



# COMPETENCE COACH

No. DE/08/LLP-LdV/TOI/147138/2008-1-DE2-LEO05-00176

COMPARATIVE REPORT ON  
CASE STUDIES, PRACTICES AND EXPERIENCES OF COACHING  
AMONG PARTNERSHIP COUNTRIES

## **INDEX**

<b>Introduction</b>	<b>3</b>
<b>Section A</b>	<b>4</b>
General Overview	4
Coaching contributions	5
What is not Coaching	6
Types of coaching	9
The Coach Profile	10
Coach competences and training	11
Main elements of the coaching action	12
Relevant aspects of coaching	13
<b>Section B - Main findings from case studies</b>	<b>16</b>
<b>BIBLYOGRAPHY</b>	<b>30</b>
<b>ANNEXES</b>	<b>31</b>

## Introduction

The following report presents the main contents and outcomes resulting from the implementation of a research and desk analysis carried out by *Competence Coach* partnership, in all countries concerned by the project. Accordingly to proposal main goals aimed at improving professional performance of guidance workers - by introducing coaching method (holistic approach) and assessment tools focused on informally acquired competences - and developing a new curriculum for practitioners working within the services providing support to people needing labour market reintegration, the survey carried out was objected to the identification on national territories of good practices implemented or *in progress*.

In the Section A of this report have been synthesized some of the main key concepts referred to Coaching process, providing an overview of main principles, aspects and competences related. Further, it has been also traced a short comparative analysis of the different professions and practices concerned with the care and development of the person, trying to mark – within similes – the differences and to stress the specificity of Coaching process when it is addressed to target group at risk of socio-occupational exclusion.

In the Section B have been provided the main outcomes of the analysis made on the case studies identified in each partner country. Each case study selected has been annexed to the report.

On the whole, the work carried out has been functional to the structuring of a training curriculum based on contents and tools already tested and validated on the field, in order to support the learning transfer with transferable material of reference.

# SECTION A

## GENERAL OVERVIEW

The Anglosaxon terminology links coaching to the sports context (training of a professional or of a team). Actually this notion takes us in USA during 50's – 60's when the trainer had to care not only the physical training of the champion, but also – under an holistic approach – to support his/her cognitive and emotional dimension. Therefore, the Coach was the one called to help the champion to:

- develop his/her competences (from physical to mental training and stress and emotions management);
- stimulate his/her motivation;
- prepare him/herself to the competition;
- optimize his/her performances adopting a multidimensional accompaniment based on the union of spirit and body.

It is from the 80's that this term has been extended to the business and corporate area, involving in particular the top managers. At the beginning of the 90's in France, coaching appears within enterprises and more recently it has been applied within a very heterogeneous list of areas, under different shapes.

During the last year, coaching has been applied to a very wide range of practices concerned with the “**personal development**”, without making too specific distinctions. This practice of actions addressed to the person, has spread and developed first in USA, under the name of “**life coaching**”. We talk about **life or personal coaching** when the coach supports the coachee in finding or re-finding a balance, during particular phases implying changes that can refer to both personal or professional life.

In this cases, the coach helps the coachee to analyse his/her strength and weak points, to rework strategies in order to achieve expected results, to carry out alternative behaviours to reach a more functional and constructive attitude, especially in times that can be perceived by the coachee as particularly difficult or “destroying”. Generally speaking, this process implies a **one-to-one modality**, aimed at improving the coachee's life quality and at fostering his/her personal growth through the definition or re-definition of goals and actions related. Therefore, the stress is on the discovery that the coachee makes on his/her own potentialities and personal efficiency. So, in life coaching the starting point is always (whatever the typology of coaching intervention) the coachee's experience and life context.

This demand for life coaching as a process of personal accompaniment in life, underlines and discovers a range of needs (help in making decisions, work on personal development, etc) that call for a more substantial need of the person asking for help and for points of reference in his/her personal and professional life.

Working at social level, at least at the beginning, within a mere professional context, coaching was the right answer to an economical context more and more competitive and complex, requiring to the person a wider flexibility in terms of competences and behaviours and a higher adaptability. Essentially, the demand for coaching underlines the research for a higher coherence and direction in action. This coherence allows:

- the alignment between professional and personal values;
- the maintaining of a balance between “to be able to do-to know how to do” and “ to be aware of being”;
- to assert one’s own personality while matching the performances requested within the work context of reference.

### **COACHING CONTRIBUTIONS**

It is possible to identify three main macro-factors that contribute to the coaching definition:

1. the methodology and tools apt to create a mutual understanding and, so, to foster the co-working between coach and coachee;
2. the coach ability to understand and report the general situation and the needs that the coachee must handle;
3. the coach capability to be a stimulus for the coachee.

The main goal of the coach action is to create a climate and a space based on **trust and synergy** where the coachee can freely communicate with a person external to his/her environment (both personal and professional). The coach capability to **sustain and welcome** the coachee, derives from the coach conviction that the coachee has inside him/her the right and best solutions to his/her problems. In this frame, it is important for the coachee to be **a good and active listener**, in order to represent a powerful resource for both. Many of the aspects introduced are basic principle of different methodologies and practices (and professions implied) concerned with *personal care and assistance* addressed to different target groups socially and/or occupationally at risk – might be young or adults, employed or unemployed, etc. – that we have found in the good practices analysed during the project implementation (see section B). That is why at this point, before going on, it is necessary to stress the differences that can be traced between coaching and these other practices, in order to fix borders – where and if possible – and not to generate confusion, provided that there are similes difficult to overcome.

## WHAT IS NOT COACHING

As already mentioned, coaching has recently entered the complex market of professions related to *personal development* - as counselling, mentoring, guidance, etc - and even if it states its own specificity, actually it borrowed a few aspects and characteristics proper to the areas mentioned, causing confusion and the consequent need for the definition of boundaries. So, to describe, even shortly, what coaching *is* can be a way to provide a definition of what it *is not*, so to stress some differences.

### Coaching is not mentoring

The essayist and expert Chip. R. Bell defines the mentor as: "*somebody who helps another person to learn something that otherwise, if he/she would have been alone, would have been learnt not completely and more slowly.*"(Bell 2002). In particular, the mentor - within an organisation - focus his/her action on the career development of a worker, who is his/her *protégé*. In this definition is implied the concept of protection, guide and support that characterises the nature of the work implemented by the mentor (generally a senior with a long experience in the field) in a long period of time, providing to the *protégé* suggestions to develop his/her carrier and transferring to him/her specific knowledge (professional competences) and how to act and behaviour within a specific professional field (transversal competences). It implies the transfer of techniques and information within a two-actors relation.

On the other side, coaching is grounded on the existence of a *claim* coming from a client who, in his/her turn, creates the conditions to make the coaching action efficacious (in this case the relation is based on circular communication). Differently from the mentor, the coach must not to be expert of the client's working field, because the coach main goal is to highlight the processes useful to generate improvements and so be a trustable facilitator supporting the coachee in the long process of "becoming aware".

So, the main difference is that even if also the mentor, as the coach, acts within a psychosocial process and framework finalised to the development of competences and knowledge, the mentor represents the organisation within which he/she works (as part of the staff) and the contents of his/her work are strictly related to the professional dimension of his/her assisted, within the same organisation.

### Coaching is not counselling.

For counselling we refer to an action based on an interpersonal relationship within which a person having a problem does not hold the knowledge and skills to solve it and, so, asks for help to a counsellor who, holding specific technical and professional competences, can help him/her. Actually, as we have already mentioned, coaching and counselling, especially when addressed to general targets at risk, share principles and goals. Counselling has developed thanks to Carl. R. Rogers who believed that was necessary "*to recognize the client's potentialities necessary to solve his/her problems after having become completely aware of them*". So, the counselling aim is making the client able to take a decision or face a problem,

offering him/her the chance of exploring, discovering and clarifying his/her own way of thinking and acting, so as to become more and more self-aware and feel better (ref. Di Fabio, 1999; Burnett, 1977).

To mark a difference, we can say that counselling works on focusing What (the difficulty that, in that specific moment, the person must face), while coaching works on How (how to feel better). Further, in general the relationship with a counsellor is at interim level between friendship and medical-psychoterapeutical ones, while the relationship between coach and coachee is an equal one, where a professional provides a service (ref. Tommasi, 2007).

In this frame, it is to be said that coaching appears as a counselling service addressed to persons working within organisations and it is characterised by a whole of techniques (consultancy, assistance, constructive feedback, etc.) aimed at supporting the person to improve his/her performance, to find the right motivation to commit him/herself, to develop professional competences and to empower his/her awareness in holding them. These techniques are strongly influenced in use by the quality of the interpersonal relation of help, support, activation, debate which defines the coach *setting*. Under this respect, coaching characterizes itself as a psychosocial process of help and as a specific space where meanings are co-created, meanings related to the organizational presence of the person within a specific context (professional, training).

#### Coaching is not guidance.

Guidance, by literature, is an activity offering to the person a real help to plan and achieve fixed goals. The guidance expert, both at school and professional level, acts as a consultant supporting the person in creating his/her professional or training path, taking into account on one side the person's aptitudes and on the other the labour market supply. So, both in coaching and guidance contexts, the starting points are a needs analysis and the idea the client holds of him/herself and his/her life context. But, as far as guidance is concerned, the main goal is the achievement - by the client - of the awareness on what he/she really wishes, so as to make a choice; while in coaching the goal is the learning - by the client side - of his/her own development modalities, both on personal and professional dimension.

#### More easy to catch is the difference between Coaching and Training.

"The trainer (vocational trainer) is an expert who establishes a teacher-learner relationship, aimed at making the client learning knowledge, abilities, techniques and behaviours related to a specific field. The coach instead acts as a *facilitator*, as the *coachee's mirror*. The coach interest is not to teach about life neither to transfer professional knowledge nor to provide the answers that the coachee does not know; his/her role is very often to make specific questions to the coachee". (ref. Tommasi, 2007).

So, the borders between training and coaching exist: even if in both cases may be enriched professional competences or self - awareness, so as to improve the performance, in the coaching context of

intervention are not implied formal levels of learning. Here the focus is the person's needs within his/her specific working condition and, more than on the acquisition or broadening of techniques and knowledge, the coaching process is aimed at developing meta-cognitive capabilities, at empowering the awareness of one's own ways of feeling the working experience and the self-management of behaviours, emotions, working skills and tasks.

Finally, coaching is not a psychotherapist.

Even if they share methods supporting the development of an inter-subjective relation of care with the client, the coach, in general, approaches problems or aspects linked to the personal identity of the coachee only to clarify his/her professional difficulties, while therapy is strictly focused on the personal and private dimension of the person, since it is aimed at solving a psychological suffering state. Coaching, instead, works to improve the performance of a person within a structured context, making him/her responsible of the ongoing process (co-actor).

To close this short overview, the key elements of a coaching relationship, are represented by:

- shaping of a counselling one-to-one relation on focused aspects, in general linked to work but not only;
- definition of a global and shared evaluation of strengths and weakness points of the person asking for help;
- intention, declared and agreed, of empowering the worker/person's efficiency in managing his/her role and tasks and in finding the right balance between professional and personal life.

Professionally speaking, the coach profile is characterised by a whole of "*aid and advice*" activities (learning, solving real problems, socio-professional integration, self-esteem, etc.) previously realised informally and now more and more assigned to professionals. Coaching, in fact, as we have already underlined, enter a territory controlled by many professions of the care already knew, but still open to new professional profiles offering counselling services to the person.

In order to overcome the idea of the coaching as a mere modality of evaluation and ruling of managers' work or workers' performance, it is necessary to say that today the coaching intervention concerns the implementation of a proactive approach, of a methodology of accompaniment apt to support and strengthen the capabilities of the individual in order to improve his/her performance and self-awareness (this aspect has caused a general feeling of confusion between coaching and career counselling).

## TYPES OF COACHING

As abovementioned, within professional context, but not only, coaching is a process of accompaniment to persons or groups aimed at optimizing the potentialities of the individuals. Therefore, the coaching action creates a space where the person can:

- overcome everything that represents an obstacle to his/her development;
- express his/her expectations;
- acquire new competences;
- project a plan to improve his/her performance.

This modality differs from the other organizational practices as (career) counselling, mentoring or training since it is an activity of co-working and cooperation between coach and coachee, grounded on the value of the mutual and inter-subjective relation.

The coaching philosophy is based on the assumption that the coachee holds an unexpressed potential; he/she has inside the capabilities and skills necessary to find the proper solutions and achieve the outcomes wished. Therefore, the coach acts as catalyst and change facilitator, canalizing and steering the coachee's energies. He does not give advices neither suggest solutions nor trains the coachee, he facilitates, supports and stimulates the rising of coachee's awareness.

Just to give an overview, it is possible to distinguish the individual coaching from the one addressed to groups, even if goals are similar, techniques and tools used are not.

The coaching to the person collects a wide range of interventions on problems like, for example:

- the improvement of personal efficacy;
- the team management;
- the management of intercultural situations;
- the self - image;
- the interpersonal communication and relationship problems;
- the management and control of stress and time;
- the stimulation of creativity;
- the research of coherence within one's own actions;
- the solving of problems related to one's own activity (professional development or implementation of an efficient strategy to face and solve a problem).

The coaching applied to a group, instead, is aimed at improving the collective performance, through:

- team building;
- coherence and agreement on common objectives to be achieved;
- contribution of each member of the group to define and implement a shared strategy.

The coaching of a group is therefore aimed at developing and optimizing relational synergies. The relations management is, in fact, a peculiar aspect of the coaching and it is implemented through:

- the observation of group dynamics;
- the listening and dialogue within the group;
- the negotiation and solution of conflicts starting from communication and meta-communication.

The work on group dynamics is essential, since it is useful to:

- help and overcome mental blocks and inelasticity;
- allow to each one to express his/her own potentialities at best;
- design a shared view supported by all group members.

Essentially, the coaching of a group has a double goal:

- the acquisition by all group members of a higher autonomy;
- the comprehension of the necessity of a mutual dependency, essential to optimize and guide the group performance aimed at achieving a participated and shared goal.

## **THE COACH PROFILE**

Coaching is a practice based on “be able to do - know how to do” and “to be aware of being”, continuously alternating, where the process overcomes the content. Quality of the being and relational competences are essential principles of the arrangement between coach and coachee, that enriches itself by means of tools finalised to identify and face the coachee’s problems.

As therapists, coaches adopt techniques that help them to act as catalyst of change. The “awareness of being” held by the coach, shows itself through a peculiar approaching modality, supported by a quality of being and by relational competences influencing the interaction.

The coach action implies a strong idea of the man as *subject continuously growing and transforming*, responsible of his own choices and owner of an experience (knowledge) and a potential to be developed.

The coachee is therefore responsible of his/her own becoming everything he/she can, with the support of the coach. This “behaviour” or modality grounds the coaching agreement of co-working, where the coach performs as a mirror, invests all his/her competences to make arising the coachee’s resources, and is motivated by the aim of making the coachee develop and being autonomous.

To “be able to do -know how to do” is obviously very important as well and implies:

- listening and interview techniques, essential to understand and focus the coachee’s problem;
- to learn and hold the coachee’s frame of reference and goals;
- the diagnostic competence, necessary to identify needs;
- the relational competences, relevant to analyse the *transfert factors* and strengthen the arrangement;
- to guide the switch from explicit claim and requirement to the implicit one;
- to manage cognitive remodelling and reframing techniques, in order to open new perspectives and to prepare the change;
- to provide tasks to be fulfilled between sessions.

## **COACH COMPETENCES AND TRAINING**

In order to act within both the work and personal care contexts, the coach must hold proper and specific knowledge and competences. By synthesis, it is possible to design some of the main elements constituting the coach profile:

- a personal and professional maturity, based on a personal balance, a pertinent life course and experience;
- a meaningful experience, or at least a strong awareness of the business and labour world. This is important, since the coach must be able to provide practical alternative solutions and to support the coachee in the change process and implementation;
- a strong knowledge and experience in personal care interventions - acquired within therapeutic or human sciences field - to create and maintain the agreement, to understand and clear the coachee’s thought, to catch the coachee implicit personal goals and to analyse the implied processes;
- a therapeutic or personal development and a supervision of his/her practice;
- a strong professional ethics and deontology;
- a specific training to coaching.

## **MAIN ELEMENTS OF THE COACHING ACTION**

The coaching action is defined by a conceptual framework and an intervention strategy held by the coach, that constitute the precondition for its efficacy, linking the different implementation phases. With respect to them, the coach must show a strong flexibility in order to adapt his/herself to the peculiar needs called by the situation. To be schematic, the implementation practice of the coaching foresees:

- identification of the problem;
- fixing the goal;
- validate the goal and work on potential solutions.

The coaching *setting*, therefore, can be designed around the following four elements:

1. definition of the coachee's problem;
2. analysis of the claim;
3. definition of the agreement;
4. final validation, evaluation/feedback.

### **The problem**

This is the starting point: the coachee express a problem that he/she wishes to face in the coaching process and that allows the coach entering the coachee world. At this stage, listening and focused/targeted questions are essential tools. The coach must know when to keep silent; how to adopt a mirroring behaviour (using verbal and non verbal communication and techniques); pay attention to coachee's way of thinking, reasoning, communicating and moving; to be not intrusive but, at the same time, to speak to clear up, to reformulate and "to raise the stakes", so as to understand the coachee and making him/her feeling understood.

### **The Claim**

The narration of the problem by the coachee side, leads naturally to the formulation of a goal expressed through a question of the coach: "*what do you expect from me? How can I help you?*". This question in a way stimulates sharing and forces the coachee to feel responsible for the help he/she is asking, committing him/herself in the process and not passively feeling or acting. Most of the times, at the beginning the coachee expresses the claim in a very vague or confused way; this explicit request hides other implicit

levels that will arise during the coaching process. The coaching action starts from this first explicit claim, to go deeper and deeper in time.

### **The contract**

It is very important that the coach validates and expresses to the coachee the goal raised during the analysis made on the claim. The aim of the contract may be formulated as follows. Coach: “*Given your demand, do you wish that during this session we analyse the possible options to help you in taking a decision?*”; Coachee: “*yes, that could be useful*”. To establish explicitly a contract with the coachee is very important for the coach, because in this way he/she will be able to design the intervention, to fix boundaries, to create a tool (the contract) that will be a point of reference for both during the whole process and to engage the coachee in the achievement of the goal mutually established. From now on can start the exploration of real solutions and possible decisions.

### **The research of solutions**

The first part of the coaching settings represents a diagnostic pathway aimed at collecting information, understanding the coachee’s frame of reference and modalities, validating a shared goal. The second part is oriented towards the research of the possible ways useful to improve the coachee’s situation and the best way to use coachee’s resources and express his/her potentialities. Obviously the quality of the first part influences the second. The phase of investigation of solutions must be leant on coachee’s resources, so that he/she would advance because spurred by the coach. In this phase the coach is a “provider of new perspectives”, a sort of “operator of the diversity”, he/she stimulates the coachee’s energies, proposing a framework that implies potentialities/competences/experiences of the coachee, his/her wishes and achievements. This research implies a *transfert* methodology aimed at lowering the coachee’s resistance to change by strengthening the mutual trust. The coach must know *how to make questions, how to act and use his/her listening, diagnostic, feedback, meta-communication and debate competences*.

This phase calls for the coach creativity and capability of reframing the coachee’s thought. In this way, the coaching space will be a place where to experiment new behaviours, thoughts, emotions, simulations and role playing, with respect to which the coachee feels empowered, supported and *in action*.

## **RELEVANT ASPECTS OF COACHING**

### **Listening**

Listening is an essential and complex competence. It fosters the collecting of information and makes the coach in the condition of: adopting the coachee’s point of view and goals, receiving and welcoming him/her specific individuality without preconceived ideas. Many are the elements that can make the listening a

difficult and critical exercise. In a way, it must always be active and prompt and must be understood as a *philosophical and technical posture*.

### **Maieutics and Influence**

Maieutics is articulated through a dialectics grounded on enlightenments, re-formulations, debates, silences, feedbacks and permissions, which encourage the coachee to think adopting other modalities and to imagine new perspectives. The coach organises an experimental space where it is possible to implement a growth process based on “try and mistake”/ “imitation and modelling”.

But this path is not completely free. Actually it is influenced by the strategical intention of the coach and by the theory that the coach holds on *change*. This theory acts as a frame within which the coach designs his/her interventions, a sort of filter through which the coach selects and validates the information provided by the coachee. This is the reason why the coach must be an expert of process.

### **Diagnostic competence**

As we have already said, an essential competence of the coach is the capability of understanding goals and needs emerging from the coachee’s narration. This diagnostic capacity must be acted on two levels: the one of the coachee situation and the other of the coachee person. The coach must be able to figure the main elements of the given situation and the potential opportunities and threats they hidden. Further, the coach must deeply comprehend the coachee’s modalities and his/her own way of picturing the reality, so as to be able to act inside that world, proposing, if the case, alternative ways. This double understanding allows the coach to offer to the coachee protection (from risks implied in the situation) and permissions (encouragements towards a strategy). The coach interventions contribute in this way to design a dynamic based on trust (*empowerment perspective*) and aimed at the “performing” of the change by the coachee.

### **Content and process**

It is important for the coach to know how to implement a reading of the problem both in terms of contents (facts that are linked) and process (the way in which these facts have been expressed). Contents allow the coach share the coachee world, while the process refers to the hidden aspects describing the way and order in which facts have been expressed by the coachee (*which aspects have been underlined by the coachee? Which beliefs emerge? Which is the relation established with the coach? Etc*).

### **Meta position and e Meta communication**

The *meta position* is particularly relevant of the coaching method. It represents, in fact, the ability to detach oneself, to adopt a global vision of the situation and of its development. The coach must deal with two systems: the one represented by the client and the other represented by the problem, which implies a

larger context. In this situation the coach must adopt a perspective as much wider as possible, taking into account the position of both the coachee and all the others constituting his/her environment.

The *meta-communication* is a crucial attribute of the coach position. To meta-communicate means to communicate on communication content (message). It is to change the communication level, to comment on and clarify what has been verbally or non-verbally expressed by the coachee. It is a relevant tool to clear up, deepen and rule a coaching relation, since, starting from the content of what has been shared, it allows the coach to make observations on the hidden processes that must help the explanation of the emerging problem.

### **Loss and Change**

Development and changes are the core of coaching action. The notion of “change” does not necessarily refer to a definite breaking point in a specific time, but can be (for the most) a longer process implying step by step modifications. The change perspective generally clashes with resistances differently significant, linked to the nature and intensity of: modifications required; difficulties encountered and felt to evolve; the personal challenges. As a matter of fact, the change asks to the individual to make his/her representation of the world transform and grow. Then, it is necessary - and it implies - an effort to cognitively and emotionally adapt; changes in relationships are required, creating and/or strengthening dependency ties or, on the contrary, developing one’s own independence.

The coaching action very often highlights these situations in which the coachee experiences the need for breaking-off, so as to look further towards new projects.

This process implies suffering, by the side of the coachee, caused by the feeling of having lost past points of reference and generally associated to a wide range of different emotions (anger, sense of guilt, withdrawal, desire, sadness, etc) that is important to recognize in order to work on them.

That is why the coach must create the space to accompany the coachee, respecting his/her own rhythm of this long process of reworking and revision. He/she is asked to show empathy, support, mastery, encouraging the coachee to express feelings, to make an analysis of his/her situation and to use all energies to develop and move forward.

## SECTION B - Main findings from case studies

### INTRODUCTION

This section presents the main outcomes achieved through the realisation of a desk analysis aimed at mapping in all countries involved in the partnership, the existing experiences and projects showing effectiveness and relevance with the main project goal focused on the development of a new curriculum for practitioners working in the field of sustain and help people in the re-insertion in the labour market phase. Consistently with project contents, the case studies proposed (see annexes) and analyzed focuses on the implementation of Coaching methodology and tools towards target group at risk of social and occupational exclusion (young and adults).

As described in the Section A of the present report, the experiences concerned by the research realised by the partnership refer to different approaches developed and implemented within the wide range of practices related to “**personal development**”, known and recognised as *life or personal coaching*.

The survey has been based on a common grid format (see annexes) articulated in three main sections:

1. Main data of the practice/experience (descriptive)
2. Description of objectives, target groups, results, methods and tools, activities (descriptive);
3. Comments and/or assessment (relevance and coherence level with respect to Competence Coach objectives).

The methodological approach chosen answered to the necessity of identifying strategic lines, methodological approaches, tools and competences useful to define the curriculum contents of a training path that can enable operators involved in coaching actions. Up to the purpose, it has been requested to researchers to identify practices characterized mainly by:

- ⇒ High transferability and reproducibility;
- ⇒ Medium-long term sustainability;
- ⇒ Evaluability of outcomes achieved;
- ⇒ Processes clearness;
- ⇒ High involvement of all Actors (beneficiaries, operators, institutions, social partnership);
- ⇒ Exemplarity;
- ⇒ Comparability;

⇒ Cost/benefits balanced ratio

The main outcomes described below, represent a short but exemplificative framework of practices implemented in the different countries involved, that show a strong relation with all aspects analysed in the Section A of the present report.

In total, the case studies collected and analysed are 12 (see figure below). The presentation of the outcomes follows the order and contents included in the grid adopted during the survey. The first group of data concern general information on the interventions selected, including:

1. Typologies of project promoters;
2. Articulation of the networks (partnership);
3. Dimension of the context of intervention;
4. Specific segment of the coaching process approached;
5. Direct and final beneficiaries involved;
6. Typology of financial resources implied.

The second group of data refers to information related to contents and quality dimension of the projects implemented:

7. General aims;
8. Specific Goals;
9. Methodologies and approaches adopted;
10. Strength and weakness points.

**CASE STUDIES**

<b>PROJECT TITLE</b>	<b>COUNTRY</b>	<b>GENERAL AIMS</b>	<b>SPECIFIC GOALS</b>
<b>E-Chance for Women</b>	<b>CZ</b>	To Increase employment of middle-aged women and young mothers, by efficient empowerment (using means of e-counselling among else) and informal training. To train IT-trainers to coach and train middle-aged, lower educated women with minimal or none experience in adult education.	To help women to overcome psychical barriers towards the use of PC
<b>Female Element</b>	<b>CZ</b>	To support women's entrepreneurship by means of using combination of well-proven methods: counselling, mentoring, and training.	To spread the awareness of available means for women entrepreneurship support towards both the target group and the actors implied (counsellors at the labour offices, local authorities, etc.).
<b>Bildungscoach</b>	<b>DE</b>	Professional qualification for unemployed/job seekers from the field of education who want to get first or further training in the field of (educational) coaching.	To make participants achieve methodological skills and being able to carry out coaching.
<b>Coaching and self marketing for graduates</b>	<b>DE</b>	Coaching and assistance for unemployed academics looking for a new perspective in labour market.	The participants get assessment, appraisal and coaching concerning the application process with practical exercises. Self marketing is an important part of the coaching.
<b>Cap Entreprise</b>	<b>FR</b>	To apply the IOD method, intervention on supply and demand: a process followed by the mandate holders of the General Council, in order to re-enter the labour market of people called remote job, mainly the long - duration.	To apply an innovative logic to labour market.
<b>Jobcoaching</b>	<b>FR</b>	To insert and sustain the employment for people with big problems and difficulties;	To accompany participants in using their powers to implement change and ensure the achievement of objectives
<b>Post-graduate studies in Counselling and Vocational Guidance</b>	<b>GR</b>	Programme aimed at providing high level education to post-graduate students, in Counselling and Vocational Guidance.	To prepare career guidance experts who will work at schools, job centres, public and private organizations.
<b>Specialization in Counselling and Guidance</b>	<b>GR</b>	Programme addressed mainly to secondary school teachers who want to specialize in Counselling and Guidance.	To prepare secondary school teachers to provide high quality of counselling and guidance services to their students.
<b>Chance</b>	<b>IT</b>	Reintegrating young people within education and training pathway alternative to Institutional School, in order to achieve a certificate for three years post elementary course, middle school.	Application of new training and learning methodology aimed at making young achieve the certificate for the three years post elementary course, middle school and enter specific training coursewares to enter the labour market.
<b>Learning Pathways</b>	<b>UK</b>	Learning Coach support provides support, guidance, coaching and mentoring to learners to help them plan their individual learning pathway, make decisions, identify goals and then to support their progress.	To provide significant support to learners so as to: <ul style="list-style-type: none"> <li>• help them develop learning skills</li> <li>• make best use of and develop their learning styles</li> </ul>



## 1. Typologies of project promoters

As the table 1 below shows, the typology of organisations promoting interventions concerned by coaching and counselling actions are for the most Guidance centres and VET providers. Following are Schools and Local authorities. A lower involvement is demonstrated by Training and Employment centres, Social services and Universities.

**Table 1 - Project promoter**

Type	TOT	% OUT OF 12 CASE STUDIES IN TOTAL
Employment services	1	8%
Training Centres	2	17%
Guidance centres	7	58%
Local authorities	3	25%
Schools	3	25%
Universities	1	8%
Second chance school	1	8%
Social services	2	17%
VET providers	5	42%

## 2. Articulation of the networks

The partnership dimension is constituted by a more articulated and various whole of organisations and in general all projects show to have been supported by a pretty wide network of members. Among those the majority are represented by Local authorities (75%), Employment services (67%) and Guidance services (50%). It is to be underlined also the participation of enterprises (33%) and national authorities (25%). The other typologies (schools, universities, social services, training centres and Vet providers) show a medium-low percentage of involvement.

**Table 2 - Networks members**

Type	TOT	% OUT OF 12 CASE STUDIES IN TOTAL
Employment services	8	67%
Enterprises	4	33%
Guidance services	6	50%
Local authorities	9	75%
National authorities	3	25%
Schools	3	25%
Social partners	1	8%
Social services	3	25%
Third sector	1	8%
Training centres	2	17%
University	1	8%
VET providers	1	8%

### 3. Dimension of the context of intervention

The context within which projects have been realised is mainly Local followed by the National one. It is to be underlined that none of the interventions concerned have been realised at sectorial level.

**Table 3 - Context of intervention**

Type	TOT	% OUT OF 12 CASE STUDIES IN TOTAL
European	1	8%
Local	7	58%
National	5	42%
Sectorial	0	0%

### 4. Specific segment of the coaching process approached

In order to create the general framework of the experiences selected, it has been requested to relate each specific case study to the different segment of the coaching process methodology focused by the project Competence Coach. This approach was necessary to link the practices selected to the main contents of the training curriculum addressed to practitioners, expected by the project itself, especially because one of the peculiar aspect and goals of the project was to design and develop the curriculum – in terms of contents, reference materials and documents and tools – starting from and providing application models and examples. The outcomes figured below appear to be coherent to some of the aspects focused on the Section A of this report. In fact, the higher percentage of actions analysed concerns the transferring of knowledge, methodologies and techniques related to coaching in general, followed by the ones concerned with guidance of groups at risk of social exclusion. Both are, in fact, main topics implying principles and aspects on which are based practices and interventions related to “personal development”.

**Table 4a – Reason why**

	TOT	% OUT OF 12 CASE STUDIES IN TOTAL
Change management	4	33%
Coaching	10	83%
Competence assessment	3	25%
Guidance of groups at risk of social exclusion	6	50%
ICT based Guidance	2	17%
Intercultural counselling	2	17%

At this regard, it is interesting to stress that the “third position” - in terms of percentage values - is covered by interventions related to *change management* contents. Actually, this specific segment of the coaching process is quite difficult to be isolated from the whole – except when it is applied within the specific

working context of an organisation - since it is the result of a very long and implicit development that step by step happens within the coaching process itself. But on the other side, change management contents are the ones more focused on aspects as empowerment and self-esteem/awareness that shape the nature of coaching and counselling intervention on individuals. Further, the lowest values refers to *competence assessment* (very probably because of the existence of already validated and structured practices, professions and training pathways), *ICT based Guidance* and *Intercultural Counselling* (very probably because both act within and relate to a very specific learning and professional context , even if very differently).

To go deeper in the analysis of this section, it is necessary to underline that the percentage values indicated in table 4a above are equal to the *number of times that the different voices have been chosen* in the grids filled in. Actually, for all practices concerned by the research, have been chosen more content segments, except for a few cases. In the table 4b following, are showed the main clusters resulting from the grids. Only in two cases, *coaching* is not foreseen as main content underling and grounding other aspects related to coaching practice and/or process. And both are in any case contents where Guidance is the main topic. Further, the whole of the answers provided stressed a higher percentage of contents based on Coaching integrating (+) Guidance at risk of social exclusion, or only Coaching.

**Table 4b – Reason why - Main clusters**

Coaching	+	ICT based guidance
Coaching	+	Guidance of groups at risk of social exclusion
Coaching	+	-
Coaching	+	Change management
Coaching	+	Change management Competence assessment Intercultural counselling
Coaching	+	Competence assessment Intercultural counselling Guidance of groups at risk of social exclusion
Coaching	+	Change management Competence assessment Guidance of groups at risk of social exclusion
ICT based Guidance	+	-
Guidance of groups at risk of social exclusion	+	Change management

## 5. Direct and final beneficiaries

The results related to the interim profiles involved in the practices analysed, confirm the expectations: coaches, tutors and trainers are the most targeted groups, followed by guidance counsellors and teachers. It is interesting to mark that in a few cases have been involved non traditional categories (students/post graduate students, unemployed and job seeker with high education levels), so as only in one case have been involved youth workers and career advisors.

**Table 5 – Target group/s (MEDIATORS)**

Type	TOT	% OUT OF 12 CASE STUDIES IN TOTAL
TEACHERS	6	50%
TRAINERS	8	67%
TUTORS	7	58%
COACHES	9	75%
GUIDANCE COUNSELLORS	6	50%
FAMILIES	1	8%
SCHOOL/UNI HEADMASTERS	0	0%
TRAINING AGENCIES MANAGERS	0	0%
UNEMPLOYED JOB SEEKERS WITH ACADEMIC BACKGROUND/FROM EDUCATION FIELD	2	17%
STUDENTS/POST GRADUATE STUDENTS	4	33%
YOUTH WORKERS/CAREER ADVISORS	1	8%

As far as the final beneficiaries are concerned, the most are represented by LOW OR POORLY QUALIFIED people, adults and job seekers/unemployed (all these categories are, in general, the main targets addressed by counselling services). Following are EARLY SCHOOL LEAVERS, job changers and, with a lower percentage, migrants.

Also in this case, but without going in to details, must be stressed that for each intervention have been indicated more categories and specified – if the case – other ones (e.g. mid-age women with lower education level; women re-entering labour market after parental leave and having difficulties with learning; College and high school students).

**Table 6 – Beneficiaries/end users**

Type	TOT	% OUT OF 12 CASE STUDIES IN TOTAL
ADULTS	7	58%
JOB SEEKERS/UNEMPLOYED	7	58%
JOB CHANGERS	4	33%
MIGRANTS	2	17%
EARLY SCHOOL LEAVERS	6	50%
LOW OR POORLY QUALIFIED	8	67%
STUDENTS	1	8%
WOMEN (MID AGED WITH LOWER EDUCATION)	1	8%

## 6. Typology of financial resources implied

Financial Resources are for the most public and funds are provided ad hoc or co-funded by UE programmes. This result highlights and confirm a critical aspect that in many national territories influences the implementation of innovative or more qualitative interventions aimed at developing the national/local social and economical situation by acting on target group at risk, that potentially can represent a resource for the territory. In fact, it is commonly agreed that innovative or alternative training, education or counselling (in the larger sense of this word) services based on an approach related to the real needs of the individuals require the availability of a great amount of financial resources, that actually are quite difficult to be found. So, even if – as indicated in the Table 8 below – the resources are for the most public, on the other side (Table 7) the typology of these provisions are for the most not settled or permanent but allocated ad hoc in order to fund or co-fund interventions that are mainly implemented at local level (see table 3). This implies that even if on one side the local level remains the dimension where is still possible to test and develop innovation, on the other side there is a problem of sustainability of innovation at national level. And the risk underlined is that many good practices, tested and validated, are doomed to be – in the mid-long time - forgotten, unknown or not-valorised.

In general, the interventions that in mid-long time demonstrates to generate an added value for the national and local community are the ones supported – also in terms of territorial organization and system – by local and national institutions and authorities. Under this respect, the creation of a local system based

on networks and cooperation among public and private entities (of different nature) – supported, ruled and recognised by national institutions - up today confirms to be the right direction to move forward.

**Table 7 - Typology of financing**

Type	TOT	% OUT OF 12 CASE STUDIES IN TOTAL
ad hoc	11	92%
n.a.	1	8%
settled_permanent	1	8%

**Table 8 - Sources of resources**

Type	TOT	% OUT OF 12 CASE STUDIES IN TOTAL
mixed	2	17%
n.a.	1	8%
private	1	8%
public	10	83%
voluntary	1	8%

## 7. General Aims

In order to provide an overview of the general design within which the practices concerned have been framed, following have been clustered the general and specific goals indicated, in order to offer the underlying and chosen strategic lines of intervention.

- a) *To increase the employability of people (adults for the most) with relevant and specific problems (groups at risk), providing services aimed at:*
- enhancing the awareness they hold with respect to their skills, capabilities and potentialities (realise the change and achieve new objectives);
  - enhancing their competences in specific areas (e.g. ICT use; entrepreneurship);
  - supporting their entering or re-entering in the labour market.
- b) *To train and sustain specific professional figures at risk of un-employability within their sector, providing tools, methods and competences related to the coaching, guidance and counselling field, consistently with their professional background.*

Examples:

- training to IT trainers working with people low-qualified;
- coaching and assistance for unemployed academics looking for new perspectives;

- training unemployed/job seekers from the field of education who want to get first or further training in the fields of coaching;
- training to Secondary School Teachers who want to specialize in Counselling and Guidance.

c) *To support learners' development (students, post graduate students, young people, early school leavers) - in terms of life quality, education and employability – by:*

- engaging them in alternative/specific education/training programmes;
- helping them planning their individual learning pathway, making decisions, identifying goals and achieving them;
- reintegrating them in education and training pathways and getting qualifications and accreditations.

## **8. Specific Goals**

Also in terms of specific goals, the interventions proposed show a high level of richness and innovation applied not only to train contents, but also to methodologies, tools and approach designed, especially because in all cases the practices are strictly linked to:

- a wide range of targets, each one holding specific needs;
- Pedagogical and didactic issues;
- Local territory specificities and experiences;
- Labour market offer and needs.

In particular, the specific goals identified to answer to the abovementioned critical fields, can be clustered as follows:

- to disseminate and valorise tools, devices, methods available as best practices, by both beneficiaries and mediators concerned (counsellors, mentors, trainers, etc);
- to develop personalised content delivery services, focused on the creation of personal projects consistently with local labour market;
- to apply a different logic to the job supply-demand matching;
- to apply new didactic/pedagogical methodologies alternative to traditional and institutional education offered by the territory;

- to train (transfer of knowledge, competences, methodologies, tools, devices, etc) professionals and mediators in order to enable them to provide (career) counselling/guidance services and coaching, also within contexts as schools, job centres, public and private organisations;
- to apply new training and learning methodologies aimed at providing significant support to learners so as to help them in developing learning skills and personal learning methods, identifying their own goals and planning appropriate individual learning pathway based on their own skills, attributes and experiences;
- to improve the quality of Young Persons' life to make them feel better equipped and confident in engaging in education, training and/ or employment;
- to train young people and reward them with a recognized accreditation useful to enter the labour market or going onto further training/education.

## 9. Methodologies and Approaches

In terms of methodologies and approaches adopted, to match the general and specific goals listed, the practices proposed show to cover a very wide range of aspects concerned with the coaching, mentoring, training and counselling services applied to offer real solutions to real and specific problems, that – since the target groups addressed are pretty wide – can be very different and complex to manage.

In general the cases studied provide quite a complete framework of methods, tools and solutions concerned with the project topics.

In particular, in the practices are implied:

Gender approach – addressed, for example, to long term unemployed middle aged women – applied to IT training, supported by coaching /counselling actions.

Young centred pedagogical methodology and support, implying the re-thinking of the profile and role of mediators (trainers, teachers, educators, etc.) and, consequently, of the traditional approach applied within education and training systems.

Dissemination and valorisation actions aimed at ensuring the circulation of structured and validated (by experience and testing) methods and tools, so as to foster the promotion of scientific knowledge in counselling and vocational guidance by experts and to make beneficiaries informed on opportunities offered to them.

Job coaching, adopted as an intermediary device within the labour market, to support group at risk in the negotiation steps.

Experimentation of a new logic within labour market. At this regard, one of the main interesting aspects profiled by the case studies provided is the research of solutions which reverse the standardized logic implemented within the system: “ *...the main innovative aspect is the application of an Intrusive Logic different from the Adaptive logic. The adaptive logic focuses on the improvement of employability of a person enhancing his/her profile so as to match the employer request. The intrusive logic acts on the environment: taking the offer down so that employment matches with the individual*”.

Further, there have been indicate also a wide range of techniques and methods transferred and applied that are relevant with the coaching and counselling process, demonstrating the competence and richness of the actions implemented and chosen. As an example, among the ones indicated are included: *personal profiling and assessment; self marketing analysis; workshops; creation of professional coaching situations; individual and team coaching; decision making process; on the job training in job centres, counselling centres, public and private organisations.*

## **10. Strengths and Weaknesses**

The strength and weakness points indicated, allow to trace a few general hints for reflection.

First, all case studies highlight the efficiency of interventions based on an holistic approach. Even if each practice focuses on specific aspects, they all are concerned with the intent of designing and applying pathways aimed at following and supporting, as much as possible, the individual during his/her most critical changeovers. It is commonly agreed that these coincides, most of all, with the transition from education/training to work or with the change of one’s own occupation (that can imply training again). Within this framework, it is by now recognised that the care for the personal dimension of the individual is necessary and that - as much as possible – each case must be approached specifically. So, the effectiveness of the case studies proposed is due to their complexity, that is they demonstrate the necessity of planning and implementing processes tailored and targeted, characterised by the combination of elements related to different but interrelated methodologies and techniques (e.g. counselling, coaching, training, etc.), implying their own specificities (career counselling; job coaching, etc.). Another aspect to be mentioned is that the examples provided are, in general, structured so as to act on or at least involve, directly or indirectly, many fronts implied in the specific problem approached. This concreteness is also stressed by the effort, common to all, of proposing structured “models” experimented and tested, implying adaptability and flexibility so as to be transferable towards other targets and territories (see tables 9 and 10 below).

As already mentioned in other sections of the present report, despite of the their confirmed effectiveness, the actions selected states criticalities that are common to interventions of the same type and with respect to, at system level, there is still much to do.

Just to give some examples, problems and difficulties indicated are related to:

- **sustainability**, due to missing or not settled financial resources;
- **recruitment of beneficiaries** to be involved, since is always implied a strong personal commitment and an engagement that is additional to the regular one;
- **obtaining of a formal recognition** (qualification) of the work done by the side of the national system implied;
- implementation of **follow up** actions (especially towards beneficiaries to measure progresses);
- finding spaces, territorial support and resources for implementing a real **dissemination**, promotion and valorisation of outcomes and outputs;
- general chronic lack of a structured and ruled **networking** and cooperation relationship among the main territorial actors implied, at different level, in the implementation of interventions aimed at ensuring community education and employability.

*For more details, please refer to the tables attached to this report (Annexes).*

**Table 9 - TRANSFERABILITY - towards other target groups**

	TOT	% OUT OF 12 CASE STUDIES IN TOTAL
MEDIUM	5	42%
HIGH	4	33%
LOW	3	25%

**Table 10 - TRANSFERABILITY - geographical**

	TOT	% OUT OF 12 CASE STUDIES IN TOTAL
HIGH	8	67%
MEDIUM	3	25%
LOW	1	8%

## BIBLYOGRAPHY

Adani Luisa, Fabiano Marina, *Diventare Coach – Pratiche e strumenti per attivare percorsi di coaching passo dopo passo (Becoming a coach – practices and tools)*, Franco Angeli publishing, 2009.

Angel Pierre, Amar Patrick, *Coaching*, il Mulino publishing, 2005.

Del Pianto Emanuela, *Coaching and Team Coaching*, Franco Angeli publishing, 2009

Geldard Kathryn, Geldard David, *Counselling to Adolescents – Strategies and Abilities*, Erickson publishing 2009.

Parkin Margaret, *Stories for Coaching*, Etas publishing 2005.

Mucchielli Roger, *Learning Counselling. Handbbok*, Erickson publishing 2008.

Tommasi Massimo, *Manuale applicativo del Coaching (Coaching Handbook)*, Franco Angeli publishing, 2007.

## COMPETENCE COACH

Survey to collect information and case studies on practices and experiences of coaching among the countries of project partners

## FR - CASE STUDIES

FR - CASE STUDY 1

Section I - GENERALITIES		
1	Project / Intervention Title	Cap Entreprise
2	Project/Intervention context	National <input checked="" type="checkbox"/> Local Sectorial
3	Organisation Applicant/Contractor	3.1 Organisation Name: I.D.Formation  3.2 Typology:  Schools Social Services <input checked="" type="checkbox"/> Guidance Centres Employment Services Health Services Third Sector Social partners Enterprises Local authorities National authorities Self help groups <input checked="" type="checkbox"/> Others (specify) : VET provider  3.3 Project Responsible (if possible):Jean-Claude Maire 3.4 Organisation full Address and website: <a href="http://www.idf-corse.eu">www.idf-corse.eu</a> 3.5 Project website (address): <a href="http://www.idf-corse.eu/departements-id-3-ssid-3-id0-id-entreprises-departement-consacre-a-l-insertion-et-a-l-entreprise.html">http://www.idf-corse.eu/departements-id-3-ssid-3-id0-id-entreprises-departement-consacre-a-l-insertion-et-a-l-entreprise.html</a> 3.6 Other useful contacts (telephone, fax, etc.): <a href="mailto:mairejeanclaude@gmail.com">mairejeanclaude@gmail.com</a>
4	Other Actors involved (network)	Schools Social Services Guidance Centres <input checked="" type="checkbox"/> Employment Services (anpe)

		Health Services Third Sector Social partners <input checked="" type="checkbox"/> Enterprises <input checked="" type="checkbox"/> Local authorities National authorities Self help groups Others (specify)
5	<b>Financing Typology</b>	<input checked="" type="checkbox"/> Ad hoc Settled, permanent Not foreseen
6	<b>Source of resources</b>	<input checked="" type="checkbox"/> Public Private Mixed Voluntary
7	<b>Funds</b>	Total Budget (if available) <i>This information is useful for the analysis of the reproducibility and sustainability of the intervention.</i>
<b>Section II - DESCRIPTION OF THE EXPERIENCE</b>		
8	<b>Reason why</b>	<i>With respect to the curriculum expected in the project, please indicate to which area/areas the experience chosen refers:</i>  <b>8.1. coaching</b> 8.2. competence assessment (about assessment tools of competences for guidance practitioners) 8.3. change management 8.4. guidance of groups at risk of social exclusion 8.5. ICT based guidance for groups at risks of social exclusion 8.6. intercultural counselling
9	<b>Target group (intermediate actors)</b> <i>(it is possible to select more targets)</i>	Teachers <input checked="" type="checkbox"/> Trainers <input checked="" type="checkbox"/> Coaches Tutors Guidance counsellors Families School-University Headmasters Training agencies managers Others (specify)
10	<b>Beneficiaires – end users</b>	<input checked="" type="checkbox"/> Adults <input checked="" type="checkbox"/> Unemployed/Job seekers <input checked="" type="checkbox"/> Job changers <input checked="" type="checkbox"/> Migrants <input checked="" type="checkbox"/> early school leavers <input checked="" type="checkbox"/> Low or poorly qualified people Other at risk groups (specify.....)
11	<b>Please indicate the range of age considered.</b>	15-18 <input checked="" type="checkbox"/> 19 – 25 <input checked="" type="checkbox"/> 26 - 35 <input checked="" type="checkbox"/> 36 – 45 <input checked="" type="checkbox"/> 46 - over

		Not specified
12	General Aims	<p><b><u>In French :</u></b>  <i>La méthode iod, intervention sur l'offre et la demande, est un procédé suivi par des chargés de missions du Conseil Général, dans le but de réinsérer sur le marché du travail des personnes dites éloignées de l'emploi, essentiellement les chômeurs de longue durée.</i></p> <p><i>Cette méthode est innovante dans le sens où elle suit une logique intrusive et non plus une logique adaptative jusqu'alors en présence.</i>  - la logique adaptative est centrée sur l'individu : elle consiste à améliorer l'employabilité des individus afin de se rapprocher au maximum du profil demandé par l'employeur  - la logique intrusive est centrée sur l'environnement : il s'agit cette fois de « tirer l'offre vers le bas, c'est-à-dire d'adapter au maximum l'emploi à la personne »</p> <p><i>Ce sont les Conseils Généraux qui financent les équipes iod. Que gagnent-ils à investir dans cette méthode ?  Puisque ceux sont eux qui versent le RMI aux chômeurs de longue durée, ils ont tout intérêt à essayer de réduire le nombre de personnes percevant cette allocation dans le sens où leurs dépenses seront moins importantes.</i></p> <p><i>Nous présenterons dans un premier temps la méthode iod, ainsi que la nature de cette innovation. Ensuite, nous verrons les étapes de la méthode puis son coût. Pour finir, nous définirons et analyserons les forces et faiblesses de cette méthode.</i></p> <p><b><u>In english :</u></b>  <i>The iod method, intervention on supply and demand, is a process followed by the mandate holders of the General Council, in order to re-enter the labor market of people called remote job, mainly the long - duration.</i></p> <p><i>This method is innovative in that it follows a logical intrusive and not a logical adaptive previously attended.</i>  - Adaptive logic focuses on the individual: it is to improve the employability of individuals in order to bring up the profile requested by the employer  - Logic intrusive focuses on the environment, this time to "take the offer down, that is to say adapted maximum employment to the person"</p> <p><i>It is the Councils which fund teams iod. What do they earn to invest in this method?  Since those are the ones who pay the RMI to long-term unemployed, they have every incentive to try to reduce the number of people receiving this benefit in the sense that their expenses will be less important.</i></p> <p><i>We will initially approach the IOD, and the nature of this innovation. Then we see the steps of the method and its cost. Finally, we define and analyze the strengths and weaknesses of this method.</i></p>
13	Specific Goals	<i>Please provide a short description (max 10 lines)</i>
14	Methodologies applied	<i>Please provide a short description (max 10 lines)</i>
15	Human resources involved	<p><i>French :</i>  L'équipe est constituée :</p> <ul style="list-style-type: none"> <li>- D'un agent d'accueil, <b>TECHNICIEN DE L'INSERTION PROFESSIONNELLE</b>, chargé :</li> </ul>

		<ul style="list-style-type: none"> <li>○ de réaliser un bilan global de la situation du bénéficiaire et son orientation en fonction des difficultés rencontrées, il peut faire appel en tant que de besoin à des personnes spécialisées en matière d'emploi, d'orientation, de formation...</li> <li>○ de construire un parcours au sein du dispositif</li> <li>○ d'informer régulièrement le REFERENT du Pôle Insertion sur l'itinéraire du bénéficiaire et sa progression</li> </ul> <p>– d'un <b>CHARGE DE MISSION ENTREPRISES</b>, chargé :</p> <ul style="list-style-type: none"> <li>○ du positionnement sur offre des candidats,</li> <li>○ de capter des offres d'emploi,</li> <li>○ de l'animation d'ateliers de techniques de recherche d'emploi</li> <li>○ de l'animation et développement du réseau d'entreprises</li> <li>○ de l'élaboration des contrats de travail (contrats spécifiques)</li> <li>○ de l'accompagnement du chercheur d'emploi en entreprise pour entretien d'embauche</li> <li>○ organisation et animation de tables rondes « candidats / chefs d'entreprises »</li> </ul> <p><i>English :</i>  <i>Human resources involved in each center :</i>  <i>On the agent host TECHNICIAN EMPLOYABILITY responsible:</i>  <i>o achieve an overall situation of the beneficiary and his orientation difficulties encountered, it may call as needed to people who specialize in employment, orientation, training ...</i>  <i>o build a path within the device</i>  <i>o Regularly inform the REFER Pole Placed on the route of the beneficiary and its progression</i></p> <p><i>- A responsible for mission" business adviser":</i>  <i>o positioning of candidates on offer,</i>  <i>o capture of vacancies,</i>  <i>o workshop facilitation techniques job search</i>  <i>No animation and network development companies</i>  <i>o the preparation of employment contracts (contract specific)</i>  <i>o the accompanying job seeker company for interview</i>  <i>o organization and facilitation of roundtables "candidates / entrepreneurs"</i></p>														
16	Quantitative outcomes	<i>Involve at least 50 people/year in the dispositive</i>														
17	Qualitative outcomes	<p><i>60% find and keep their job</i></p> <table border="1"> <thead> <tr> <th>Dates de réalisation</th> <th>Nombre de bénéficiaires</th> <th>Coût de l'action</th> <th>Résultats Taux de reprise d'emploi</th> </tr> </thead> <tbody> <tr> <td>2004/2005</td> <td>80</td> <td>146 352</td> <td rowspan="3">60.11 %</td> </tr> <tr> <td>2005/2006</td> <td>60</td> <td>110 000</td> </tr> <tr> <td>2006/2007</td> <td>60</td> <td>106 416</td> </tr> </tbody> </table>	Dates de réalisation	Nombre de bénéficiaires	Coût de l'action	Résultats Taux de reprise d'emploi	2004/2005	80	146 352	60.11 %	2005/2006	60	110 000	2006/2007	60	106 416
Dates de réalisation	Nombre de bénéficiaires	Coût de l'action	Résultats Taux de reprise d'emploi													
2004/2005	80	146 352	60.11 %													
2005/2006	60	110 000														
2006/2007	60	106 416														
18	Evaluation - follow up	<input checked="" type="checkbox"/> Available Not available Not foreseen														

Section III - ANALYSIS AND EVALUATION ASPECTS		
19	Strengths	<p><i>French :</i>  <i>Agir à la fois sur l'entreprise et sur le demandeur d'emploi</i>  <i>Il s'agit d'une méthode d'engagement participative qui utilise la dynamique de groupe pour créer une émulation, une compétition positive dans la recherche d'emploi. Les contacts au sein du groupe permettent également les échanges d'informations sur tel ou tel besoin dans une entreprise. Ces faces à faces collectifs quotidiens permettent à l'équipe des positionnements rapides sur offres et une connaissance notable des chercheurs d'emploi.</i></p> <p><i>English :</i>  <i>Acting on both the enterprise and the job seeker</i>  <i>It is a method of participatory engagement that uses group dynamics to create competition, a positive competition in the job search. The contacts within the group can also exchange information on a particular need in a business. These faces faces daily allow collective team positions offers rapid and significant knowledge of job seekers.</i></p>
20	Weaknesses	<p><i>Depend de l'engagement de la personne</i>  <i>Un public très fragilisé</i>  <i>Le type d'entreprise qui adhere sont des pme qui connaissent un problème de turnover</i></p> <p><i>Eng :</i>  <i>Depends on the commitment of the person</i>  <i>A very fragile public</i>  <i>The type of enterprise that adheres are SMEs experiencing a problem with turnover</i></p>
21	<b>Transferability</b> (within the same country, within other territorial contexts)	<input checked="" type="checkbox"/> High    Medium    Low <i>Please indicate why.....</i>
22	<b>Transferability</b> (towards other target groups)	High <input checked="" type="checkbox"/> Medium    Low <i>Please indicate why..... because of the different contexts</i>
23	<b>Reproducibility</b> (within other territorial contexts, Countries)	High <input checked="" type="checkbox"/> Medium    Low <i>Please indicate why.....</i>

FR – CASE STUDY 2

Section I – GENERALITIES		
1	<b>Project / Intervention Title</b>	<b>Jobcoaching</b>
2	<b>Project/Intervention context</b>	National <input checked="" type="checkbox"/> Local Sectorial
3	<b>Organisation Applicant/Contractor</b>	3.1 Organisation Name: I.D.Formation  3.2 Typology:  Schools Social Services <input checked="" type="checkbox"/> Guidance Centres

		<p>Employment Services  Health Services  Third Sector  Social partners  Enterprises  Local authorities  National authorities  Self help groups  <input checked="" type="checkbox"/> Others (specify) VET provider</p> <p>3.3 Project Responsible (if possible):  Hélène Silvani  3.4 Organisation full Address and website:    3.5 Project website (address):    3.7 Other useful contacts (telephone, fax, etc.):  <a href="mailto:Silvani.ajaccio@idf-corse.eu">Silvani.ajaccio@idf-corse.eu</a></p>
4	<b>Other Actors involved (network)</b>	<p>Schools  Social Services  Guidance Centres  <input checked="" type="checkbox"/> Employment Services  Health Services  Third Sector  Social partners  <input checked="" type="checkbox"/> Enterprises  <input checked="" type="checkbox"/> Local authorities  National authorities  Self help groups  Others (specify)</p>
5	<b>Financing Typology</b>	<input checked="" type="checkbox"/> Ad hoc Settled, permanent Not foreseen
6	<b>Source of resources</b>	<input checked="" type="checkbox"/> Public Private Mixed Voluntary
7	<b>Funds</b>	Total Budget (if available) <i>This information is useful for the analysis of the reproducibility and sustainability of the intervention.</i>
<b>Section II - DESCRIPTION OF THE EXPERIENCE</b>		
8	<b>Reason why</b>	<p><i>With respect to the curriculum expected in the project, please indicate to which area/areas the experience chosen refers:</i></p> <p><b>8.1. coaching</b>  8.2. competence assessment (about assessment tools of competences for guidance practitioners)  8.3. change management  <b>8.4. guidance of groups at risk of social exclusion</b>  8.5. ICT based guidance for groups at risks of social exclusion  8.6. intercultural counselling</p>

9	<b>Target group (intermediate actors)</b> <i>(it is possible to select more targets)</i>	Teachers <input checked="" type="checkbox"/> Trainers <input checked="" type="checkbox"/> Coaches Tutors Guidance counsellors Families School-University Headmasters Training agencies managers Others (specify)
10	<b>Beneficiaires – end users</b>	Adults Unemployed/Job seekers Job changers Migrants early school leavers <input checked="" type="checkbox"/> Low or poorly qualified people <input checked="" type="checkbox"/> Other at risk groups (specify.....)
11	<b>Please indicate the range of age considered.</b>	15-18 <input checked="" type="checkbox"/> 19 – 25 <input checked="" type="checkbox"/> 26 - 35 <input checked="" type="checkbox"/> 36 – 45 <input checked="" type="checkbox"/> 46 - over Not specified
12	<b>General Aims</b>	<i>insert and sustain the employment for people with big problems and difficulties; accompany the participant to use its powers to implement change and ensure the achievement of objectives</i>
13	<b>Specific Goals</b>	<i>Step 1 : The home</i> Analysis of needs, expectations, situation and difficulties encountered by the person Exploring the possibilities of change, Development of personalized content delivery service Contractualisation accompaniment  <i>Step 2 : Review and determination of professional tracks</i> validate the transfer capabilities, reconcile wishes and potential mobilizable help a feasible project in line with my local market employment, Promote a sense of actor  <i>Step 3 : Viaticum Employment</i> <i>passport to entretien</i>  <i>Step 4 : Action plan</i>
14	<b>Methodologies applied</b>	<i>The support we offer is to intervene actively in the labor market in order to modify the selection mechanisms that exclude many people receiving minimum social and people in difficulties. Jobcoaching is thus an intermediary device on the market work for the benefit of a person. The originality of this device relies on the support of the negotiation, critical step of hiring an expert for the "COACH".</i>
15	<b>Human resources involved</b>	<i>3 persons : psychologist, trainer, coach</i>
16	<b>Quantitative outcomes</b>	<i>30 people/year</i>

17	Qualitative outcomes	80%
18	Evaluation - follow up	<input checked="" type="checkbox"/> Available Not available Not foreseen
<b>Section III - ANALYSIS AND EVALUATION ASPECTS</b>		
19	Strengths	<p><i>Fr</i> Dispositif adapté aux publics en grande difficulté Accompagnement lors de la phase cruciale de l'embauche : l'entretien avec l'employeur Suivi personnalisé durant la première année de l'emploi</p> <p><i>Eng</i> Devices adapted to audiences in big trouble Guidance through the crucial phase of recruitment: the interview with the employer Personalized follow during the first year of employment</p>
20	Weaknesses	<p><i>Fr</i> Spécificité du public en décalage avec la réalité de l'emploi Multiplicité des problèmes (logement, alcoolisme, problèmes de santé...)</p> <p><i>Eng</i> Specificity of public décalage with the reality of employment Multiple problems (housing, alcoholism, health problems ...)</p>
21	<b>Transferability</b> (within the same country, within other territorial contexts)	<input checked="" type="checkbox"/> High Medium Low Please indicate why.....
22	<b>Transferability</b> (towards other target groups)	High <input checked="" type="checkbox"/> Medium Low Please indicate why.....
23	<b>Reproducibility</b> (within other territorial contexts, Countries)	High <input checked="" type="checkbox"/> Medium Low Please indicate why.....

## COMPETENCE COACH

Survey to collect information and case studies on practices and experiences of coaching among the countries of project partners

### GR - CASE STUDIES

GR - CASE STUDY 1

Section I – GENERALITIES		
1	Project / Intervention Title	Post-graduate studies in Counselling and Vocational Guidance
2	Project/Intervention context	<input checked="" type="checkbox"/> National Local Sectorial
3	Organisation Applicant/Contractor	<p>3.1 Organisation Name: National and Kapodistrian University of Athens, Philosophy School, Faculty of Philosophy, Pedagogy and Psychology</p> <p>3.2 Typology:</p> <p><input checked="" type="checkbox"/> Schools <b>University</b></p> <p>Social Services            Guidance Centres            Employment Services            Health Services            Third Sector            Social partners            Enterprises            Local authorities            National authorities            Self help groups            Others (specify)</p> <p>3.3 Project Responsible (if possible): Dr. Despina Sidiropoulou - Dimakakou</p> <p>3.4 Organisation full Address and website:            Philosophy School, Faculty of Philosophy, Pedagogy and Psychology,            Department of Pedagogy            Master in “Counselling and Vocational Guidance”            157 84, University Campus, Zografou            Athens - Greece  <a href="http://www.uoa.gr">http://www.uoa.gr</a></p> <p>3.5 Project website (address):<a href="http://careercmsc.ppp.uoa.gr/">http://careercmsc.ppp.uoa.gr/</a></p> <p>3.8 Other useful contacts (telephone, fax, etc.):            Tel: +30 210 7277552            Email: <a href="mailto:symeppro@ppp.uoa.gr">symeppro@ppp.uoa.gr</a></p>

4	<b>Other Actors involved (network)</b>	<input checked="" type="checkbox"/> Schools <input checked="" type="checkbox"/> Social Services <input checked="" type="checkbox"/> Guidance Centres <input checked="" type="checkbox"/> Employment Services Health Services Third Sector Social partners Enterprises <input checked="" type="checkbox"/> Local authorities <input checked="" type="checkbox"/> National authorities Self help groups Others (specify)
5	<b>Financing Typology</b>	Ad hoc Settled, permanent Not foreseen The programme is funded by the EPEAEK programme (co-funded by European Union resources)
6	<b>Source of resources</b>	<input checked="" type="checkbox"/> Public Private Mixed Voluntary
7	<b>Funds</b>	Total Budget (if available) <i>This information is useful for the analysis of the reproducibility and sustainability of the intervention.</i> There is no available information concerning this issue.
<b>Section II - DESCRIPTION OF THE EXPERIENCE</b>		
8	<b>Reason why</b>	<i>With respect to the curriculum expected in the project, please indicate to which area/areas the experience chosen refers:</i>  8.1. coaching x 8.2. competence assessment (about assessment tools of competences for guidance practitioners) x 8.3. change management 8.4. guidance of groups at risk of social exclusion x 8.5. ICT based guidance for groups at risks of social exclusion 8.6. intercultural counselling x
9	<b>Target group (intermediate actors)</b> <i>(it is possible to select more targets)</i>	Teachers Trainers Coaches Tutors Guidance counsellors Families School-University Headmasters Training agencies managers <input checked="" type="checkbox"/> Others Post-graduate students from social sciences mainly as well as literature graduates and graduates from economics/business field
10	<b>Beneficiaires – end users</b>	<input checked="" type="checkbox"/> Adults <input checked="" type="checkbox"/> Unemployed/Job seekers <input checked="" type="checkbox"/> Job changers

		<input checked="" type="checkbox"/> Migrants <input checked="" type="checkbox"/> early school leavers <input checked="" type="checkbox"/> Low or poorly qualified people <input checked="" type="checkbox"/> Other at risk groups (college and high school students)
11	<b>Please indicate the range of age considered.</b>	15-18 19 – 25 26 - 35 36 – 45 46 - over <input checked="" type="checkbox"/> Not specified
12	<b>General Aims</b>	<i>Please provide a short description (max 10 lines)</i> This programme aims at providing high level education to post-graduate students in Counselling and Vocational Guidance.
13	<b>Specific Goals</b>	<i>Please provide a short description (max 10 lines)</i> This programme's goal is to prepare career guidance experts who will work at schools, job centres, public and private organizations. Their job will be to help students as well as other persons in their professional development, to promote scientific knowledge on counselling and vocational guidance and to implement programmes related to career guidance.
14	<b>Methodologies applied</b>	<i>Please provide a short description (max 10 lines)</i> Lectures, written essays and on-the-job training.
15	<b>Human resources involved</b>	<i>Please provide a short description (max 10 lines)</i> Professors teaching in the university as well as professors from other universities, counsellors (responsible for the on-the-job training), career guidance experts working at the University and secretaries.
16	<b>Quantitative outcomes</b>	<i>Please provide a short description (max 10 lines)</i> a) 30 graduates in Msc "Counselling and Vocational Guidance" every two years, b) a programme of studies
17	<b>Qualitative outcomes</b>	<i>Please provide a short description (max 10 lines)</i> a) promotion of scientific knowledge in counselling and vocational guidance by experts, b) on-the-job training in Job Centres, Counselling Centres, public and private organizations
18	<b>Evaluation - follow up</b>	Available Not available <input checked="" type="checkbox"/> Not foreseen
<b>Section III - ANALYSIS AND EVALUATION ASPECTS</b>		
19	<b>Strengths</b>	<i>Please give a short description of all factors contributing to consider positively the experience chosen (e.g. effectiveness, efficiency, necessary, innovative, etc.)  Max 15-20 lines</i> This post-graduate programme that University of Athens provides is the only one in Greece in the field of "Counselling and Vocational Guidance". Experts who graduate from this programme can work in schools, public and private organizations, providing high quality services mainly to students and job-seekers.
20	<b>Weaknesses</b>	<i>Please indicate shortly all factors representing the weak points of the experience chosen (e.g. poor reproducibility, very high cost, organizational limits, inadequate logistic, too restricted with respect to real needs, etc.).  Max 15-20 lines</i>

		a) The programme accepts only 30 post-graduate students every two years, which is a very small number with respect to the community's real needs, b) experts who graduate from this programme are not certified as Career Counsellors (as there is not such certification in Greece)
21	<b>Transferability</b> (within the same country, within other territorial contexts)	High Medium <input checked="" type="checkbox"/> Low <i>Please indicate why.....</i> It is the only post-graduate programme in the field of Counselling and Vocational Guidance in Greece, thus its transferability could be high, if the proper authorities decide to develop such programmes.
22	<b>Transferability</b> (towards other target groups)	High Medium <input checked="" type="checkbox"/> Low <i>Please indicate why.....</i> The transferability towards target groups other than post-graduate students is very low, since it is a demanding programme
23	<b>Reproducibility</b> (within other territorial contexts, Countries)	High Medium <input checked="" type="checkbox"/> Low <i>Please indicate why.....</i> Reproducibility of the exact same post-graduate programme is low. Nevertheless, there are many foreign universities which provide post-graduate studies in "counselling and vocational guidance" and co-operate with Athens University.

## GR - CASE STUDY 2

Section I - GENERALITIES		
1	<b>Project / Intervention Title</b>	<b>Specialization in Counselling and Guidance</b>
2	<b>Project/Intervention context</b>	<input checked="" type="checkbox"/> National Local Sectorial
3	<b>Organisation Applicant/Contractor</b>	<p>3.1 Organisation Name: School of Pedagogical &amp; Technological Education (ASPETE)</p> <p>3.2 Typology:</p> <p><input checked="" type="checkbox"/> Schools Social Services Guidance Centres Employment Services Health Services Third Sector Social partners Enterprises Local authorities National authorities Self help groups Others (specify)</p> <p>3.3 Project Responsible (if possible): Dr. Ourania Kalouri</p> <p>3.4 Organisation full Address and website: ASPETE</p>

		<p>141 21 N.Heraklion, Athens, Greece <a href="http://www.aspete.gr">http://www.aspete.gr</a></p> <p>3.5 Project website (address): <a href="http://www.aspete.gr/genikes_plirofories_symbol.asp">http://www.aspete.gr/genikes_plirofories_symbol.asp</a></p> <p>3.9 Other useful contacts (telephone, fax, etc.): Tel: +30 210 2896732 Email: <a href="mailto:pesyp@aspete.gr">pesyp@aspete.gr</a></p>
4	<b>Other Actors involved (network)</b>	<input checked="" type="checkbox"/> Schools <input checked="" type="checkbox"/> Social Services <input checked="" type="checkbox"/> Guidance Centres <input checked="" type="checkbox"/> Employment Services Health Services Third Sector Social partners Enterprises <input checked="" type="checkbox"/> Local authorities <input checked="" type="checkbox"/> National authorities Self help groups Others (specify)
5	<b>Financing Typology</b>	Ad hoc Settled, permanent Not foreseen There is no available information concerning this issue.
6	<b>Source of resources</b>	Public Private Mixed Voluntary There is no available information concerning this issue.
7	<b>Funds</b>	Total Budget (if available) <i>This information is useful for the analysis of the reproducibility and sustainability of the intervention.</i> There is no available information concerning this issue.
<b>Section II - DESCRIPTION OF THE EXPERIENCE</b>		
8	<b>Reason why</b>	<p><i>With respect to the curriculum expected in the project, please indicate to which area/areas the experience chosen refers:</i></p> <p>8.1. coaching <b>x</b>  8.2. competence assessment (about assessment tools of competences for guidance practitioners)  8.3. change management  8.4. guidance of groups at risk of social exclusion <b>x</b>  8.5. ICT based guidance for groups at risks of social exclusion  8.6. intercultural counselling</p>
9	<b>Target group (intermediate actors)</b> <i>(it is possible to select more targets)</i>	X Teachers X Trainers Coaches Tutors Guidance counsellors

		Families School-University Headmasters Training agencies managers <input checked="" type="checkbox"/> Others (students of the programme)
10	<b>Beneficiaires – end users</b>	Adults Unemployed/Job seekers Job changers Migrants early school leavers Low or poorly qualified people <input checked="" type="checkbox"/> Other at risk groups (college and high school students)
11	<b>Please indicate the range of age considered.</b>	<input checked="" type="checkbox"/> 15-18 19 – 25 26 - 35 36 – 45 46 - over Not specified
12	<b>General Aims</b>	<i>Please provide a short description (max 10 lines)</i> This programme addresses mainly secondary school teachers who want to specialize in Counselling and Guidance, a small percentage of whom teach at technical schools
13	<b>Specific Goals</b>	<i>Please provide a short description (max 10 lines)</i> This programme's goal is to prepare secondary school teachers to provide high quality of counselling and guidance services to their students
14	<b>Methodologies applied</b>	<i>Please provide a short description (max 10 lines)</i> Lectures, essays and on-the-job training
15	<b>Human resources involved</b>	<i>Please provide a short description (max 10 lines)</i> Professors, counsellors (responsible for the on-the-job training), secretary
16	<b>Quantitative outcomes</b>	<i>Please provide a short description (max 10 lines)</i> a) 50 experts in Counselling and Guidance every year, b) a programme of studies
17	<b>Qualitative outcomes</b>	<i>Please provide a short description (max 10 lines)</i> Teachers working in colleges and high schools after their specialization will be able to provide high quality services of counselling and guidance to their students
18	<b>Evaluation - follow up</b>	Available Not available Not foreseen This information is not available.
<b>Section III - ANALYSIS AND EVALUATION ASPECTS</b>		
19	<b>Strengths</b>	<i>Please give a short description of all factors contributing to consider positively the experience chosen (e.g. effectiveness, efficiency, necessary, innovative, etc.) Max 15-20 lines</i> The strongest point of this programme is that its graduates can implement their new knowledge to secondary schools, as most of the participants are secondary school teachers.

20	<b>Weaknesses</b>	<p><i>Please indicate shortly all factors representing the weak points of the experience chosen (e.g. poor reproducibility, very high cost, organizational limits, inadequate logistic, too restricted with respect to real needs, etc.).</i></p> <p><i>Max 15-20 lines</i></p> <p>The weak point of this programme is that it is not a recognized post-graduate programme, but a specialization, which has an impact on the students' motivation, as the programme of the studies is very demanding.</p>
21	<b>Transferability</b> (within the same country, within other territorial contexts)	<p>High <input checked="" type="checkbox"/> Medium Low</p> <p><i>Please indicate why.....</i></p> <p>This programme is the only specialization course in Counselling and Guidance recognized in Greece and it is located in Athens. There could be a transfer of the programme in other Departments of ASPETE in other cities in Greece as well as within other contexts such as the Ministry of Education</p>
22	<b>Transferability</b> (towards other target groups)	<p>High Medium <input checked="" type="checkbox"/> Low</p> <p><i>Please indicate why.....</i></p> <p>This course is designed exclusively for teachers of secondary education, both general and technical. Thus, the transferability towards other target groups is very low.</p>
23	<b>Reproducibility</b> (within other territorial contexts, Countries)	<p>High Medium <input checked="" type="checkbox"/> Low</p> <p><i>Please indicate why.....</i></p> <p>There is a co-operation with other educational structures in other European countries, but there is no transfer of the exact programme of studies to other Universities or schools.</p>

## COMPETENCE COACH

Survey to collect information and case studies on practices and experiences of coaching among the countries of project partners

### DE - CASE STUDIES

DE – CASE STUDY 1

Section I – GENERALITIES		
1	<b>Project / Intervention Title</b>	“Bildungscoach”
2	<b>Project/Intervention context</b>	National <input checked="" type="checkbox"/> Local Sectorial
3	<b>Organisation Applicant/Contractor</b>	3.1 Organisation Name: ttg team training GmbH  3.2 Typology:  Schools Social Services <input checked="" type="checkbox"/> Guidance Centres Employment Services Health Services Third Sector Social partners Enterprises Local authorities National authorities Self help groups <input checked="" type="checkbox"/> Others (specify): VET provider  3.3 Project Responsible (if possible):Cornelius Ambros Manager  3.4 Organisation full Address and website: Holzmarkt 7 D-72070 Tübingen Internet: <a href="http://www.team-training.de">www.team-training.de</a>  3.5 Project website (address):none  Other useful contacts (telephone, fax, etc.): Tel.: +49 7071 5 13 96 Fax: +49 7071 25 29 76 Email: <a href="mailto:team-training@team-training.de">team-training@team-training.de</a>
4	<b>Other Actors involved (network)</b>	Schools Social Services

		<p>Guidance Centres</p> <p><input checked="" type="checkbox"/> Employment Services</p> <p>Health Services</p> <p>Third Sector</p> <p>Social partners</p> <p><input checked="" type="checkbox"/> Enterprises</p> <p>Local authorities</p> <p>National authorities</p> <p>Self help groups</p> <p>Others (specify)</p>
5	<b>Financing Typology</b>	<p><input checked="" type="checkbox"/> Ad hoc</p> <p>Settled, permanent</p> <p>Not foreseen</p>
6	<b>Source of resources</b>	<p><input checked="" type="checkbox"/> Public</p> <p><input checked="" type="checkbox"/> Private</p> <p>Mixed</p> <p>Voluntary</p>
7	<b>Funds</b>	<p>Total Budget (if available)</p> <p><i>This information is useful for the analysis of the reproducibility and sustainability of the intervention.</i></p>
<b>Section II - DESCRIPTION OF THE EXPERIENCE</b>		
8	<b>Reason why</b>	<p><i>With respect to the curriculum expected in the project, please indicate to which area/areas the experience chosen refers:</i></p> <p><b>8.1. coaching</b></p> <p><b>8.2. competence assessment (about assessment tools of competences for guidance practitioners)</b></p> <p><b>8.3. change management</b></p> <p>8.4. guidance of groups at risk of social exclusion</p> <p>8.5. ICT based guidance for groups at risks of social exclusion</p> <p><b>8.6. intercultural counselling</b></p>
9	<b>Target group (intermediate actors)</b> <i>(it is possible to select more targets)</i>	<p><input checked="" type="checkbox"/> Teachers</p> <p><input checked="" type="checkbox"/> Trainers</p> <p><input checked="" type="checkbox"/> Coaches</p> <p><input checked="" type="checkbox"/> Tutors</p> <p><input checked="" type="checkbox"/> Guidance counsellors</p> <p>Families</p> <p>School-University Headmasters</p> <p>Training agencies managers</p> <p><input checked="" type="checkbox"/> Others (specify): Unemployed/Job seekers from the field of education (see professions above)</p>
10	<b>Beneficiaires – end users</b>	<p><input checked="" type="checkbox"/> Adults</p> <p><input checked="" type="checkbox"/> Unemployed/Job seekers</p> <p><input checked="" type="checkbox"/> Job changers</p> <p>Migrants</p> <p>early school leavers</p> <p>Low or poorly qualified people</p> <p>Other at risk groups (specify.....)</p>
11	<b>Please indicate the range of age considered.</b>	<p>15-18</p> <p>19 – 25</p> <p>26 - 35</p> <p>36 – 45</p> <p>46 - over</p>

		<input checked="" type="checkbox"/> Not specified (adults 18+)
12	<b>General Aims</b>	Professional qualification for unemployed/job seekers from the field of education who want to get first or further training in the field of (educational) coaching. With this additional qualification the participants will be able to initiate and to monitor lifelong learning processes as well as education and human resources development in enterprises. The curriculum includes all aspects of a coaching process like acquisition, clarification of framework conditions, different methods of coaching, final evaluation.
13	<b>Specific Goals</b>	The participants achieve methodological skills and are able to carry out coaching. They get to know different theories of coaching and learn a lot about the coaching practice, exercises included.
14	<b>Methodologies applied</b>	Coaching-Methods are introduced on demand: <ul style="list-style-type: none"> <li>○ creation of professional coaching situations / ambience</li> <li>○ coaching for individual clients, smaller and bigger groups</li> <li>○ coaching for teams</li> <li>○ “collegial coaching”</li> <li>○ interviews, different types of questions</li> <li>○ agreement on objectives</li> <li>○ decision making</li> <li>○ coaching tools</li> <li>○</li> </ul>
15	<b>Human resources involved</b>	Different trainers and coaches with coaching background.
16	<b>Quantitative outcomes</b>	approx. 14 participants/year
17	<b>Qualitative outcomes</b>	100 %
18	<b>Evaluation - follow up</b>	<input checked="" type="checkbox"/> Available Not available Not foreseen
<b>Section III - ANALYSIS AND EVALUATION ASPECTS</b>		
19	<b>Strengths</b>	Coaching is requested as additional qualification for people working in the educational sector as well as in the human resources development. “Bildungscoach” is a new concept developed by ttg team training GmbH which was tailored to those particular needs on the labour market.
20	<b>Weaknesses</b>	Existing coaching courses mainly last longer than ours and are therefore much more expensive when not paid by state funding. Our training course is a basic course on coaching, it lasts 12 weeks followed by an intensive on the job training. The target group for this training course is at some points hard to convince that this is still a good entry to the coaching business.
21	<b>Transferability</b> (within the same country, within other territorial contexts)	<input checked="" type="checkbox"/> High    Medium    Low
22	<b>Transferability</b> (towards other target groups)	High <input checked="" type="checkbox"/> Medium    Low
23	<b>Reproducibility</b> (within other territorial contexts, Countries)	High <input checked="" type="checkbox"/> Medium    Low

Section I – GENERALITIES		
1	<b>Project / Intervention Title</b>	“Coaching und Selfmarketing für Akademiker/innen” – coaching and self marketing for graduates
2	<b>Project/Intervention context</b>	National <input checked="" type="checkbox"/> Local Sectorial
3	<b>Organisation Applicant/Contractor</b>	3.1 Organisation Name: ttg team training GmbH  3.2 Typology:  Schools Social Services <input checked="" type="checkbox"/> Guidance Centres Employment Services Health Services Third Sector Social partners Enterprises Local authorities National authorities Self help groups <input checked="" type="checkbox"/> Others (specify): VET provider  3.3 Project Responsible (if possible):  3.4 Organisation full Address and website: Holzmarkt 7 D-72070 Tübingen Internet: <a href="http://www.team-training.de">www.team-training.de</a> 3.5 Project website (address): none 3.10 Other useful contacts (telephone, fax, etc.): Tel.: +49 7071 5 13 96 Fax: +49 7071 25 29 76 Email: <a href="mailto:team-training@team-training.de">team-training@team-training.de</a>
4	<b>Other Actors involved (network)</b>	Schools Social Services Guidance Centres <input checked="" type="checkbox"/> Employment Services Health Services Third Sector Social partners Enterprises Local authorities National authorities Self help groups Others (specify)

5	<b>Financing Typology</b>	<input checked="" type="checkbox"/> Ad hoc Settled, permanent Not foreseen
6	<b>Source of resources</b>	<input checked="" type="checkbox"/> Public Private Mixed Voluntary
7	<b>Funds</b>	Total Budget (if available) <i>This information is useful for the analysis of the reproducibility and sustainability of the intervention.</i>
<b>Section II - DESCRIPTION OF THE EXPERIENCE</b>		
8	<b>Reason why</b>	<i>With respect to the curriculum expected in the project, please indicate to which area/areas the experience chosen refers:</i>  <b>8.1. coaching</b> 8.2. competence assessment (about assessment tools of competences for guidance practitioners) <b>8.3. change management</b> 8.4. guidance of groups at risk of social exclusion 8.5. ICT based guidance for groups at risks of social exclusion 8.6. intercultural counselling
9	<b>Target group (intermediate actors)</b> <i>(it is possible to select more targets)</i>	Teachers Trainers Coaches Tutors Guidance counsellors Families School-University Headmasters Training agencies managers <input checked="" type="checkbox"/> Others (specify): unemployed/job seekers with academic background, not only from the educational sector
10	<b>Beneficiaires – end users</b>	<input checked="" type="checkbox"/> Adults <input checked="" type="checkbox"/> Unemployed/Job seekers <input checked="" type="checkbox"/> Job changers Migrants early school leavers Low or poorly qualified people Other at risk groups (specify.....)
11	<b>Please indicate the range of age considered.</b>	15-18 <input checked="" type="checkbox"/> 19 – 25 <input checked="" type="checkbox"/> 26 - 35 <input checked="" type="checkbox"/> 36 – 45 <input checked="" type="checkbox"/> 46 - over Not specified
12	<b>General Aims</b>	- coaching and assistance for unemployed academics looking for a new perspective on an often tight labour market; profiling, analysis of strengths and weaknesses, counselling etc. - analyse, reflect, assess, improve if necessary the “self marketing” of the participants - coaching and training for applications, interviews etc. on a theoretical and practical level

13	<b>Specific Goals</b>	The participants get assessment, appraisal and coaching concerning the application process with practical exercises. Self marketing is an important part of the coaching.
14	<b>Methodologies applied</b>	<ul style="list-style-type: none"> <li>○ individual coaching, group coaching</li> <li>○ workshops</li> <li>○ “center days” – the participants can work on their applications etc. on their own with assistance of a trainer</li> <li>○ training, e.g. for interviews</li> </ul>
15	<b>Human resources involved</b>	coaches and trainers with coaching background, educators
16	<b>Quantitative outcomes</b>	approx. 16 participants
17	<b>Qualitative outcomes</b>	
18	<b>Evaluation - follow up</b>	<input checked="" type="checkbox"/> Available <input type="checkbox"/> Not available <input type="checkbox"/> Not foreseen
<b>Section III - ANALYSIS AND EVALUATION ASPECTS</b>		
19	<b>Strengths</b>	“Coaching und Selbstmarketing” was a course developed by ttg team training GmbH for the local employment agency to offer new points of view concerning the professionals possibilities of graduated persons, most of them unemployed for a longer time, most of them 45+ years old. They could use the proposal at no charge.
20	<b>Weaknesses</b>	The academic labor market for the target group with their specific conditions was quite difficult to get in. The employment agency chose the participants. Some of them were not convinced at the beginning that they could benefit from it. The trainers had to (and did) deal with this.
21	<b>Transferability</b> (within the same country, within other territorial contexts)	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
22	<b>Transferability</b> (towards other target groups)	High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
23	<b>Reproducibility</b> (within other territorial contexts, Countries)	High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## COMPETENCE COACH

Survey to collect information and case studies on practices and experiences of coaching among the countries of project partners

### CZ - CASE STUDIES

CZ - CASE STUDY 1

Section I - GENERALITIES		
1	<b>Project / Intervention Title</b>	<b>E-Chance for Women</b> Leonardo da Vinci pilot project No. CZ/02/B/F/PP-134004-ECW
2	<b>Project/Intervention context</b>	National Local Sectorial <input checked="" type="checkbox"/> Other: European
3	<b>Organisation Applicant/Contractor</b>	<p>3.1 Organisation Name: ATHENA – Association for Education and Development of Women</p> <p>3.2 Typology:</p> <p>Schools Social Services <input checked="" type="checkbox"/> Guidance Centres Employment Services Health Services Third Sector Social partners Enterprises Local authorities National authorities Self help groups <input checked="" type="checkbox"/> Others (specify) – training centres</p> <p>3.3 Project Responsible (if possible): Mrs. Hana Danihelkova</p> <p>3.4 Organisation full Address and website:  ATHENA- Association for Education and Development of Women, <a href="http://www.athena.euweb.cz">www.athena.euweb.cz</a></p> <p>3.5 Project website (address): <a href="http://www1.osu.cz/leonardo/">http://www1.osu.cz/leonardo/</a></p> <p>11 Other useful contacts (telephone, fax, etc.): e-mail: <a href="mailto:athena.hd@seznam.cz">athena.hd@seznam.cz</a></p>
4	<b>Other Actors involved (network)</b>	Schools Social Services

		<p>X Guidance Centres  X Employment Services  Health Services  Third Sector  Social partners  Enterprises  X Local authorities  National authorities  Self help groups  Others (specify): training centres</p>
5	<b>Financing Typology</b>	<p>X Ad hoc – by funds of EC in the programme Leonardo da Vinci  Settled, permanent  Not foreseen</p>
6	<b>Source of resources</b>	<p>X Public  Private  X Mixed  Voluntary</p>
7	<b>Funds</b>	<p>Total Budget (if available)  <i>This information is useful for the analysis of the reproducibility and sustainability of the intervention.</i>  <i>There are no more funds; actions are running in the framework of various projects LdV-ToI in Europe and results serve for own activities of AHENA in Czech Republic.</i></p>
<b>Section II - DESCRIPTION OF THE EXPERIENCE</b>		
8	<b>Reason why</b>	<p><i>With respect to the curriculum expected in the project, please indicate to which area/areas the experience chosen refers:</i></p> <p>8.1. <b>coaching</b>  8.2. competence assessment (about assessment tools of competences for guidance practitioners)  8.3. change management  8.4. guidance of groups at risk of social exclusion  8.5. <b>ICT based guidance for groups at risks of social exclusion</b>  8.6. intercultural counselling</p>
9	<b>Target group (intermediate actors)</b> <i>(it is possible to select more targets)</i>	<p>X Teachers  X Trainers  X Coaches  X Tutors  X Guidance counsellors  Families  School-University Headmasters  Training agencies managers  Others (specify)</p>
10	<b>Beneficiaires – end users</b>	<p>X Adults  X Unemployed/Job seekers  Job changers  Migrants  Early school leavers  X Low or poorly qualified people  X Other at risk groups: middle-age women with lower level of education and women re-entering the labour market after parental leave and having</p>

		problems with and fear from learning ICT
11	<b>Please indicate the range of age considered.</b>	15-18 19 – 25 X 26 - 35 X 36 – 45 X 46 – over Not specified
12	<b>General Aims</b>	<p>The aim of the project is to increase employment of middle-aged women and young mothers by their efficient empowerment (using means of e-counselling among else) and informal training.</p> <p>The training of their IT-trainers is necessary, too, so that they can find the best way how to coach and train middle-aged, lower educated women with minimal or none experience in adult education. A special gender sensitive methodology has been developed and implemented during testing and mainly in many training after the end of the project.</p>
13	<b>Specific Goals</b>	To help women to overcome psychical barriers towards the use of PC
14	<b>Methodologies applied</b>	Special gender methodology for teaching and learning ICT was developed in the project with the aim of helping women overcoming their psychological barriers in approaching learning IT.
15	<b>Human resources involved</b>	Nine partners' organisations from eight European countries were involved in the project. Mainly adult educational and counselling organisations were concerned.
16	<b>Quantitative outcomes</b>	As for Czech Republic, about 80-90 % of participants of pre-training courses of ICT, supported by counselling, improved their educational performances. They go back to further training and take part in other educational activities.
17	<b>Qualitative outcomes</b>	<p>Especially middle aged women are long-term unemployed have got neither necessary competencies nor self-confidence for re-entering the labour market. The most valuable thing is that such women are empowered and newly equipped to be able to find a job or to start their own business. A very similar target group consists of mothers who would like to enter the labour market and to start working. Gender sensitive approach to IT training, supported by coaching/counselling with regards to a lower qualification of women is applied and the results are very positive.</p> <p>Nowadays in the Czech Republic there are some applied ECW courses for target groups in various branches where women are employed but have minimal competences in ICT (nurses, starting business-women, women engaged in handicraft trade etc).</p> <p>The results of the project are used in many countries; they are basis for new European projects (LdV-Tol programme).</p>
18	<b>Evaluation - follow up</b>	X Available Not available Not foreseen Follow-up is expected in LdV- TOI programme (Application were submitted already).

Section III - ANALYSIS AND EVALUATION ASPECTS		
19	<b>Strengths</b>	<ul style="list-style-type: none"> <li>- unique combination of counselling/coaching and training supported by tailored methodology – very effective approach</li> <li>- empowerment of the TG to be able to find a job or to start their own business</li> <li>- empowerment of the TG to be willing to continue in VET activities</li> </ul>
20	<b>Weaknesses</b>	No all women who would have appreciated the training ECW are reached by the means of the dissemination and promotion of the project ECW and its results. It is necessary to penetrate the area of expected clients continuously after the end of the project.
21	<b>Transferability</b> (within the same country, within other territorial contexts)	X High Medium Low <i>The outcomes are used in all regions of the Czech Republic.</i>
22	<b>Transferability</b> (towards other target groups)	High X Medium Low <i>The methodology is designed for the specific target group – women – and uses the characteristics of this TG.</i>
23	<b>Reproducibility</b> (within other territorial contexts, Countries)	High Medium Low <i>Transferability was proven in many European countries, the used methodology is applicable regardless to the geographical context.</i>

## CZ - CASE STUDY 2

Section I – GENERALITIES		
1	<b>Project / Intervention Title</b>	<b>Female Element</b> ESF-EQUAL: No. CZ.04.4.09/2.1.00.6/0412
2	<b>Project/Intervention context</b>	X National Local Sectorial Other: European
3	<b>Organisation Applicant/Contractor</b>	<p>3.1 Organisation Name: ATHENA – Association for Education and Development of Women</p> <p>3.2 Typology:</p> <ul style="list-style-type: none"> <li>Schools</li> <li>Social Services</li> <li>X Guidance Centres</li> <li>X Employment Services</li> <li>Health Services</li> <li>Third Sector</li> <li>Social partners</li> <li>Enterprises</li> <li>X Local authorities</li> <li>National authorities</li> </ul>

		<p>Self help groups</p> <p>X Others (specify) – training centres</p> <p>3.3 Project Responsible (if possible): Mrs. Hana Danihelkova</p> <p>3.4 Organisation full Address and website:</p> <p>ATHENA- Association for Education and Development of Women,  <a href="http://www.athena.euweb.cz">www.athena.euweb.cz</a></p> <p>3.5 Project website (address): <a href="http://www.zenskyelement.cz">www.zenskyelement.cz</a></p> <p>12 Other useful contacts (telephone, fax, etc.): e-mail:  <a href="mailto:athena.hd@seznam.cz">athena.hd@seznam.cz</a></p>
4	Other Actors involved (network)	<p>Schools</p> <p>Social Services</p> <p>X Guidance Centres</p> <p>X Employment Services</p> <p>Health Services</p> <p>Third Sector</p> <p>Social partners</p> <p>Enterprises</p> <p>X Local authorities</p> <p>National authorities</p> <p>Self help groups</p> <p>X Others (specify): training centres</p>
5	Financing Typology	<p>X Ad hoc – by funds of ESF within the framework of the programme EQUAL</p> <p>Settled, permanent</p> <p>Not foreseen</p>
6	Source of resources	<p>X Public</p> <p>Private</p> <p>Mixed</p> <p>Voluntary</p>
7	Funds	App. 200.000 €
<b>Section II - DESCRIPTION OF THE EXPERIENCE</b>		
8	Reason why	<p>8.1. <b>coaching</b>/mentoring</p> <p>8.2. competence assessment (about assessment tools of competences for guidance practitioners)</p> <p>8.3. change management</p> <p>8.4. <b>guidance of groups at risk of social exclusion</b></p> <p>8.5. ICT based guidance for groups at risks of social exclusion</p> <p>8.6. intercultural counselling</p>
9	Target group (intermediate actors) (it is possible to select more targets)	<p>X Teachers</p> <p>X Trainers</p> <p>X Coaches</p> <p>X Tutors</p> <p>X Guidance counsellors</p> <p>Families</p> <p>School-University Headmasters</p> <p>Training agencies managers</p>

		Others (specify)
10	<b>Beneficiaires – end users</b>	<input checked="" type="checkbox"/> Adults <input checked="" type="checkbox"/> Unemployed/Job seekers Job changers Migrants Early school leavers <input checked="" type="checkbox"/> Low or poorly qualified people <input checked="" type="checkbox"/> Other at risk groups: women after parental leave; maw or older women having problems with finding a job
11	<b>Please indicate the range of age considered.</b>	<input type="checkbox"/> 15-18 <input type="checkbox"/> 19 – 25 <input type="checkbox"/> 26 - 35 <input type="checkbox"/> 36 – 45 <input type="checkbox"/> 46 – over <input checked="" type="checkbox"/> Not specified
12	<b>General Aims</b>	<p>The project aims at support of women’s entrepreneurship by means of using unique combination of well-proven methods: counselling, mentoring, and training which built the pillars of three successful projects:</p> <ul style="list-style-type: none"> <li>- Assistance/consulting centres</li> <li>- Active Woman</li> <li>- Go-Ahead Woman</li> </ul>
13	<b>Specific Goals</b>	<p>Specific goal of the project was to spread the awareness of available means of women entrepreneurship support among the TG itself as well as among other actors (counsellors at the labour offices, local authorities, etc.). The means were presented in the form of best practice examples to the TG as well as to the groups of mediators (counsellors, mentors, trainers).</p>
14	<b>Methodologies applied</b>	Best practice examples spread-out.
15	<b>Human resources involved</b>	Six partners from different regions of the Czech Republic. Specialists who are rich in multiyear experience in particular women issues and training.
16	<b>Quantitative outcomes</b>	272 addressed people (both women as well as counsellors) in 272 workshops and seminars.
17	<b>Qualitative outcomes</b>	Raising awarness on the possibilities of women entrepreneurship support, spread information about mentoring, which is the method that was not very well known in the Czech Republic before. A booklet about mentoring was produces and disseminated among the target group.
18	<b>Evaluation - follow up</b>	<input type="checkbox"/> Available <input type="checkbox"/> Not available <input type="checkbox"/> Not foreseen <input checked="" type="checkbox"/> Other – foreseen – a project application with the topic of mentoring, using the findings of the project Female Element was submitted to the ESF programme. The results of the Call are not known yet.

Section III - ANALYSIS AND EVALUATION ASPECTS		
19	<b>Strengths</b>	Very strong focus on dissemination of best practice.
20	<b>Weaknesses</b>	Limited possibilities on sustainability of the dissemination activities due to missing financial sources.
21	<b>Transferability</b> (within the same country, within other territorial contexts)	X High Medium Low The project was implemented in several regions of the Czech Republic and it was successful everywhere.
22	<b>Transferability</b> (towards other target groups)	X High Medium Low At least the mentoring method could be used in different contexts. It would be good to continue in raising of awareness about this method also in other circumstances.
23	<b>Reproducibility</b> (within other territorial contexts, Countries)	High X Medium Low The project builds on the activities and outcomes of previous projects realised in the Czech Republic. Some of the project products could be translated and used in other countries; however, this would need some investment. Some of the methods can be used without barriers.

## COMPETENCE COACH

Survey to collect information and case studies on practices and experiences of coaching among the countries of project partners

### UK - CASE STUDIES

UK - CASE STUDY 1

Section I - GENERALITIES		
1	Project / Intervention Title	Learning Pathways
2	Project/Intervention context	<input checked="" type="checkbox"/> National <input type="checkbox"/> Local <input type="checkbox"/> Sectorial
3	Organisation Applicant/Contractor	<p>3.1 Organisation Name: Welsh Assembly Government</p> <p>3.2 Typology:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Schools</li> <li><input type="checkbox"/> Social Services</li> <li><input checked="" type="checkbox"/> Guidance Centres</li> <li><input type="checkbox"/> Employment Services</li> <li><input type="checkbox"/> Health Services</li> <li><input type="checkbox"/> Third Sector</li> <li><input type="checkbox"/> Social partners</li> <li><input type="checkbox"/> Enterprises</li> <li><input checked="" type="checkbox"/> Local authorities</li> <li><input type="checkbox"/> National authorities</li> <li><input type="checkbox"/> Self help groups</li> <li><input checked="" type="checkbox"/> Others (specify) <b>VET Providers</b></li> </ul> <p>3.3 Project Responsible (if possible): Welsh Assembly Government</p> <p>3.4 Organisation full Address and website: <b>North Region</b> <i>(Anglesey, Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham)</i></p> <p>Regional Learning Coach Coordinator: Jan Wingett</p> <p>16 Lord Street Wrexham LL11 1LG</p> <p>01978 297505 janicewingett@greenwichhouse.co.uk</p> <p>3.5 Project website (address): <a href="http://wales.gov.uk/docs/dcells/publications/090907contactusen.doc">http://wales.gov.uk/docs/dcells/publications/090907contactusen.doc</a></p> <p>3.13 Other useful contacts (telephone, fax, etc.):</p>

4	<b>Other Actors involved (network)</b>	<ul style="list-style-type: none"> <li>✓ Schools</li> <li>Social Services</li> <li>✓ Guidance Centres</li> <li>✓ Employment Services</li> <li>Health Services</li> <li>Third Sector</li> <li>Social partners</li> <li>Enterprises</li> <li>✓ Local authorities</li> <li>National authorities</li> <li>Self help groups</li> <li>✓ Others (specify) <b>VET Providers</b></li> </ul>
5	<b>Financing Typology</b>	<ul style="list-style-type: none"> <li>✓ Ad hoc</li> <li>Settled, permanent</li> <li>Not foreseen</li> </ul>
6	<b>Source of resources</b>	<ul style="list-style-type: none"> <li>✓ Public</li> <li>Private</li> <li>Mixed</li> <li>Voluntary</li> </ul>
7	<b>Funds</b>	Total Budget (if available) <i>This information is useful for the analysis of the reproducibility and sustainability of the intervention.</i>
<b>Section II - DESCRIPTION OF THE EXPERIENCE</b>		
8	<b>Reason why</b>	<p><i>With respect to the curriculum expected in the project, please indicate to which area/areas the experience chosen refers:</i></p> <p><b>8.1. coaching</b></p>
9	<b>Target group (intermediate actors)</b> <i>(it is possible to select more targets)</i>	<ul style="list-style-type: none"> <li>✓ Teachers</li> <li>✓ Trainers</li> <li>✓ Coaches</li> <li>✓ Tutors</li> <li>Guidance counsellors</li> <li>Families</li> <li>School-University Headmasters</li> <li>Training agencies managers</li> <li>Others (specify) <b>Youth workers, careers advisors</b></li> </ul>
10	<b>Beneficiaires – end users</b>	<ul style="list-style-type: none"> <li>✓ Adults</li> <li>✓ Unemployed/Job seekers</li> <li>Job changers</li> <li>Migrants</li> <li>✓ early school leavers</li> <li>✓ Low or poorly qualified people</li> <li>Other at risk groups (specify.....)</li> </ul>
11	<b>Please indicate the range of age considered.</b>	<ul style="list-style-type: none"> <li>✓ 15-18</li> <li>✓ 19 – 25</li> <li>26 - 35</li> <li>36 – 45</li> <li>46 - over</li> <li>Not specified</li> </ul>
12	<b>General Aims</b>	Learning Coach support provides support, guidance, coaching and mentoring to learners to help them plan their individual learning pathway, make

		decisions, identify goals and then to support their progress. A Learning Coach will usually work as part of a team and will generally work with groups of learners rather than individuals, concentrating on learning. In most cases issues such as bullying, sexual health etc will be part of personal support rather than learning coach support.
13	<b>Specific Goals</b>	<p>The specific goal is to provide significant support to learners so as to:</p> <ul style="list-style-type: none"> <li>• help them develop learning skills</li> <li>• make best use of and develop their learning styles</li> <li>• maximise their development in a variety of areas of intelligence, including emotional intelligence.</li> </ul> <p>Learning Coach support will also help those being coached to identify their own goals and plan an appropriate individual learning pathway which takes account of skills, attributes and experience in all aspects of learners' lives.</p>
14	<b>Methodologies applied</b>	<p><b>The five core modules</b></p> <p>The national training programme consists of five core modules. Each of these five modules is delivered over two days, making a total of ten days. If you wish to become an Accredited Learning Coach you will also need to submit work for assessment, which will take time in addition to these ten days.</p> <p><b>Recognition and accreditation</b></p> <p>To become a Recognised Learning Coach you have to attend all five core modules – ten days' training. A Recognised Learning Coach receives a certificate of attendance from the Welsh Assembly Government.</p> <p>To become an Accredited Learning Coach you have to attend all five modules (ten days' training) and complete the assessment for each. An Accredited Learning Coach receives a certificate from the Welsh Assembly Government and, for each module, 10 credits at Level 4 in the Credit and Qualifications Framework for Wales from the accrediting university (a total of 50 credits).</p> <p>If you apply to do a higher education course in future Level 4 credits from the Learning Coaches programme may be used towards it if the institution to which you are applying considers them appropriate.</p>
15	<b>Human resources involved</b>	
16	<b>Quantitative outcomes</b>	
17	<b>Qualitative outcomes</b>	
18	<b>Evaluation - follow up</b>	<p>✓ Available Not available Not foreseen</p>
<b>Section III - ANALYSIS AND EVALUATION ASPECTS</b>		
19	<b>Strengths</b>	<p>Coaching activity in schools and colleges is linked to practical help with study skills, the exploration of preferred learning styles, supporting emotional well-being, and facilitating choice of options linked to pathways planning. The visual-auditory-kinaesthetic typology appears to be popular with learners although there may be a danger of such categorisation for learning style being taken too literally and uncritically on occasions.</p> <p>Coaches demonstrate a balance in the support they provide in terms of offering very practical "hints and tips" whilst also developing a longer term empowerment of young people through building up their confidence and learning insights.</p>

		Coaches are supporting learners who otherwise slip through the net once they leave a particular college or school. This includes visiting the home or workplace, helping students who have been excluded, or keeping in touch with young people trapped in employment which frustrates them.
20	<b>Weaknesses</b>	<p>The main weakness is in the lack of self promotion of the project and the success and impact it is having. Not enough people and organizations are witness to the development of the young people who are gaining the support and guidance from the Coaches and therefore the success of the coach training is not realized by those outside of the actual training and the beneficiaries.</p> <p>There is a summary document but it is only worthwhile if people know that it is available.</p> <p>I have therefore attached the document to this report.</p>
21	<b>Transferability</b> (within the same country, within other territorial contexts)	<p>✓ High Medium Low</p> <p>This project is already a nationwide project running throughout Wales</p>
22	<b>Transferability</b> (towards other target groups)	<p>✓ High Medium Low</p> <p>The project is currently specifically for those coaching 14-19 year olds. However, there is no reason why the training could not be adapted to those of other ages.</p>
23	<b>Reproducibility</b> (within other territorial contexts, Countries)	<p>✓ High Medium Low</p> <p>There are similar issues relating to the target group of this project in other countries. Therefore, again, I see no reason why this project could not be adapted to run in other countries.</p>

## COMPETENCE COACH

Survey to collect information and case studies on practices and experiences of coaching among the countries of project partners

### IT - CASE STUDIES

#### IT – CASE STUDY 1

Section I - GENERALITIES		
<b>1</b>	<b>Project / Intervention Title</b>	<b>Chance</b>
<b>2</b>	<b>Project/Intervention context</b>	National <input checked="" type="checkbox"/> Local Sectorial
<b>3</b>	<b>Organisation Applicant/Contractor</b>	3.1 Organisation Name: Street Teachers Association and Local Education Authority for the City of Naples and City of Naples  3.2 Typology:  Schools Social Services Guidance Centres Employment Services Health Services Third Sector Social partners Enterprises <input checked="" type="checkbox"/> Local authorities National authorities Self help groups <input checked="" type="checkbox"/> Others (specify) Second Chance School  3.3 Project Responsible (if possible): Mr Cesare Moreno  3.4 Organisation full Address and website: via Carrozieri a Monteoliveto, 13 – 80134 Naples _Italy  3.5 Project website (address):  3.14 Other useful contacts (telephone, fax, etc.): www.maestriddistrada.net Phone: +371 7503751 Fax: +371 7220780
<b>4</b>	<b>Other Actors involved (network)</b>	Schools <input checked="" type="checkbox"/> Social Services

		<input checked="" type="checkbox"/> Guidance Centres Employment Services Health Services <input checked="" type="checkbox"/> Third Sector <input checked="" type="checkbox"/> Social partners <input checked="" type="checkbox"/> Enterprises Local authorities National authorities Self help groups Others (specify)
5	<b>Financing Typology</b>	<input checked="" type="checkbox"/> Ad hoc Settled, permanent Not foreseen
6	<b>Source of resources</b>	<input checked="" type="checkbox"/> Public Private Mixed Voluntary
7	<b>Funds</b>	Total Budget (if available) <i>This information is useful for the analysis of the reproducibility and sustainability of the intervention.</i>
<b>Section II - DESCRIPTION OF THE EXPERIENCE</b>		
8	<b>Reason why</b>	<i>With respect to the curriculum expected in the project, please indicate to which area/areas the experience chosen refers:</i>  8.1. coaching 8.2. competence assessment (about assessment tools of competences for guidance practitioners) 8.3. change management 8.4. <input checked="" type="checkbox"/> guidance of groups at risk of social exclusion 8.5. ICT based guidance for groups at risks of social exclusion 8.6. intercultural counselling
9	<b>Target group (intermediate actors)</b> <i>(it is possible to select more targets)</i>	<input checked="" type="checkbox"/> Teachers <input checked="" type="checkbox"/> Trainers <input checked="" type="checkbox"/> Coaches <input checked="" type="checkbox"/> Tutors <input checked="" type="checkbox"/> Guidance counsellors <input checked="" type="checkbox"/> Families School-University Headmasters Training agencies managers Others (specify)
10	<b>Beneficiaries – end users</b>	Adults Unemployed/Job seekers Job changers Migrants <input checked="" type="checkbox"/> early school leavers Low or poorly qualified people Other at risk groups (specify.....)
11	<b>Please indicate the range of age considered.</b>	15-18 19 – 25 26 - 35 36 – 45

		46 - over Not specified
12	General Aims	<i>Reintegrating young people within education and training pathway alternative to Institutional School, in order to achieve a certificate for three years post elementary course, middle school</i>
13	Specific Goals	<i>Application of new training and learning methodology aimed at making young achieve the certificate for the three years post elementary course, middle school and enter specific training coursewares to enter the labour market.</i>
14	Methodologies applied	<i>Education and social reintegration actions addressed to young persons that have left the compulsory education. The project developed and develops experimental pedagogical solutions based on individual needs of the TG</i>
15	Human resources involved	<i>Around 20 teachers in the school supported by a wide number of social workers</i>
16	Quantitative outcomes	<i>Quantitative and qualitative speaking the project started on 1998 has been really successful and still goes on. Just one year ago, the School started as a pilot project has been formally recognised by Local and National Institutions.</i>
17	Qualitative outcomes	<i>See above</i>
18	Evaluation - follow up	Available Not available Not foreseen
<b>Section III - ANALYSIS AND EVALUATION ASPECTS</b>		
19	Strengths	<p><i>The “Chance” way starts from outside, from the <b>Social service</b>: it supplies the list of thirteen to fifteen year olds, both girls and boys, total or partial truants, belonging to families that have already been taken on by the Service or reported by the district schools because they did not respect compulsory. There is no path for Chance that does not start from the Service: relatives, friends or school suggestions must all refer to the Social service. In the past we have, in fact, had direct pressure, in particular by schools, as in a dumping process of young negligent persons or even repeating and/or that cannot be contained by schools that do not contain them on Chance. We finally have an appropriate procedure: the norm plans for , in fact, the indication of the negligent by the schools to the social services of the city because the Municipality is responsible for compulsory education, together with the families that have parental authority. Therefore, thanks to the lists of those indicated, possessed by the Municipal services, that the selection process is started to enter Chance – second opportunity school.</i></p> <p><i>Once the lists have been acquired, Social services agree upon a calendar that starts the welcoming activities programme. <u>The welcoming activities for the young person on the list are an absolute innovation within the Italian public school.</u> In fact, such a procedure has never occurred before. The persecutory chain school - social assistants -court -family that looms over the young person “who does not comply with compulsory education” (in Italian not by accident a typical prison term is used: “evasore” someone who breaks out) is, by this means, finally reversed into an understanding network that invites the young person to freely support a <b>new educational contract with a public school organised for this reason.</b> This is why this stage is so important. We have learned that the welcoming activities require <b>time</b> (technical timing and above all internal timing for everyone and each of the contracting parties of the educational contract: teachers, educators, social services, families and, above all, the young themselves).</i></p> <p>The project represents something really innovative and important for Italy, since Second Chance Schools are not part of our Institutional education system. In general reintegration should be implemented inside Schools themselves but this happens only in some cases. There is not, in fact, a</p>

		System effectively working and school abandon rates are very high. Even if there are many good examples (also within lots of schools) related to the prevention and fight against school abandon, in general are cases not supported – also financially speaking – nor valorised Institutionally. The strength points are difficult to synthesised: the project represents a combination of pedagogical and methodological techniques and tools designing a different model of School focused on the personal needs of the young persons, that implies the re-thinking of the profile and role of trainers, teachers and educators.
20	<b>Weaknesses</b>	Its application needs funds, a fixed and cooperating network of subjects – formal and informal – working on a local area and, of course, the support of National and local Institutions.
21	<b>Transferability</b> (within the same country, within other territorial contexts)	High X Medium Low <i>Please indicate why.....</i>
22	<b>Transferability</b> (towards other target groups)	X High Medium Low <i>Please indicate why.....</i>
23	<b>Reproducibility</b> (within other territorial contexts, Countries)	High X Medium Low <i>Please indicate why.....</i>

**24. OTHER ASPECTS TO BE MENTIONED** (optional)

If you wish to stress other elements of the experience described not foreseen in the table Format, please indicate them or, if you wish, just provide a general comment.

Without going in details, the strengths and transferability indicated refer in particular to the methodology applied and the related principles implied. Actually the project applied a Model that in Europe exists, successfully, in some specific national contexts (e.g. UK, Germany, Spain, etc.). the information presented in the Annex A are very close to the general principles applied by Chance project.

## COMPETENCE COACH

Survey to collect information and case studies on practices and experiences of coaching among the countries of project partners

### IT – UK - CASE STUDIES

IT-UK CASE STUDT 1

Section I - GENERALITIES		
1	<b>Project / Intervention Title</b>	<b>APIR FRAMEWORK (Assessment-Planning-Implementation – Review)</b>
2	<b>Project/Intervention context</b>	X National X Local Sectorial
3	<b>Organisation Applicant/Contractor</b>	<p>3.1 Organisation Name: <i>Connexions</i></p> <p>3.2 Typology:</p> <p>Schools X Social Services Guidance Centres Employment Services Health Services Third Sector Social partners Enterprises Local authorities National authorities Self help groups Others (specify)</p> <p>3.3 Project Responsible (if possible):</p> <p>3.4 Organisation full Address and website:</p> <p>3.5 Project website (address):</p> <p>3.15 Other useful contacts (telephone, fax, etc.):</p>
4	<b>Other Actors involved (network)</b>	<p>Schools Social Services Guidance Centres Employment Services Health Services Third Sector Social partners Enterprises X Local authorities X National authorities</p>

		Self help groups X Others (specify) Manchester Metropolitan University
5	<b>Financing Typology</b>	X Ad hoc X Settled, permanent Not foreseen
6	<b>Source of resources</b>	X Public Private Mixed Voluntary
7	<b>Funds</b>	Total Budget (if available) <i>This information is useful for the analysis of the reproducibility and sustainability of the intervention.</i>
<b>Section II - DESCRIPTION OF THE EXPERIENCE</b>		
8	<b>Reason why</b>	<i>With respect to the curriculum expected in the project, please indicate to which area/areas the experience chosen refers:</i>  8.1. Xcoaching 8.2. Xcompetence assessment (about assessment tools of competences for guidance practitioners) 8.3. Xchange management in particular 8.4. X guidance of groups at risk of social exclusion 8.5. ICT based guidance for groups at risks of social exclusion 8.6. intercultural counselling
9	<b>Target group (intermediate actors)</b> <i>(it is possible to select more targets)</i>	Teachers Trainers X Coaches X Tutors X Guidance counsellors Families School-University Headmasters Training agencies managers Others (specify)
10	<b>Beneficiaires – end users</b>	Adults Unemployed/Job seekers Job changers Migrants X early school leavers Low or poorly qualified people Other at risk groups (specify.....)
11	<b>Please indicate the range of age considered.</b>	15-18 19 – 25 26 - 35 36 – 45 46 - over Not specified
12	<b>General Aims</b>	To identify then address areas of need in a young persons life. This is done in with the young person
13	<b>Specific Goals</b>	To improve the quality of a Young Persons' life so that they feel better equipped and confident in engaging in education, training and/ or employment
14	<b>Methodologies applied</b>	Targets set are SMART: <b>a. Specific b. Measurable c. Agreed d. Realistic e. Timed</b>

		<i>see also Annex A</i>
15	<b>Human resources involved</b>	<i>na</i>
16	<b>Quantitative outcomes</b>	<i>na</i>
17	<b>Qualitative outcomes</b>	APIR is a tool used by Personal Advisers to assist them with helping young people to identify areas of need and concern in their lives.
18	<b>Evaluation - follow up</b>	Available x Not available Not foreseen
<b>Section III - ANALYSIS AND EVALUATION ASPECTS</b>		
19	<b>Strengths</b>	<p>The APIR Framework provides a methodology and supporting materials through which a young person supported by their Personal Adviser can develop and implement a personal action plan for realising their goals based on a holistic assessment of their needs. By setting out a common approach it aims to bring together a degree of consistency to service delivery across partnerships and to facilitate information sharing between agencies working to support young people.</p> <p>What does the process involve? The Framework identifies 18 factors which have the potential to impact on a young person's participation and progression in learning in both positive and negative ways.</p> <p><i>Education and employment:</i> -Participation -Achievements -Basic skills -Key skills -Life skills -Aspirations</p> <p><i>Social and behavioural development:</i> -Identity and self-image -Attitudes and motivation -Relationships within family and society -Risk of (re-) offending</p> <p><i>Family and environmental factors:</i> -Capacity of parents/carers -Family history and functioning -Social and community factors -Housing -Income</p> <p><i>Personal health factors:</i> -Physical health -Emotional well-being -Substance use issues</p> <p><i>Producing an action plan for change</i> The focus of the plan must be the work that needs to be carried out to address the identified issues requiring change. It should set out actions for: -The young person -The Personal Adviser -Significant others known to the individual who may need to understand what the young person is attempting to do -Other agencies/ organisations whose services may be needed in support of the young person</p> <p><i>Key principles on which good action plans for change should be based are:</i> -The young person is actively involved in drawing up the plan so they feel in control of owning and managing it. It must be meaningful to the young person and use language they understand. -The plan summarises the young person's current situation and contains realistic indicators of the planned distance travelled. The plan should state how contact is to be maintained and when a progress review will take place</p>
20	<b>Weaknesses</b>	<i>Please indicate shortly all factors representing the weak points of the experience chosen (e.g. poor reproducibility, very high cost, organizational limits, inadequate logistic, too restricted with respect to real needs, etc.).</i>

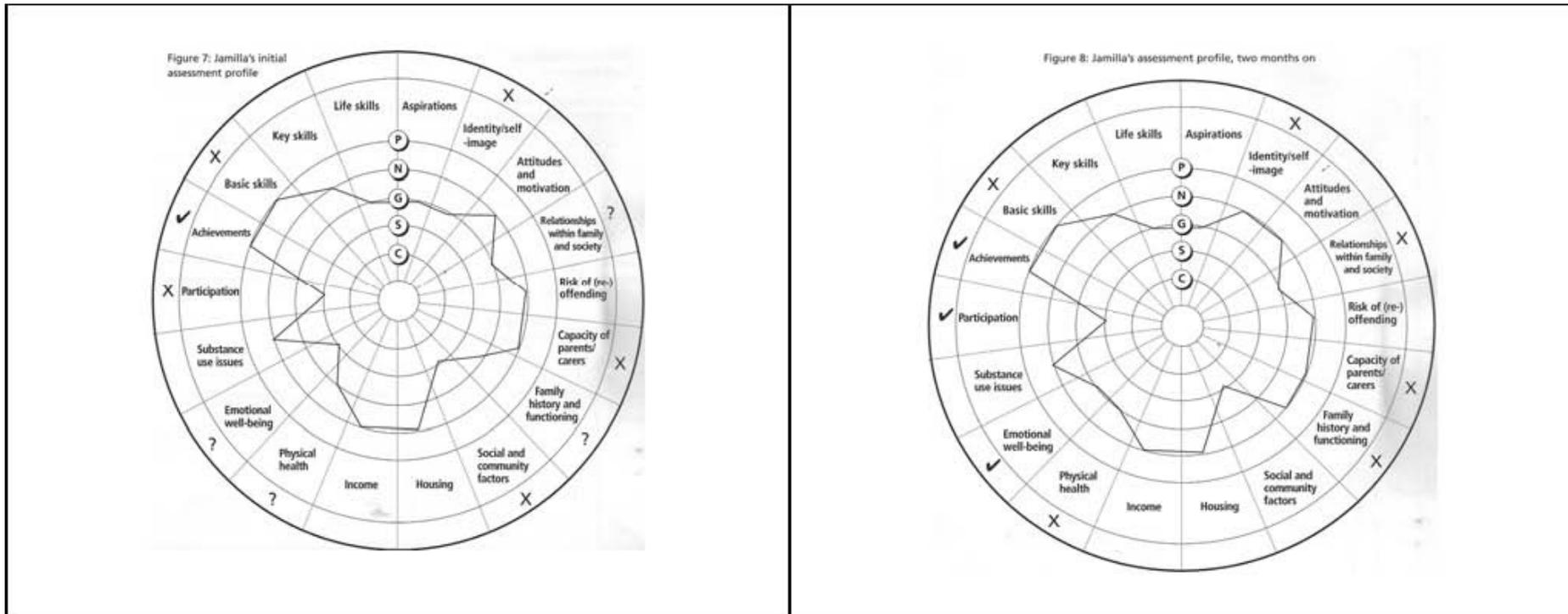
		<i>Max 15-20 lines</i>
<b>21</b>	<b>Transferability</b> (within the same country, within other territorial contexts)	X High Medium Low <i>Please indicate why.....</i>
<b>22</b>	<b>Transferability</b> (towards other target groups)	X High Medium Low <i>Please indicate why.....</i>
<b>23</b>	<b>Reproducibility</b> (within other territorial contexts, Countries)	High X Medium Low <i>Please indicate why.....</i>

**24. OTHER ASPECTS TO BE MENTIONED** (optional)

If you wish to stress other elements of the experience described not foreseen in the table Format, please indicate them or, if you wish, just provide a general comment.

See figure below

THE PROFILE: FIGURE 7 – INITIAL ASSESSMENT PROFILE  
 FIGURE 8 – ASSESSMENT PROFILE TWO MONTHS ON



LEGEND:

- P – positive strengths identified which could contribute to successful transition(s)
- N – No issues identified which could hinder successful transition(s)
- G – General issues identified
- S – Significant and/or specific issues identified
- C – Critical and/or complex issues identified

Section I - GENERALITIES		
1	Project / Intervention Title	Music Staff
2	Project/Intervention context	National X Local Sectorial
3	Organisation Applicant/Contractor	3.1 Organisation Name: Manchester Youth Service  3.2 Typology:  Schools X Social Services Guidance Centres Employment Services Health Services Third Sector Social partners Enterprises Local authorities National authorities Self help groups Others (specify)  3.3 Project Responsible (if possible):  3.4 Organisation full Address and website:  3.5 Project website (address):  3.16 Other useful contacts (telephone, fax, etc.):
4	Other Actors involved (network)	Schools Social Services Guidance Centres Employment Services Health Services Third Sector Social partners Enterprises X Local authorities National authorities Self help groups Others (specify)
5	Financing Typology	X Ad hoc Settled, permanent Not foreseen
6	Source of resources	Public Private X Mixed X Voluntary

7	Funds	Total Budget (if available) <i>This information is useful for the analysis of the reproducibility and sustainability of the intervention.</i>
<b>Section II - DESCRIPTION OF THE EXPERIENCE</b>		
8	Reason why	<i>With respect to the curriculum expected in the project, please indicate to which area/areas the experience chosen refers:</i>  8.1. coaching 8.2. competence assessment (about assessment tools of competences for guidance practitioners) 8.3. change management 8.4. guidance of groups at risk of social exclusion 8.5. X ICT based guidance for groups at risks of social exclusion 8.6. intercultural counselling
9	Target group (intermediate actors) <i>(it is possible to select more targets)</i>	Teachers Trainers X Coaches X Tutors X Guidance counsellors Families School-University Headmasters Training agencies managers Others (specify)
10	Beneficiaires – end users	Adults Unemployed/Job seekers Job changers Migrants X early school leavers X Low or poorly qualified people X Other at risk groups (specify.....)
11	Please indicate the range of age considered.	15-18 19 – 25 26 - 35 36 – 45 46 - over Not specified
12	General Aims	To engage young people in an alternative education programme
13	Specific Goals	To train young people and eventually reward them with a recognised accreditation which will be useful to them in gaining employment or going onto further training/education.
14	Methodologies applied	<i>See annex A</i>
15	Human resources involved	<i>na</i>
16	Quantitative outcomes	<i>na</i>
17	Qualitative outcomes	The Music Stuff Project is specifically designed for young people not in Education, Employment or other training who have an interest in music.
18	Evaluation - follow up	Available X Not available Not foreseen
<b>Section III - ANALYSIS AND EVALUATION ASPECTS</b>		
19	Strengths	This programme was developed as a particular way of engaging young people into learning in a way which is attractive to them. Young people are quite often 'into music' and feel that being involved with music is 'trendy'. However there is quite a lot of technology involved therefore the creation

		<p>of music requires a young person to go through a learning process.</p> <p>The project takes place in a youth centre where there is a whole area which is specifically fitted out with recording equipment, instruments etc..</p> <p>The trainers on the project are trained youth workers as well as having expertise in the technical aspects of music creation.</p> <p>Young people are introduced to the programme in a similar way that they are referred to the STEPS programme.</p> <p>There is a detailed training plan and this is undertaken in a structured but informal way. The young person is started at a level appropriate for them and on a training that suits their talent and skills. This can include playing and instrument, singing, writing and arranging music/ songs, sound recording and DJing</p> <p>Young people taking part in this project are offered the opportunity to perform at events which is a marvellous boost to their confidence and helps in developing their social skills.</p>
20	<b>Weaknesses</b>	<p><i>Please indicate shortly all factors representing the weak points of the experience chosen (e.g. poor reproducibility, very high cost, organizational limits, inadequate logistic, too restricted with respect to real needs, etc.).</i></p> <p><i>Max 15-20 lines</i></p>
21	<b>Transferability</b> (within the same country, within other territorial contexts)	<p>High X Medium Low</p> <p><i>Please indicate why.....</i></p>
22	<b>Transferability</b> (towards other target groups)	<p>High Medium X Low</p> <p><i>Please indicate why.....</i></p>
23	<b>Reproducibility</b> (within other territorial contexts, Countries)	<p>High X Medium Low</p> <p><i>Please indicate why.....</i></p>

# Annex A case studies IT\_UK

## THE CONNEXIONS SERVICE - MANCHESTER

Connexions is a Service for young aged 13-19 y.o., living in England and wanting advice on getting to where they want to be in life. It also provides support up to the age of 25 for young people who have learning difficulties or disabilities (or both). Connexions is a modern public service and young people are actively involved in its design and delivery. The service is managed locally by Connexions Partnerships that bring together all the key youth support services. In the next pages are described and introduced a few main issues concerning the role of the Personal Adviser within the Connexions Service and *methodologies, skills, good practices and models* related to the service provided and to the specific role undertaken.

### What is change in the connexions context?

The main focus of the PA's role (personal adviser) is to support the young person and empower him/her to remove barriers to learning. Much of this module focuses on direct work with young people. However, it is important that PA do not lose sight of the fact that very often working for change with the young person alone will not achieve the desired outcomes. It may be the case that removing barriers to learning will require a stronger, strategic, systemic change to create the circumstances for the young person to learn effectively and successfully, and to aspire to growth and development. Change will only occur if the new opportunities offered to young people are appropriate. PA need to bear in mind that many young people need only information and encouragement to make very good choices themselves – most will not require the approaches considered in this module. However, many PA will spend most of their time working with a significant number of young people with multiple needs, who, would have benefited from preventative work and early intervention had it been available. In working with such young people, the PA has a key role as an agent to support the change - the PA can work with young people to support them in:

- **Raising their aspirations**
- **Improving their achievements**
- **Securing better outcomes**

Change, in its simplest form, can be described as “to alter or make different”. Described in this way, the effect of altering or making different is without judgement or value, and is, in itself, non-directional. Depending on the point of view of the observer, change may then be for better or for worse. In some cases, the introduction of a PA will act as a change in itself. Simply having a responsive and listening adult prepared to engage with him/her to address his/her difficulties or problems, may itself alter a young person's interactions with those around him/her. Where young people have significant difficulties and/or at risk of disengagement from mainstream learning and employment, specific approaches may be needed to work with the young person directly to enable and empower that young person

to succeed in working for change. The PA's **approach to change**, however, must be grounded in the principles that underpin the Connexions Strategy. The PA's role is to work with the young person, his/her significant others and relevant agencies to secure improvement in opportunities and capacity to learn. As such, the PA has a legitimate ethical role in working for change to overcome barriers to learning.

Change for a PA working with a YP should be:

- **YP-centred;**
- **Tailored to individual needs;**
- **Based on principles of ethical and professional practice;**
- **Purposeful; Focused ; Planned;**
- **Capable of being implemented;**
- **Regularly reviewed.**

Some of these issues have been considered in Understanding Connexions and/or Module 2 and should be viewed here from the perspective of change. The APIR process can help to ensure that change meets all of the points listed above.

#### ☛ **Personal perceptions of Change**

In everyone's life, some change is planned for and controlled; other change is unplanned and may be forced by circumstances. Whatever the prompt, how change is perceived can affect how it is handled. For example, a planned decision to change job or move house can usually be monitored and to some extent controlled. Whilst achieving it may not be easy, planned change is less likely to feel threatening. An unplanned or unforeseen change, such as bereavement or accident, can have a catastrophic impact and force new decisions and choices to be made. Unplanned change is likely to feel uncontrolled and threatening. Even a positive unplanned change such as an unexpected promotion may seem threatening to some people as they may feel they lack the control to manage the process adequately.

People react to change very differently. Some people may find any change difficult, whilst others embrace all forms of change. Experience, environment, personal circumstances and maturity all have a part to play in the change process. Having an insight into how people react to change can help in the process of planning and working for change with young people. By setting small step achievable targets, it is likely that Dean will experience some early success in working for change. This may be crucial in maintaining his willingness to continue to behave in a different way. Early success may in itself act as a key reinforcer of his willingness to continue to work for change. Early failure to achieve success is likely to result in disappointment and a resistance to make any further change.

#### ☛ **Positive Reinforcement**

Where young people work to make a change in their behaviour, it is important that such change is given early recognition and reinforcement. In the initial stages of young people's attempts to change, it is very important to give them recognition for their efforts, even if they are not completely successful.

The targets for Dean may prove to be intrinsically reinforcing as activities:

- Dean may enjoy the next meeting with PA
- He may well feel rewarded by the opportunity to consider his options and future alternatives
- He may gain greatly from a workplace experience in the company of motivated adults
- He may be actively interested in looking at the things he can benefit from as an individual
- He may enjoy the chance to engage with a group in a positive activity.

The fact that all of this is taking place across a limited time scale may contribute to Dean's sense of purposefulness and give momentum to the change plan. If all of these activities are intrinsically rewarding and reinforcing, then Dean is likely to remain motivated to continue to pursue a programme of positive change. However, it is unlikely that all of these experiences will be equally positive for Dean. It may be that he doesn't like the individuals, the activities, or the settings in which he is being asked to engage. For this reason, he is likely to need to be further reinforced and supported in his changed behaviour. Reinforcement can be in the form of praise and recognition from his PA. The impact of this may depend upon the quality and nature of the relationship between the PA and the YP. Recognition and praise, in private, from a significant adult can be an important motivator for a YP. Such praise needs to be genuine and meaningful and given for effort as well as achievement. It needs to be frequent, promptly provided and given in a way that is meaningful and acceptable to them. being picked out publicly for praise discomforts many adolescents. Where such praise is given for trying to change their behaviour, YP may find that they become a scapegoat, or a target for ridicule by their peers.

### **THE USE OF CONTRACTS**

A contract represents a formal agreement with a YP to achieve a new and changed way of behaving. Contracts can take many forms but they usually include:

- A clear statement of the changed behaviour that the YP is striving for
- The way in which such new behaviour will be reinforced and rewarded
- The way in which support will be provided to the YP through this change.

By setting out the agreement to change as a formal document, the PA has the opportunity to clearly specify expectations on all sides and can convey to the YP that s/he is a responsible and active partner in this change process. A contract can be a very positive and powerful tool for change. Unfortunately, they are sometimes poorly planned, prepared and monitored. There is evidence that some YP have been on the wrong end of very one sided contracts, where the obligations laid upon them have been so great that they are unachievable. Such contracts include those that insist upon a 100 per cent achievement of the target behaviour from the outset. Key steps in the effective contract planning process might include:

- Developing a shared view of the problems or difficulties with the YP
- Gathering all relevant information about the YP from the YP him/herself and where relevant, other professionals
- Agreeing on desirable behaviours and what these comprise

- Developing short-term targets for achieving these new behaviours
- Setting out how these new behaviours will be enacted by the YP
- Establishing ways to monitor or measure this new behaviour
- Agreeing how this new behaviour can be reinforced and rewarded
- Securing any necessary support from others in order to ensure the contract is a success
- Agreeing when the initial short terms targets will be reviewed
- Formally signing the contract with the YP.

### THE PROBLEM SOLVING APPROACH

This is a form of cognitive behavioural therapy based on the frequent finding that people who have amassed sizeable numbers of problems often lack a range of problem solving skills for dealing with difficulties that arise in their lives. The aim of the problem solving methodology is to improve the awareness and understanding of young people, enhance their perspective taking, raise their ability to anticipate the consequences of their actions and equip them to do things differently. The approach involves:

- Enabling the young person to clearly identify problems or difficulties -This is done through discussion and exploration. The practitioner works to make sure that the problems are specified as clearly as possible.
- Exploring a range of alternative ways of responding in problem situations - This involves creative thinking to generate as wide a range of possible responses that the young person could make.
- Testing out the solutions that are most likely to achieve success - This involves exploring with the young person, the resources and skills that they bring to utilising these solutions.
- Examining the steps needed to practice and implement these new solutions - These steps need to be explored in detail to check the extent to which the young person requires support to achieve success.
- Developing a programme with the young person to achieve the successful implementation of these new approaches, together with the time span across which the programme will run - It is important that the young person is an active partner in this development.
- Reviewing the programme in order to celebrate success and explore the implications of this learning for their future approaches to addressing problems and difficulties - By monitoring the programme carefully the young person can be helped to learn how to apply this learning to new problems or situations.

The problem solving approach is relevant where young people have difficulty in taking responsibility for their behaviour and understanding how to manage it. Many young people develop a restricted repertoire of responses to a given situation and may lack the necessary experience to develop a range of alternative responses. The Personal Adviser would aim to undertake the steps shown in **figure below**.

**Figure : The problem solving approach**

Integrate the information from the young person, the referral and from other sources		
	▼	
Specify the young person's problems or difficulties. Is the young person aware of the problem? Does the young person recognise that it is a problem?		
	▼	
Distinguish facts from opinions within the young person's perspective of the problem		
	▼	
Identify and consider the young person's current repertoire of responses to situations		
	▼	
Decide on practical issues such as who needs to be involved, the likely number of work sessions and the timing of the intervention		
	▼	
Develop a relationship of trust with the young person upon which to develop the programme for change		

**The next step involves actually developing a programme of action with the young person**

Agree with the young person the problems that need to be tackled first		
	▼	
Generate alternative solutions and establish goals to solve these problems		
	▼	
Set out the steps necessary to achieve these goals		
	▼	
Explore the tasks needed to tackle the first step		
	▼	
Review progress at the next session including any difficulties or problems encountered in undertaking the task		
	▼	
Agree the next step and the tasks needed to achieve success		
	▼	
Proceed through each of the planned activities to achieve the agreed goals		

The exploratory stage of developing this programme is very important. The practitioner works with the young person to establish how s/he currently thinks through his/her response to given situations. Some young people will have a very limited view of how they can respond and a smaller number may find it difficult to explain how they think in response to a given situation. The practitioner encourages the young person to set out his/her ideas in full. Where the young person's thinking is dysfunctional or inappropriate the practitioner seeks to challenge this. What is fact and what is opinion needs to be challenged. The basis for the challenge may be that this thinking is failing to achieve the

outcome the young person is actually seeking. The young person is asked to generate as many ideas as s/he can about how s/he could respond to the given situation in a new and different way. Some young people may require help, encouragement and considerable prompting to develop a range of alternative ideas. The Personal Adviser records the ideas that the young person generates and then works with him or her to evaluate them, and explore the advantages and disadvantages of each. From this analysis, the young person is encouraged to choose one approach. This new approach is then rehearsed in detail. The practitioner works with the young person to establish how s/he will think through his/her approach to this task and how she will behave in a given situation. This rehearsal may extend to role-playing the new behaviour and providing feedback to shape and refine the young person's performance.

### **SOCIAL SKILLS TRAINING**

The term 'social skills' usually refers to a set of complex interpersonal behaviours, which are associated with social behaviour and social competence. Such interpersonal behaviour is a vital determinant of how a young person will fare at school, amongst peers and in the wider community. Social skills are learned skills that enable us to co-exist easily with other people. This means that in cases where deficiencies in such skills exist, there is at least the possibility that they can be remedied by systematic training. Social skills training is founded on this premise. Some young people lack the necessary social skills to form effective relationships with others in education, at work or with their peers. Acquiring these skills is dependent on a combination of: -Maturity - Exposure to circumstances where these skills are gained - The level of understanding and importance the young person places on these experiences. A lack of good social skills may attract a great deal of negative attention. In a learning setting, the young person who appears to be unfocused, uninterested, and failing to pay attention, is likely to attract teacher/tutor disapproval. A sullen expression and the failure to make eye contact when asked a question is likely to be perceived negatively. Similarly in a workplace setting, the young person who does not appear busy, or involved with his work, is likely to attract hostile attention from the supervisor. There are a wide variety of definitions of social skills in the relevant literature. As a result of this, some practitioners have resorted to operational definitions such as the following offered by Michelson (1983):

1. Social skills are primarily acquired by learning
2. Social skills comprise specific and discrete verbal and non-verbal behaviours
3. Social skills entail both effective and appropriate initiations and responses
4. Social skills maximise social reinforcement (e.g. positive responses from one's social environment)
5. Social skills are interactive by nature and entail both effective and appropriate responsiveness (e. g. reciprocity and timing of appropriate responses)
6. Social skills performance is influenced by the characteristics of the environment. That is, such factors as age, sex and status of the recipient affect one's social performance.
7. Deficits and excesses in social performance can be specified and targeted for intervention.

Some of the points made above may be illustrated by using case study material.

### Short case study: Sam

A Personal Adviser has gone into a school to meet with Sam. It is break time so the Personal Adviser goes outside to try to find him. It was not easy to find Sam because he was walking quickly around the school's large grounds. He was by himself, hands in pockets and kicking an empty carton. He was on the small side for his 13 years and looked rather abject. Eventually, he fixed on a group who were engrossed in a game and kicked his carton into the group. It was kicked away and the group closed ranks so that he was effectively cold-shouldered. After hovering for a few moments, he went up to one of the smaller members of the group and tugged at his sleeve. He was shrugged off and after hovering for a few more moments returned to his solitary perambulations. A minute or so later, he noticed the Personal Adviser and came running up with a look of evident relief on his face. He attached rather like a limpet. He kept up a constant stream of conversation changing the subject frequently and paying no attention to any comments that were made to him. Returning to the seven-point definition of social skills offered by Michelson, it is apparent that some of the criteria it contains can be applied to Sam, for example:

- It is reasonable to assume that, for whatever reason, Sam has failed to develop adequate social skills (point 1).
- It is also reasonable to assume that he does not have the skills to maximise social reinforcement and to get positive responses from those whom he wishes to relate to in his social environment (point 4).

Learning the value of self-presentation and social skills is important to create a good impression. Where young people are able to do this, adults around them tend to respond positively and the effect is to build a cycle of continuous positive reinforcement. The adult thinks well of the young person and behaves positively towards him or her. The young person who receives this positive regard responds positively in turn. Individual social skills tuition can make a significant difference to interaction with others. The starting point for such a programme is a good baseline assessment of the young person's existing social skills. Some young people may have adequate self-presentation skills but lack the social skills needed to engage effectively with other young people. Such young people may be unable to:

- Join a group
- Remain with the group
- Contribute to the group
- Respond to the agenda of the group.

The young person may find it difficult to:

- Talk with his or her peers
- Speak without using verbal put-downs
- Co-operate with others in a group
- Participate without trying to take over the group.

All of these behaviours will inhibit a young people's capacity to participate effectively with others. They might need help to participate effectively in a group. The Personal Adviser needs to be able to model the elements that make up effective social skills and-to be able to coach and shape the young person's developing performance.

## SOCIAL SKILLS IN THE WORK SETTING

One key area where good social skills are vital to young people is that of employment. Young people need to be able to create a positive first impression and sustain this throughout their working lives. At work young people need to be able to be themselves whilst also engaging effectively with others. In this environment, effective social skills mean having the capacity to give out the messages that you want to convey and being able to read the signals from those around you. Young people need to have the understanding and skills to respond appropriately to the roles of different individuals in terms of the position that the individual holds and to understand the responsibility of such an individual. In the workplace, young people may need to evaluate their own behaviour, to understand its impact on those around them and to understand how others see them as a result of such behaviour. Young people may have difficulty in seeing themselves as others see them and this can cause difficulties. A way of strengthening this approach is to engage with the young person to explore his/her thoughts and feelings about the way s/he behaves.

This approach seeks to help him/her:

- Understand the reasons for acting the way that s/he does
- Comprehend that s/he has the capacity to change his/her behaviour
- Appreciate that in changing his/her behaviour s/he may in turn change the behaviour of others towards him/her.

There are a variety of techniques that can be employed to teach social skills to young people. Modelling and coaching are considered below.

### MODELLING

This can be carried out in a number of ways and can include desirable social behaviours being observed in a naturalistic setting eg classroom. Another way is to view a video showing the desired behaviour being carried out and to then discuss what is happening. Resources such as these are available to buy at a reasonable cost. Another example would be to use a recorded television programme like a soap or sitcom. If you are dealing with a young person who is very aggressive verbally and you are trying to somehow challenge this behaviour, the video could be shown and a note made of how many put downs are seen. The effects of these on people could be noted and discussed with the young person. In both cases, a monitoring form can be used to note down particular behaviour and the amount of times it happens.

### COACHING

This method relies on the use of verbal instruction to teach social skills. It therefore relies heavily on an individual's cognitive and language skills. It also relies on practice as one of its critical components. There is a traditional view of the coach as the expert. The coach is all knowing and providing the learner conforms to his/her expectations then the learner will be successful. From the expert position, the coach offers a perspective on the situation. S/he tells the young person what to do and how to do it. The coach assumes a position of power. However, a more up to date approach to coaching involves working with young people (*see figure below*). The coach helps to raise the awareness of the young

person, to work with him or her to consider available options and any issues or obstacles to achieving these. The focus is then placed on enabling the performance to ensure the young person achieves successful change. The coach seeks to:

- a. Build on trust and support through his/her relationship with the young person - *Having developed a rapport with the young person through forming an effective relationship with him/her, the Personal Adviser makes clear his/her role in providing support and working for change.*
- b. Highlight the young person' strengths and capabilities - *Valuing the young person and enabling him/her to recognise his/her own strengths and capability.*
- c. Develop the young person's self-awareness - *Ensuring that she is able to take a clear view of his/her behaviour or performance in an interaction.*
- d. Focus on specific goals for change - *Discussing with the young person what s/he thinks might be changed and how such changes might be achieved.*
- e. Facilitate skills development - *Examining the skills and behaviour that make up the changed performance the young person is seeking - Exploring these skills with the young person by getting him/her to demonstrate his/her concept of these skills - Providing feedback on the young person's performance to shape and enhance his/her skills.*

**See also Box below**

**Figure - The role of the coach**

The role of the coach must be set out as:	The more up-to-date approach to coaching change involves working with young people to:
Specifying the change needed ↓	Exploring what they see as their needs ↓
Proposing how the change is to be made ↓	Enabling them to consider how they may change through examining their options ↓
Rehearsing the young person in the changed behaviour ↓	↓ ↓
↓ ↓ ↓	Challenging any misconceptions, assumptions or ambiguities in the changes the young person proposes ↓
Securing this changed behaviour in practice	
	Facilitating this change through practice and feedback

The coach helps to raise the awareness of the young person, to work with him or her to consider available options and any issues or obstacles to achieving these. The focus is then placed on enabling the performance to ensure the young person achieves successful change. The coach seeks to: **Build on trust and support through his/her relationship with the young person** - *Having developed a rapport with the young person through forming an effective relationship with him/her, the Personal Adviser makes clear his/her role in providing support and working for change.* **Highlight the young person' strengths and capabilities** - *Valuing the young person and enabling him/her to recognise his/her own strengths and capability.* **Develop the young person's self-awareness** - *Ensuring that she is able to take a clear view of his/her behaviour or performance in an interaction.* **Focus on specific goals for change** - *Discussing with the young person what s/he thinks might be changed and how such changes might be achieved.* **Facilitate skills development** - *Examining the skills and behaviour that make up the changed performance the young person is seeking; - Exploring these skills with the young person by getting him/her to demonstrate his/her concept of these skills; - Providing feedback on the young person's performance to shape and enhance his/her skills.*

<b>Box - The following is a checklist that can be operated to ensure a successful coach/young person relationship</b>		
<b>A COACHING SKILLS CHECKLIST</b>	yes	no
Do I have the necessary level of rapport to explore change with this young person?		
Can I highlight to the young person his/her strengths and capabilities?		
Have I enabled this young person to be aware of his/her difficulties?		
Have I asked the young person what she/he thinks can be changed and how such change may be achieved?		
Have I discussed with the young person the changed performance(s)/behaviour(s) that s/he is seeking?		
Has the young person demonstrated his/her concept of these behaviours/skills?		
Are the proposed changes achievable by the young person?		
Is the number of proposed changes limited to two or three?		
Have I provided opportunity for the young person to rehearse and practice these changes and given him/her effective feedback?		
Have I prepared the adults around the young person for these changes?		

This area of facilitating change is critical. The Personal Adviser needs to be sensitised to the young person's responses and reactions throughout this phase of their relationship. There are key approaches that can make a difference. The following are just a few.

**Achievable change** - Often young people will suggest a transformation in their behaviour or performance. It is important that the Personal Adviser helps the young person to set small, achievable targets for change. This systematic, incremental approach is much more likely to achieve success. Where young people suggest a

transformational change, they may fail in their initial attempt to change. The gap between their own performance and the target that they were aiming for may be so great that they feel defeated and resist encouragement to try again. It may be useful to use a young person's own self-rating of performance to agree targets for change. For example, an individual may give a self-rating of 2 on a scale of 1 to 10 for 'time on task'. By developing targets that move through 3 then 4 and 5, the young person is much more likely to achieve a sense of progression and success.

**A limited number of changes** - Often young people can suggest a range of things that they want to be different. Once a young person decides that she wants to be different, it is not unusual for him/her to want everything to be different. Managing to make successful change is very challenging. Trying to make a number of changes at once or worse still multiple changes is unlikely to secure a good outcome. Working with one change at a time, or at most two or three, is likely to be more effective.

**Rehearsal and practice** - By asking the young person to demonstrate the target skill or behaviour, the Personal Adviser can provide feedback to enhance it. Effective feedback focuses on what was good about the demonstration or performance and one or two aspects of the performance that might be improved or enhanced. Where Personal Advisers fail to notice what the young person did well, or worse still, are highly critical of the young person's effort then s/he risks losing the young person's willingness to engage in change. Sometimes it can be helpful for the adult to demonstrate or model the way in which the young person might improve his/her performance. This needs to be done with caution. If the adult gives a portrayal that looks too polished or too remote from the young person's own performance it may shut off his/her motivation to try again.

**Frequency and repetition** -When trying out new skill behaviour it is extremely unlikely that the young person will be successful straight away. Any new behaviour feels uncomfortable and difficult to perform. The Personal Adviser needs to encourage the young person to try out the new behaviour as much as possible. Through practice and repetition, the young person is much more likely to achieve sustained change.

## **SOCIAL SKILLS TRAINING PROGRAMMES**

A typical social skills training programme could cover many of the following issues:

- Personal space
- Eye contact
- Facial expressions
- Gestures
- Posture
- Touch
- Listening to others
- Turn taking in social interaction
- Initiating social interaction/friendships/relationships
- Maintaining friendships/relationships.

One of the aims of social skills training is to make clear and teach these specific skills. It is often that these skills are taken for granted, for example, when a young person is talking to someone, she may stare or fix eye contact. This can sometimes be a sign of anger or confrontation. So the aim is to give clear messages about what is appropriate and acceptable, and what some gestures, movements or positions convey to others.

### **SUPPORTING THE YOUNG PERSON'S APPLICATION OF HIS/HER NEW SOCIAL SKILLS OR BEHAVIOURS**

As well as enabling the young person to decide upon, practice and rehearse the changed behaviour, it may be important that the Personal Adviser prepares those around the young person for such change. All too often young people in difficulty only come to the attention of adults when their behaviour proves to be problematic. Where young people attempt to change, if there is no recognition given by the adults around them, they may quickly give up trying. The Personal Adviser may need to negotiate carefully with the adults around a young person to ensure that they recognise the young person's attempt to change and they do so in a way that is palatable or acceptable to that young person. It is very important that the Personal Adviser ensures that the young person realises that any success is his/her success. Where young people achieve change, it is critically important that the Personal Adviser celebrates the young person's success and that he does so in a way that further empowers the young person.

### **FURTHER READING AND TRAINING ON COGNITIVE BEHAVIOURAL APPROACHES**

Stallard, P (2002) *Think good, feel good -a cognitive behaviour therapy workbook for children and young people*

'Think good, feel good' is a practical resource in print and on the Internet for undertaking cognitive behaviour therapy with children and young people. The materials have been trailed extensively in clinical work with children and young people with a range of psychological problems. The book covers the basic theory and rationale behind cognitive behaviour therapy and how the workbook should be used. It covers the core elements used in cognitive behaviour therapy programmes but conveys these ideas to children and young people in an understandable way and uses real life examples familiar to them. The practical series of exercises and worksheets introduce concepts that can be applied to each unique set of problems. Training in NLP aims to offer in-depth techniques to understand our own and others representative systems, which in turn improves communication. These can include noticing eye movements, certain gestures, breathing patterns, voice tone changes and even very subtle cues such as pupil dilation and skin colour changes (NLP practitioner training includes the developing skills and knowledge to use these information gathering techniques and to notice and interpret the subtle cues). Proponents of IVLP argue that this will allow practitioners to:

- Use specific language to connect better
- Use specific rapport models (like the technique of mirroring/matching young people's body language) to establish rapport quickly and improve initial communication
- Analyse particular linguistic patterns and allow matching to preferred language to ensure that we are truly

'speaking their language'

- Account for behaviour patterns and be able to raise young people's awareness to destructive or negative patterns
  - Help young people self-motivate in a uniquely powerful way.
1. Initially place five blank cards at spaced out intervals on the floor. These will represent the five stages that a young person will need to describe as they progress towards his/her goal.
  2. Ask the young person to first go to the furthest card and ask him/her the questions in column 1 in the table below. Try to help the person describe the goal through the different senses.
  3. Next ask the young person to come back to the start and stand on the first card and answer the questions in column 2 in the table overleaf.
  4. Then ask the young person to go to the midpoint and ask him/her to describe what s/he is doing about halfway towards higher goal. Ask the questions in column 3 in the table overleaf.
  5. Next, ask the young person to stand on the card just before higher goal card. Again, ask his/her to describe higher situation before achieving his/her goal through feeling, sight and sound.

#### **Box – Listening Skills - Non verbal**

##### **Eye-contact**

Adequate eye contact is usually the most important way of communicating one's full and undivided attention. It can be achieved easily by doing the following:

1. Focus your eye on the other person and gently shift your gaze from his or her face to another part of the body, such as a gesture hand or a tapping foot, back to the face, and to the eyes. Occasionally moving your gaze away from the person will reduce the chances of staring or of causing him or her to feel anxiety or suspicion. Let yourself be natural.
2. Avoid staring at the person or feigning eye contact by fixing your eyes on the person's forehead. This is a ploy used by military personnel who don't want to look a superior in the eye when he or she is talking. These behaviours connote doubt, hostility or insincerity.

Avoid looking away from the young person for long periods. If you are distracted by turning your gaze to others as they walk by, or to noises in the environment, the other person may interpret this as a lack of interest in him or her.

##### **Non-Verbal Prompts**

These demonstrate listening while also serving to encourage the person to continue speaking.

1. Affirmative head nodding. These head nods should be used occasionally, and paired with good eye contact.
2. Appropriate facial expressions. Generally, your facial expressions should reflect the kind and intensity of the person expressed feelings rather than your own reactions to them. A frown is appropriate when you did not follow or understand the persons point.
3. The use of silence. Silence on the part of the listener can communicate patience.

##### **Open body posture**

Relaxing your own body will usually encourage the other person to relax also. When your body shows openness and receptivity the other person is likely to talk freely and be less defensive. You can achieve open body posture by the following means.

1. Face the person squarely, rather than sitting or standing at his side
2. Uncross your arms and legs. Crossed arms can communicate superiority or defensiveness as well as serving as a barrier.
3. Lean slightly forward; this communicates interest. Slouching is an indication of boredom, fatigue or lack of interest.

### Listening Skills - Verbal

#### Focusing

Often in the early stages, young people will wander over numerous topics. Occasionally the helper's indirect leads have encouraged this wandering. When the helper thinks that the individual has explored the main topics of her concern, he may deliberately focus on one topic, which he feels, could be elaborated productively - for example, 'Which is the most important thing that we have talked about in the last ten minutes?' 'What were your feelings as we've been talking?' 'Can you choose one word to describe the last five minutes talking?' The helper should use his own feelings of confusion as a guide to decide when to focus.

#### Verbal Prompts

A helper can encourage the other person to open up further, examine his/her thoughts and feeling through verbal prompts. These prompts serve as an open invitation to the person to continue talking. The following prompts will encourage the person to continue communicating verbally:

1. Use verbal expressions Such as 'um-hum', 'Ye-e-s', 'Go on', 'I see', 'Can you tell me some more about that?'
2. Use a well-modulated voice. Such a voice tone and pattern is reassuring and comforting.
3. Repeat a key word. For example, if the person says: 'I don't know, I guess I'm just confused', the helper repeats the key word: 'Confused?'. This response prompts the person to say person's train of thought and exploration. This is called the 'playback' technique.
4. Ask clarifying questions, such as 'How do you feel about it?', 'Can you give me an example?', and 'What does that mean to you?'. Focus the person's attention on clarifying an experience or a feeling.

The 'setting' in which listening takes place obviously facilitates or hinders the process. Discussions/conversations can take place anywhere, in an office, hallway, classroom, bus. Wherever it is, the setting should be non threatening and conducive to conversation. This means putting the person at his/her ease. You can do a number of things to try and maximize this:

1. As far as possible ensure an atmosphere of privacy: Distractions such as phone calls, people walking in on you, other people sitting or standing within earshot, should be minimized. Close a door, take the phone off the hook, leave a 'please do not disturb' notice on your door. Making an effort to ensure privacy shows the other person that you are really interested.
2. Eliminate barriers: A large desk between you and the young person can be a physiological as well as physical barrier. It says 'I'm still superior to you. This desk is a symbol of my power and I reserve the right to pass judgment on you.'
3. Use your surroundings to help create the climate you want: If you want a climate which stresses the equality of your relationship, sit at the same level as the individual, with no desks between you, at right angles to one another.