, the performance of future professionals can be tested, demonstrating the ability to integrate knowledge, skills and attitude skills.
- All Competences are structured by a number of key elements
The quality of the Leonardo competences is defined and structured by a number of key elements, showing the rationale of each competence. The key elements are: *goals, professional roles, product, methodological skills, communication skills, attitude skills and knowledge.*

	Specific attributions to the given competence
Goal	
Professional role	
Product	
Knowledge	
Methodological skills	
Communication skills	
Attitude skills	

- Competences can be valorised
In order to establish consensus about the number and quality of the competences the Leonardo partners approached their networks with the question to give their feedback and so to contribute to the valorisation of the competences as defined in this paper. Because of the diversity of the networks - in fields of (vocational) education, labour mediation and coaching - the external validity of the valorisation outcomes was enhanced. It resulted in this final edition of the Competence Set.

The concept of guiding

The leading concept of the Leonardo project is *guiding*. It is a concept which has a variety of meanings, in theories of social work, and in theories of coaching and guiding. This fact was reflected in the issues the Leonardo partners discussed and which reflect the international differences in points of view. The issues were:

- Motivation
The leading principles of guiding, autonomy and self-responsibility, require an attitude with which clients show their willingness to be guided and to undertake actions. Research done by the partners of this project³ also reveals that young people lack motivation for a variety of reasons. That means that guiders either create motivation and elaborate on it or elaborate an already existing motivation. The Leonardo partners found consensus by emphasizing the roles of both professional and client⁴ in the guiding process. Guiders accompany their clients during a process in which the clients put their goals into words and achieve them on their own.

³ R. van der Weijden, L. Witte, *Guiding from school to work*, Hogeschool van Amsterdam, Amsterdam, 2005; Philip Potter, Gerhard Buck, *The paths of young people into work: a review of guidance needs in Europe*, KNI PAPERS 01/07

⁴ The concept of client is an abbreviation for *young people in their transitional phase from school to work*

- Guidance of individuals or groups
In a number of EU countries guidance is given to both individuals and groups. It is not exclusively a one – one relationship.
- Independence
In social work theory the issue of independence of guiders is unquestioned. It is considered to be a necessary condition for building up a relationship of trust between guider and client. In several national practices, however, government agencies and enterprises give professionals assignments to guide clients and employees. Besides the conclusion that ideas and practices vary with national contexts, consensus can be achieved by acknowledging the possibility that guiding techniques can be used in a variety of contexts.
- Educational level of guiders
The profession of a guider who accompanies young people on their way from school to work does not have full attention in the schools of social work and related educations⁵. As it is one of the goals of the Leonardo project to implement the Competence Set into the curricula of educational institutions the question was raised at which level to define the competences.
There is consensus on the fact that the level of the Competence Set can not be described in terms of formal qualifications (e.g. B.A.) on a European level as several national practices reveal fundamental differences in required competence levels for professionals. There are practices where guiders operate on a post-bachelor level (for example the German Lerncoach⁶) and practices where professionals with a bachelor degree are working in the fields of labour mediation, reintegration or community work. Often these professionals specialize later on in their career.
The Leonardo partners accept the national differences and agree that the Competence Set stands for a level of professionalism to be obtained to guarantee the quality of guidance. However, the route towards obtaining these competences may differ in length and weight in each country.

Overview of the chosen competences

In order to compose the Competence Set and the choice of the seven competences, the Leonardo partners agreed on three leading criteria.

1. Goal
The goal of the Leonardo project: the improvement of guiding young people at risk of social exclusion
2. Definition
The definition of competences as the combination of knowledge, skills and attitude
3. Reliability and validity
The final product had to be valorised in its usefulness and applicability by partners in the fields of education, guidance and labour mediation.

⁵ For example the education of Social Legal Services in the University of Applied Sciences of Amsterdam

⁶ The prerequisites to take part in the training courses for Lerncoach are;

- To have working experience in youth work
- To have a profession in the pedagogical field
- To have personal skills: for example communication skills, charisma, empathy with young people
- To be able to connect theory and praxis

Because of these criteria the Competence Set developed in the Leonardo project has an identity of its own, which consists of the following elements⁷:

- Context
The Leonardo project is focused on the guidance of young people at risk of social exclusion who are in their transitional phase from school to work. That means that professionals use their competences in a specific and not in a general context. The implication of a specific context is also that professionals need more than general competences of guiding - they need specific competences related to the specific situation of the young people.
- Valorisation
The identity of the Competence Set is the result of a valorisation process. The competences were confirmed by the international networks. We want to emphasize the importance of this fact, as it is one of the strongest points in our procedure. It is the basis for the reliability and validity of our competences.
- Approach
Due to the method of valorisation we can speak of a – continuing – *process*, with a founded support from the relevant networks. In this process everyday practices determined the arrangement and wording of the competences.
- Founding.
The Leonardo competences are founded with a set of key elements (methodological skills, communication skills, knowledge, products, professional roles and attitude skills).

The following seven competences for guiding young people at risk of social exclusion form the identity of the Leonardo Competence Set:

- Competence 1: Profiling
Guiders are able to assess their clients in order to compose a client profile as the base for a guiding plan, to be designed by both guiders and clients.
- Competence 2: Facilitating empowerment
Guiders are able to enable their clients to compose the goals of their guiding plan.
- Competence 3: Accompanying clients
Guiders are able to accompany their clients systematically during their guiding process and to make adjustments during the guiding process if necessary.
- Competence 4: Social Intervention
In case guiders notice problems of any kind which hinder the guiding process they are able to undertake actions.
- Competence 5: Working as an intermediary
Careers education and guidance counsellors are able to work with and within networks of community partners such as employers, educational institutions, youth agencies and others to facilitate their involvement in the guidance processes of youth in the community.

⁷ The competences developed by the Leonardo project differ from the competences published by the International Association for Educational and Vocational Guidance (IAEVG) in September 2003. The IAEVG framework is result of a theoretical approach, the competences are generalized and do not have any specific focus on target groups. The ethical standards described by the IAEVG offer a roof for the competences described here. An adapted version of those standards can be found in the chapter on "Ethical Responsibilities to Clients"

Competence 6: Sharing knowledge
Guiders are able to share their knowledge and experience to other guiders, tutors, and volunteers in order to educate and support them in their professional practice.

Competence 7: Professionalism
Guiders develop a professional attitude, which is a process of continuous education and self reflection on professional experiences, behaviour and practices. They continuously develop their professional and personal competences and improve their professional practices

Competence profile for guiders guiding young people at risk of social exclusion from school to work



Competences elaborated

Competence 1: Profiling

Guiders are able to assess their clients in order to compose a client profile as the base for a guiding plan, to be designed by both guiders and clients.

Goals	<p>General goals: Guiders design a client profile in order</p> <ul style="list-style-type: none">▪ to get a picture of the social, intellectual and physical competences (strengths / weaknesses, possibilities and impossibilities) of their clients in order to assess their chances on the labour market▪ to determine the need for supportive / complementary aid and services▪ to get an idea about the quality and quantity of the guiding process. Guiders emphasize that guiding is a process in which variables such as personal growth, insights and problems (of all kind) put their mark on the necessary time, goals and results▪ to get an idea of when and how to enable their clients to formulate their goals, wishes and needs▪ to get an impression of when and how to activate the talents, resources and motivation of their clients▪ to be able to give employers a realistic image of the (im)possibilities of their clients <p>Goals related to career or vocational training / education A client profile enables guiders</p> <ul style="list-style-type: none">▪ to empower their clients in order to develop realistic self images▪ to help their clients in making realistic career choices▪ to empower young people to return to school or to choose an adjusted educational (dual) route▪ to show parents the (im)possibilities of their child <p>Goals related to social skills A client profile enables guiders</p> <ul style="list-style-type: none">▪ to identify the hidden social skills of their clients▪ to make their clients aware of their missing social skills▪ to make their clients aware of the needed working skills (attitude, cooperation, acceptance of authority)▪ to make their clients aware of clients´ existing social skills <p>Goals related to social, legal and psychological problems A client profile enables guiders</p> <ul style="list-style-type: none">▪ to start a process in which both guider and clients get a picture of the quality and quantity of the existing problems▪ to involve their clients in making their guiding plan in order<ul style="list-style-type: none">- to improve school performances- to develop a realistic career choice- to build up and to maintain relationships- to find and to keep work- to distinguish their problems from the problems of parents, friends, others.
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Professional role	<p>Guiders play the roles of</p> <ul style="list-style-type: none"> ▪ assessors ▪ coordinators of assessments ▪ interpreters of assessments.
Product	<p>A client profile leads to</p> <ul style="list-style-type: none"> ▪ a competence profile of clients ▪ a guiding plan which – step by step - is the result of the consultation between guider and clients ▪ a guiding plan in which guider and clients note down their agreements on <ul style="list-style-type: none"> - goals - rights of guiders and clients - the party who prescribed the guidance - number of meetings - responsibilities of guider and clients - length of the meetings - documentation of the guiding process - the commitment of each to the guiding plan - (possibly) advice for supplementary aid and assistance
Knowledge	<p>Guiders are familiar with</p> <ul style="list-style-type: none"> ▪ Theories of (intercultural) communication ▪ Theories of pedagogy / educational science ▪ Theories of assessment and diagnosis methods ▪ Problems of young people
Methodological skills	<p>Guiders are able</p> <ul style="list-style-type: none"> ▪ to explore the needs of young people and to use and apply methods like assessments, a SWOT⁸, a STARR⁹, etc for this objective ▪ to make the life history of the clients part of the assessment ▪ to hold career and capacity tests ▪ to translate facts, opinions and impressions in a (smart) plan ▪ to communicate the guiding plans to outside partners and customers (with respect for the privacy of their clients) ▪ to coordinate assessments <p>In order to enable their clients to draw his own guiding plan guiders are also able</p> <ul style="list-style-type: none"> ▪ to link up with the ‘worlds’ of their clients and follow them in their ideology, thinking, values and beliefs ▪ to acknowledge and to take advantage of young person’s resources and skills, avoiding excessive problem orientation ▪ to motivate their clients and to focus them on their future ▪ to stimulate their clients to reflect on their motives, on their qualities and skills and to translate them to make a start into their desired career ▪ to stimulate their clients to investigate the requirements and values which are needed to find and keep a job

⁸ SWOT: strengths, weaknesses, opportunities, threats

⁹ STAR(R): situation, tasks, activities, results, (reflections)

	<ul style="list-style-type: none"> ▪ to clarify questions and options of their clients ▪ to work from principles such as: mutual agreement, learning by self-reflection, no compulsion ▪ Motivation-based interviews
Communication skills	<p>Guiders are able</p> <ul style="list-style-type: none"> ▪ to use different types of - mostly motivation-based - interviews ▪ to use the interviews as a start for the guiding process ▪ to make a choice out of appropriate communication styles
Attitude	<p>Guiders</p> <ul style="list-style-type: none"> ▪ act as coordinator and interpreter of the assessments ▪ are truly interested in their clients ▪ have empathy, knowing the backgrounds of their clients, and having knowledge of their motives ▪ are able to find a balance between professional distance and professional involvement ▪ are aware of the methods and communication styles they use

Competence 2: Facilitating empowerment

Guiders are able to enable their clients to compose the goals of their guiding plan.

Goals	<p>Guiders aspire</p> <ul style="list-style-type: none"> - to involve the clients as the 'active subject' of their guiding plan - to enable their clients to formulate their goals - to enable their clients to solve problems on their own - to enable their clients to discover their goals and to formulate them - to make a plan together with their clients - to enable their clients to use their own resources - to enable their clients to achieve their own success - to enable their clients to meet the requirements of the 'working world' - to enable their clients to get insight in their rights - to enable their clients to make decisions on their own - to help their clients in progressing from a static to a moving orientation
Professional role	<p>Guiders play roles as inspirer, motivator, mirror and partner of the clients.</p>
Product	<p>The products guiders and clients aim to achieve are:</p> <ul style="list-style-type: none"> ▪ an agreement about the guiding plan. The plan is the result of the consensus between clients and guider. ▪ a contract in which guider and clients note down their agreements, the mutual rights, the contents of the guiding process, the goals of the clients, the steps towards the goals and the procedure ▪ a documentation of the guiding process
Knowledge	<p>Guiders have knowledge about theories of</p> <ul style="list-style-type: none"> ▪ planning ▪ mentoring ▪ time management

Methodological Skills	<p>On the basis of observations, interviews and research, clients and guiders are able</p> <ul style="list-style-type: none"> ▪ to translate the findings into a guiding plan ▪ to evaluate the steps of the guiding plan - to make their clients aware of new educational opportunities - to use different guiding styles - to judge which guiding style is most appropriate for the time being and for their clients - to use a contract as a methodological instrument - to steer and structure the guiding process
Communication skills	<p>Guiders are able to empower their clients to formulate their interests; to overcome fears of failure and of examinations; to look for new perspectives; to accept and build up a realistic self-image and self-insight by investigating their competences and boundaries; to become self-confident by exercising competences; to train their social skills by exercising interviews with employers, educational institutions, labour mediators and others.</p>
Attitude skills	<p>Guiders able to</p> <ul style="list-style-type: none"> - reflect on the guiding activities - reflect on their own goals, beliefs, values

Competence 3: **Accompanying clients**

Guiders are able to accompany their clients systematically during the guiding process and to make adjustments during the guiding process if necessary.

Goals	<p>In the case of a pathway to work or choice of education Guiders seek to empower their clients so that they are able</p> <ul style="list-style-type: none"> - to get a realistic self-image based upon their resources and plans - to choose a career which fits with their capacities - to choose a vocational training which fits with their capacities - to return to formal education and (vocational) training - that their clients finds and keeps apprenticeships, dual routes and a job - to achieve formal qualifications <p>In the case of social skills Guiders try to make their clients conscious of the need of social skills and working skills (attitude, the ability to cooperate, to accept authority) in order to find and keep a job or an apprenticeship.</p> <p>In the case of social, legal and psychological problems Guiders encourage their clients to seek aid for their problems in order to remove the negative influences on</p> <ul style="list-style-type: none"> ▪ School performance (truancy, criminal behaviour, dropping out of school) ▪ Career choice ▪ Relationships ▪ Work <p>In case of discrimination guiders try where necessary to empower their</p>
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	clients to cope with it.
Professional role	Guiders are role models, informers, advisors, sounding boards ¹⁰ , supporters, persons to trust and mediators.
Product	Guiders are the persons with whom clients have a trust relationship. They support and advise their clients in all kinds of social, legal and psychological problems. That means that they clarify questions and problems, mediate in conflicts and refer their clients to institutions if needed.
Knowledge	<p>Guiders have knowledge of relevant fields of law:</p> <ul style="list-style-type: none"> ▪ labour law, criminal law, educational legislation ▪ legal provisions and instruments: for example tax instruments, reintegration policy and reintegration instruments in favour of their clients ▪ welfare law ▪ legal consequences of choices and decisions <p>Guiders have relevant knowledge of the labour market for the goals related to guiding young people from school to work. This includes knowledge of</p> <ul style="list-style-type: none"> ▪ Employment policies ▪ Local and regional labour markets (with the aim to integrate clients into work) ▪ Relevant services in the field of labour mediation (labour offices, temporary employment agencies) ▪ Relevant services in the field of education (dual routes of vocational training /education) ▪ Professional networks of institutions ▪ Networks of immigrant organizations <p>Guiders have knowledge of methodology</p> <ul style="list-style-type: none"> ▪ Methods of or related to social work (coaching, guiding, group dynamics, counselling, labour mediation) ▪ Communication models (motivation interviews, appreciative interview) ▪ Theory and methods of group dynamics in cases where guiding also concerns groups ▪ Underlying assumptions and concepts of guiding (for example: acceptance, empathy, congruency). <p>Guiders have knowledge of social sciences</p> <ul style="list-style-type: none"> ▪ Disciplines of social science (sociology, pedagogy, psychology) as far as applicable in guiding young people in their transitional phase from school to work ▪ Theories of employability ▪ The target groups and their problems ▪ The issue of diversity ▪ The social environment of young people

¹⁰ A sounding board is a person who is trusted because he/she doesn't judge in advance, but listens and comments objectively and with integrity.

Methodological skills

Guiders have a thorough command of the following methodological skills:

- They are able to establish and to maintain positive relationships with young people and their social environment. They involve and mobilize social networks in order to create a stimulating environment. They are willing to work during and outside office hours and to invest time in networking (school, employers, others). They are familiar with 'outreaching' methods.
- They can build up a trust relationship with young people, their families, with 'persons who are trusted' in the environment of young people. They can link up with the world of the clients. Intensive guiding and the requirement of a trust relationship imply that the caseload of guiders is limited to 4 to 12 young people.
- They are able to use methods of empowerment
- They are able guide clients in situations of compulsion, in which clients do not have or have restricted possibilities to make own choices
- In order to guide different target groups guiders have the ability to use various methods of guiding and social work.
- They can apply the methods of group dynamics in order to share experiences and resources of groups. They know how to profit from the processes which appear by working with peer groups.
- In order to guide different target groups guiders have the ability to use various methods of guiding and social work.
- They are able to build up the motivation of their clients as a condition for lasting commitment. Among young people they can raise the enthusiasm for the 'dream of their future'.
- They have the vision and methods to enable young people to make conscious choices about their future. They pay attention to issues like identity (who and what I am), capacities (what abilities do I have), school (what interests me) and profession (what suits me, what is realistic to achieve).
- They know how to introduce young people to youth agencies, employers and schools.
- The care of the guiders may continue during employment or education. The frequency of guiding depends on the need and urgency.
- During the guiding process guiders pay attention to the problems of young people (problems with adults, parents, relationships, money, housing, school). They stimulate their clients to get insight in these

	<p>problems, to take responsibility for the solutions, to achieve a structure in handling the problems and to become aware of what their problems and what the problems of others (for example parents) are. They are able to use a variety of methods to empower their clients.</p> <ul style="list-style-type: none"> ▪ Guiders can explain and legitimise their procedures. ▪ Guiders are able to monitor the guiding plan. They note down the results of the meetings, the agreements with their clients, the given information about the training, schooling, mediation and job coaching. ▪ Guiders have knowledge about theories of planning, mentoring, monitoring, evaluation and documentation
<p>Communication skills</p>	<p>Guiders are able</p> <ul style="list-style-type: none"> ▪ To counsel young people ▪ To communicate with people in order to build up networks with young people and with people in their social environment. ▪ To recognize and structure their problems ▪ To use their intuition ▪ To adjust their communication to their target group ▪ To confront their clients with their observations and conclusions. They may compare the present and the desired situation or confront the clients with the question: when you are 24, do you still want to hang around or would like to do something else? ▪ To discuss strategies, solutions and possible choices with young people. They can inform them and give them advice so that they can decide what to do. They can motivate and empower their clients (for aid, a dual route, a training, work). ▪ To clarify the possibilities of the clients in learning and working by giving them insight into their performances, abilities and skills. ▪ To negotiate with employers, schools, agencies ▪ To negotiate with parents ▪ To mediate between young people and others ▪ To address useful partners ▪ To deal with emotionally challenging situations
<p>Attitude skills</p>	<p>Guiders show</p> <ul style="list-style-type: none"> ▪ Respect to their clients. They show a balance between a professional interest in their clients and a professional distance. They are 'soft' in the relationships with their clients, but 'tough' in the contents of the relationship. They take their clients seriously, offer them choices and explain the consequences of their choices. ▪ Reliability They are reliable in their appointments, they explain what they intend to do. ▪ Empathy and authority: They link up with the culture of the target group, possibly due to age, gender, ethnicity or social environment. They have authority among young people as they are role models.

	<p>They may have the same background, they may have been able to perform well and to establish a regular life.</p> <ul style="list-style-type: none"> ▪ A focus on results: They take actions to realize goals. They show endurance and patience in order to prevent their clients dropping out. They appeal on the responsibility of the clients. They also use their patience and endurance in motivating and stimulating young people
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Competence 4: Social Intervention

In case guiders notice problems of any kind which hinder the guiding process, they are able to intervene.

Goal	Guiders try to remove the causes which hinder the guiding process or the achievement of a job offer. They try to develop arrangements on behalf of their clients in case problems are out of their clients' reach.
Professional role	<p>Guiders are</p> <ul style="list-style-type: none"> ▪ researchers ▪ observers ▪ professionals who are also involved in the clients' interests ▪ social policy advisors ▪ promoters of social justice ▪ Participants in the public debate.
Product	<p>The possible products of their efforts are</p> <ul style="list-style-type: none"> ▪ Practical actions ▪ Publications of data gathered in guiding practice ▪ Lobbying on behalf of the clients ▪ Registration of findings ▪ Improvements of services
Knowledge	<p>Guiders have knowledge about</p> <ul style="list-style-type: none"> ▪ research methods ▪ (local) social policies ▪ professional associations ▪ networks

Methodological Skills	<p>Guiders know</p> <ul style="list-style-type: none"> - how to use a variety of research methods - how to operate strategically (for instance: in order to lobby systematically) - how to make distinctions between the responsibilities of themselves and their clients - how to empower their clients where possible or needed - how to operate as part of networks - how to proactively act against discrimination - how to inform - local – authorities in case of visible injustice
Communication skills	<p>Guiders are able to observe, to interview and to operate strategically with emotionally charged or politically delicate information.</p>
Attitude skills	<p>Guiders are critical and courageous. They have also the ability to handle rules, laws and instruments in a creative way. They can pressure for laws to be efficiently applied They are aware of inequity, poverty and social injustice</p>

Competence 5: Working as an intermediary

Guiders are able to work with and within networks of community partners to facilitate their involvement in the guidance processes of youth in the community.

Goal	<p>Guiders are able</p> <ul style="list-style-type: none"> ▪ to create support for a guiding plan ▪ to allocate clients in jobs, apprenticeships and dual routes ▪ to establish co-operative relationships with community partners ▪ to be an intercultural mediator in a complex and diverse multicultural environment ▪ to co-operate with parents and providers of education, training, work and work-experience ▪ to facilitate the whole community's involvement in the processes of guidance and counselling of the youth of the community
Role	<p>Guiders have roles as social broker, case manager and intermediary in order to facilitate the community's involvement in the processes of guidance and counselling of young people.</p>
Product	<p>Guiders establish professional networks with families, community partners such as employers, educational institutions, youth agencies, and others in order to get access to new knowledge and understanding about work, industry; as well as jobs, dual routes and apprenticeships for their clients.</p>

Knowledge	<p>Guiders have knowledge and are able to pass it on effectively and interestingly to their clients about:</p> <ul style="list-style-type: none"> - legal tools - tax legislation - reintegration instruments - local labour market - employers´ interests - local / regional / national social institutions, their interests and procedures. - workers´ rights - trade unionism - the mission and objectives of community institutions.
Methodological skills	<p>In general guiders are aware of the fact that they are both part of a supportive system of institutions and are familiar with the actors of the community involved in education, training and work.</p> <p>In respect of networks and community partners</p> <p>Guiders are able</p> <ul style="list-style-type: none"> ▪ to use the method of case management in a number of varieties ▪ to build up and mobilize networks ▪ to cooperate with partners in networks ▪ to create win – win relationships with a range of community partners and in particular employers ▪ to negotiate places for work experience and opportunities for jobs and apprenticeships ▪ to create realistic expectations for clients and community partners through active experiential approaches and with the involvement of adult volunteers and other mentors in the community ▪ to admit the points of view of different partners <p>In respect of local government</p> <p>Guiders are able</p> <ul style="list-style-type: none"> ▪ to write bids for resources ▪ to communicate the vision they have and the methods they will use to achieve their goals for the clients and community ▪ to make contributions to the shape of policy and legislation in the light of the needs of the community and their clients ▪ to propose new ideas and projects
Communication skills	<p>Guiders are able</p> <ul style="list-style-type: none"> ▪ to lobby ▪ to motivate partners ▪ to mediate in conflicts ▪ to facilitate the dialogue of diverse groups

Attitude skills	Guiders are able to use their networks in an effective, businesslike, polite and diplomatic way. They know how to get value and learning out of divergent viewpoints, interests and procedures of the involved community partners.
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Competence 6: Sharing knowledge

Guiders are able to share their knowledge and experience to other guiders, tutors, and volunteers in order to educate and support them in their professional practice.

Goal	Guiders aim to stimulate the learning process of future professionals, tutors and volunteers in order to educate them for professions such as guider, coach, mentor and tutor. They are able to pass on their knowledge and experience by publishing their research findings and by offering courses and trainings to other professionals.
Role	Guiders play the role of stimulator, process guider, sounding board and expert.
Product	Guiders offer <ul style="list-style-type: none"> - courses, training - counselling, intervision, supervision - courses / training to facilitate peer support
Knowledge	Guiders have knowledge of <ul style="list-style-type: none"> - coaching and guiding methods - didactical methods (competence based learning, enterprise learning, 'learning to learn') - the target groups guiders are working with - methods of supervision and intervision - organizations that help to share professional knowledge on a broader level
Methodological and communicative skills	Guiders are able to <ul style="list-style-type: none"> ▪ share knowledge from successes and failures ▪ focus their attitude and methods on a permanent dialogue with their students and colleagues ▪ show their interest in their students and to invite them to put their thoughts into words ▪ explore their needs and wishes in order to 'translate' them into a course offer ▪ stimulate students to reflect on their experiences, insights, opinions, and the knowledge they gathered. ▪ phase an educational offer according to the level of the participants ▪ stimulate new ways of thinking in order to show future guiders the possibility to look beyond institutional borders

	<ul style="list-style-type: none"> ▪ teach methods guiders need in order to assess clients, to draw a tailored guiding plan for clients, to guide clients according to a guiding plan ▪ teach communication skills (motivating interview, appreciative interview, assessment interview, STARR) ▪ teach (future) guiders how to find a balance in their own values and professional standards.
Attitude skills	<p>Guiders</p> <ul style="list-style-type: none"> ▪ Have a learning attitude. They are interested in others (students, colleagues), in their insights, experiences and motives and he is interested in young people (what moves young people? What occupies them?) ▪ are flexible. They are open for the needs of the participants and are willing to adjust their offer to their needs and wishes. ▪ are open for dialogue. Dialogue is a condition for designing a guiding program. ▪ Have the ability to let go old frames of thinking

Competence 7 Professionalism

Guiders develop a professional attitude, which is a process of continuous education and self reflection on professional experiences, behaviour and practices. They constantly develop their professional and personal competences and improve their professional practices

Goal	Guiders set themselves the target of developing their own professional role and their profession by reflecting on theories, methods and practices of guiding.
Professional role	As reflective practitioners guiders have a functional researching attitude. They reflect on their professional role as well as on their profession as such. In their interaction with the clients they are able to keep their professional role clear.
Product	Guiders participate in the development of new theories, methods and skills. In their process they contribute to the creation of a distinct professional profile for themselves and other professional guiders.
Knowledge	In order to reflect on their professional roles guiders have the knowledge and skills with which to think at a meta level about their profession. They also have the knowledge to identify intercultural dimensions and to act accordingly. They identify and to make use of relevant knowledge in social sciences, philosophy and theories on ethics, on diversity and intercultural relations.

Methodological skills	<p>Guiders are able</p> <ul style="list-style-type: none"> ▪ to use methods with which they can develop their own work. For example: (self) reflective skills: intervision, supervision and counselling. ▪ to use a variety of guiding theories (for example: a humanistic philosophy, system theory, theory of constructivism) ▪ to use a variety of tools, instruments, models and protocols ▪ to transfer methods of other scientific disciplines into their work ▪ to point out and to legitimise underlying assumptions in their practise ▪ to legitimise the theories, methods, procedures and choices to their clients, colleagues, and customers ▪ to act according their professional (ethical) codes ▪ to show congruency in their practise and guiding ▪ to use ICT skills in different moments of the guidance process ▪ to manage diversity ability
Communication skills	<p>Guiders are</p> <ul style="list-style-type: none"> ▪ communicative ▪ approachable ▪ willing to cooperate ▪ able to legitimise their acts and strategic choices, to clients, colleagues, organizations ▪ familiar with social and interactional skills with different kinds of adolescent development
Attitude skills	<p>Guiders are</p> <ul style="list-style-type: none"> ▪ prudent ▪ sensitive in general and especially for cultural diversity ▪ respectful ▪ client focused ▪ creative in finding solutions for clients ▪ use diversity as a resource ▪ 'learning professionals' ▪ flexible in practising their profession ▪ able, willing and courageous to investigate and use their discretional authority ▪ able and willing to reflect on their own goals, beliefs and values ▪ able to recognize the normative and ethical contents of their professional practise ▪ willing to act according to the relevant professional code ▪ independent in organizing their work ▪ aware of being part of a professional network ▪ able and willing to recognize the interests of the involved parties ▪ able to handle a number of (conflicting) loyalties (towards clients, customers, organizations, the loyalty towards their own values and professional quality standards)

Ethical Standards¹¹

The commitments of the Leonardo partners concerned with the provision of quality services and advocacy on behalf of personal educational and vocational choices require adherence to a code of ethics that guides the actions of practitioners regarding the quality of the practitioner role, and informs the public of expected standards of professional practices and behaviour. The ethical standards are dedicated to the enhancement of the worth, dignity, potential and uniqueness of every person.

Ethical Responsibilities to Clients

11. Guiders respect the dignity of each person to whom educational and vocational guidance services are rendered. This obligation includes acceptance of the rights of the individual to make independent choices, to take responsibility for decisions reached, to engage in self-direction and self-development, and to preserve confidentiality. It also includes the guider's responsibility to be current with laws and policies that pertain to client rights.
12. Guiders recognize the obligation to provide equal opportunities in educational and vocational guidance without prejudice to persons of diversity in social status or educational background, gender, race, ethnicity, religious beliefs, sexual orientation, or disability and avoid all forms of related discriminations.
13. Guiders are sensitive to the total needs of clients (educational, vocational, personal and social) as they interact to affect the planning for or the adjustment to education and training, occupations, and careers and should refer to relevant experts if their own competency does not meet the client's need.
14. Guiders inform clients, orally and/or in writing, of the purposes, goals, techniques, policies and ethical standards under which educational and vocational guidance is provided, conditions in which consultation with other professionals might occur, and legal or policy constraints which relate to how services are provided. Any limits on confidentiality set by others will be discussed with the client before proceeding to put him or her in the position to choose personal responses to such limits and involvement. Disclosing of confidential information needs the client's expressed consent.
15. Guiders enhance client's independent actions and therefore refrain from consciously dictating or coercing client choices, values, lifestyles, plans, or beliefs (e.g., general views on economic life) that represent the counsellor's or other people's, but not the client's personal orientation or perspective. However, in situations where clients hold antisocial values that are of danger to themselves or others, it may be necessary for the counsellor to indicate what his/her professional values are and to what extent he/she supports social conventions.
16. Guiders provide explanations of the content, purposes, and results of tests in language that is understandable to clients. Such practitioners use relevant standards to select, administer, and interpret assessment techniques. They recognize that emerging techniques, e.g. computer-based testing or career guidance programs, require periodic training and continuing familiarity with the professional literature in administration, scoring, and interpretation.
17. Guiders promote the benefits, to clients, of new techniques and appropriate computer applications when research or evaluation warrant such use. The counsellor/practitioner ensures that the use of computer applications or other techniques are appropriate for the individual needs of the client, that the client understands how to use the technique or process involved, and that follow-up counselling assistance is provided. To further ensure that members of under-represented groups have equal

¹¹The ethical standards as used in the Leonardo Competence profile, are an adapted version of the Ethical Standards, published by the International Association for Educational and Vocational Guidance (IAEVG), September 2003

access to the best techniques available to computer technologies, and to non-discriminatory, current and accurate information within whatever techniques are used.

18. In representing their professional competencies, training and experience to individual clients as well as to organizations for which consultation is requested, guiders provide information that is clear accurate and relevant and does not include misleading or deceptive materials.
19. Guiders avoid conflicts of interests which compromise the best interests of their clients when they engage concurrently in the career counselling of clients, serve as representatives of paid employment exchanges or as paid recruiters or intermediaries for training facilities. Where potential conflicts of interests occur, they should be made known to the client.
20. Guiders make appropriate referral when their professional assistance cannot be provided or continued.

Attitudes to Colleagues and Professional Associates

21. Guiders contribute to the development and maintenance of cooperative relationships with professional colleagues and administrators in order to facilitate the provision of optimal educational and vocational guidance.
22. Guiders are responsible for informing colleagues and administrators about aspects of the provision of educational and vocational guidance such as confidentiality and privacy guidelines.
23. Guiders provide professional colleagues and administrators with accurate, objective, concise and relevant information about the needs and outcomes of educational and vocational guidance for evaluative or other purposes.
24. Guiders cooperate with their professional colleagues in implementing the Ethical Standards in the procedures and practices of their work setting. When direct information raises doubts as to the ethical behaviour of professional colleagues, such concerns should be discussed with the colleague or use available institutional channels to rectify the condition.
25. In cases of conflict between professional ethical standards and directives or non-cooperation of an employee, guiders seek consult directly with responsible administrators about the implications of such conflicts and seek ways by which to eliminate them.

Attitudes to Government and Other Community Agencies

26. If necessary, guiders advocate for and assist in the development of educational and vocational guidance services that are ethically rendered and relevant to client needs in cooperation with policy-makers, legislators or administrative personnel.
27. Guiders are aware of and inform administrators, legislators and others of the accepted qualifications and training expectations of competent practitioners of educational and vocational guidance and counselling services.
28. Guiders cooperate actively with agencies, organizations and individuals in other institutions or in the community so as to meet the needs and provide services to clients.

Responsibilities to Research and Related Processes

29. Guiders have the appropriate training and skills to do so, acknowledge their responsibility to conduct research and report findings using procedures that are consistent with the accepted ethical and scientific standards of educational and psychological research practices. When client data are

used for statistical, evaluative, research or program planning purposes, to ensure the confidentiality of the identity of individual clients.

30. Guiders acknowledge their responsibility to share in the improvement of educational and vocational guidance by sharing skills, knowledge and expertise with colleagues and with professional associations.

Responsibilities as an Individual Practitioner

31. Guiders obtain the initial training and maintain a process of continuous learning in those areas of knowledge and skills required by the profession to be a qualified and competent practitioner of educational and vocational guidance.
32. Guiders function within the boundaries of their training and experience and refer to other professional persons, clients for whom the practitioner is not prepared to assist. to accept the consequences of his or her professional actions and does so within the conscious and deliberate application of ethical guidelines.
33. Guiders continue to reflect in their practice both the humanistic principles that underlie ethical behaviour as well as attention to the changing social and political questions that have ethical implications for practice. These include such questions as: who are my clients (students, workers, employers, society as a whole) and what are the ethical issues of importance in these relationships? How do different forms of intervention (individual counselling, group work, computer-assisted programs, consultation with management in behalf of workers) differ in ethical concerns? How should educational and vocational guidance services ethically respond to the global tensions between economic and environmental issues in the working lives and workplaces of clients?
34. Guiders are responsible for monitoring and maintaining their professional competencies and obtaining training on a periodic basis to ensure that they are able to provide competent services to cultural diverse clients and to effectively use new theories and intervention techniques, computer applications, and assessment processes. To strive to be current with innovations and trends in the contexts and content of educational and vocational guidance and counselling and do so with an acknowledgement that professional and personal experiences and growth go on throughout one's career.
35. Guiders seek and participate in regular supervision by which to increase the knowledge and skills required to effectively discharge their professional responsibilities and to develop goals for continued learning.
36. Guiders are aware of their values and attitudes, in order to remain discrete and objective in the help they provide to clients. In particular, they avoid all forms of racial, sexual, and age stereotyping and discrimination.
37. In cases where ethical issues are unclear or ambiguous, guiders consult in a confidential manner with a professional association or colleagues to attempt to clarify the issue or develop strategies to rectify the conditions that caused the problem.