



Local Discussion Groups

Y.U.S.S. - Addressing Youth Unemployment through Soft Skills Coaching Programmes

2011.1.FS1.I.F005.25052

Partnership

Spain
ADESEMA
Ms. Vera Bartolome (Coordinator)
E-mail: v.bartolome@adesema.org

Bulgaria
BDA
Ms. Denitza Toptchiyska
E-mail: denitza@bg-da.eu

France
IDF
Ms. Ramona Dogaru
E-mail: bastia@idf-corse.eu

Portugal
ISQ
Ms. Isabel Dias Nunes
E-mail: ICNUNES@isg.pt

Germany
VHS Cham
Ms. Martina Bachmeier
E-mail: mbachmeier@vhs-cham.de

Austria
E.N.T.E.R.
Ms. Daniela Maresch
E-mail: daniela.maresch@enter-network.eu

Index

1. Introduction..... 1

2. Local Discussion Groups 2

 2.1 (Country) 3

ANNEX

Annex I: xxxx

Annex II: xxxx

1. Introduction

This document has been written for the multilateral project “Y.U.S.S. – Addressing Youth Unemployment through Soft Skills Coaching Programmes” (2011-1-ES1-LEO05-35958) funded by the action Leonardo da Vinci – Transfer of Innovation within the framework of the Lifelong Learning Programme.

It presents the results and recommendations of the Local Discussion Group, involving different stakeholders. All projects partner in Spain, Portugal, Germany, France, Bulgaria and Austria formed separate Local Discussion Groups and elaborated reports on their work.

These recommendations will help to adapt the final products according to the needs and requirements in the relevant national context.

The Local Discussion Groups provide a good opportunity to work in close co-operation with different stakeholders on the local level which is also a step towards successfully implement the Y.U.S.S. methodology and tools in all project countries.

Volkshochschule im Landkreis Cham e.V.

2. Local Discussion Groups

Local Discussion Groups were established in Spain, Germany, France, Bulgaria and Austria involving e.g. staff members from partner organisations, young unemployed people, local employers, training institutions and human resources managers.

The partner institutions organised different Round Tables in order to receive as much information and recommendations as possible from the Local Discussion Groups.

In the following please find the results of the different project countries.

2.1 Spain

Local Discussion Group (Spain)	
Place	Madrid (Spain)
Dates	7/3/2013 and 13/5/2013
List of participants	<ul style="list-style-type: none">- Alina Stroi. Freelance coach- Delvis Juan Ramirez. Freelance, coach and trainer.- Javier Ormazábal. IFI labour market insertion advisor.- Maria Eugenia Fernández. IFI, coach and market labour insertion advisor.- Azucena Martínez. Coach.

(Insert photo of this LDG here)

Minutes	
Summary	The LDGs undertaken in Madrid (Spain) in the framework of the Y.U.S.S. project successfully met their aim of adapting the Y.U.S.S. materials to the local context.
Issues covered	<p>1. Usefulness of YUSS methodology and tools for development soft skills among young unemployed</p> <p>1.1. Practical Guide: The practical guide was positively assessed by the experts in the LDG. The contents are clear and helpful. Most part of the critics came with the ACRO methodology. Some experts believed that many young people actually do not have objectives and that putting them at the base of the pyramid is not very useful. Instead they proposed to start working with them with motivations that would end up becoming more sharp and focused objectives in a more advantaged stage of the process.</p> <p>1.2. Skills Methodology adapted to Y.U.S.S.</p> <p>1.2.1. Soft Skill 1: Ability to adapt to the organizational environment: In this soft skill the experts highlighted the need of working not only the adaptability but also, the resilience. Adaptability may have a pejorative meaning i.e., being adaptable to the needs of an external person / organisation may bring about disempowerment for young unemployed as opposed to resilience which means being resistant and flexible at the same time.</p> <p>1.2.2. Soft Skill 2: Communication</p>

	<p>In this skill the experts remarked the importance of assertiveness. In Spain this term is mainly used in interpersonal communication terms rather than in emotional intelligence ones. Assertiveness is the most efficient communication style because it is clear, expresses one self's needs and</p> <p>1.2.3. Soft Skill 3: Emotional Intelligence</p> <p>This skill was very positively assessed by the experts. They stated that usually workers do not know how to manage, identify and solve emotional situations. Actually, they remarked the most important situations at work are always linked to emotions.</p> <p>1.2.4. Soft Skill 4: Autonomy</p> <p>In this case, even though in autonomy we had not placed the motivation competence, the experts highlighted the importance of motivation. This skills is interlinked with the Emotional Intelligence one and it is a really useful one.</p> <p>1.3. Complementary coaching tools (e.g. number sufficient, more, less)</p> <p>The experts, and especially the coach that later undertook the coaching pilot expressed that the delivered materials were not sufficient to cover the 30 hours coaching that the Y.U.S.S. project required. Therefore, the experts were asked to collaborate online with the coach and ADESEMA in order to find the best exercises to deepen into each of the soft skills. They agreed in adding an initial session presenting the coaching technique, agreeing on how to build a "safe zone" for the participants to feel free to express themselves and to learn the importance of planning at short, mid and long term.</p> <p>2. Possible adaptations</p>
--	--

- 2.1. Recommendations in terms of topics / soft skills (missing ones, more emphasize on special ones)

The more emphasis the experts did was in general with the concept of coaching rather than training. Coaching means self – diagnosis and this entails a very deep process that they warned was difficult to reach in just 30 hours. So the first recommendation is to widen the impact this materials can have by having a longer course.

The second general comment they made, was regarding more interactive contents should be used. Only exercises are presented in the Y.U.S.S. materials and of course other means would complement these. For example, to use audio-visual materials was recommended.

Their third remark had to do with that there were no gender or diversity issues involved and that these should of course be incorporated as backbone of the coaching process. Therefore, it was recommended using specific exercises to raise awareness of diversity issues and of course having an expert coach who incorporate these issues into the process.

- 2.2. Recommendations in terms complementary coaching tools (missing ones, more emphasize on special ones)

They warned of the use of role-playings: they tend to reinforce social stereotypes rather than helping to overcome them.

The experts proposed several other tools that ended up being part of the final Spanish pilot coaching (please see Pilot coaching experience assessment – Spain).

The experts suggested that the excercises should be closer to the work place reality, the situations that arise there tec. For example they suggested that the three positions game (Emotional Intelligence) could be used to get the young's closer to a real working experience by analysing a job interview, an oral exam a conflict

	<p>with parents or workmates etc.</p> <ul style="list-style-type: none">- 2.3. Recommendations concerning trainers (are the coaching model and the practical guide sufficient for them to understand the methodology, do they have special requirements) The experts did no special remarks on this. Of course they expressed that sensitive and experienced coaches should be leading these kinds of actions that go further than a training experience. - 2.4. Recommendations for setting/environment where to use the tools (are the tools transferable to the national context / are they variable in their usability / can they be used for the national target groups (e.g. for groups, for individuals, graduates, school-drop outs) The experts found the tools absolutely adaptable and therefore transferable to other settings and target groups. - 2.5. Recommendations for implementation: Ideas for potential implementation of the tools in running national activities and suggestions how to make the tools suitable for that context For the Spanish case, the experts said that an individual coaching would be very advisable, to wrap-up and give feedback to the participants. Also, in the adaptation group that took place after the pilot finished the experts said that to follow-up the participants is a good practice that will allow the good implementation of the coaching. These follow-up calls would allow the coaches to actually assess the progress the young person has made in terms of impact of the materials. - 2.6. Recommendations concerning diversity reasons in national context It was discussed with the experts the feedback that the young participants had given on the coaching
--	---

experience. The youngsters believed that the fact that there were several “rhythms” was an obstacle. By this they meant that the tools were more useful for some participants than for others because some of them were too familiar with these kinds of group interventions than others. This led them to express that the materials should be used with homogeneous groups.

The experts stated however, that if the process really reaches the richness it should, the diverse groups are proven to be more fruitful than homogeneous ones. In addition, diverse groups maintain the objective of diversity in the room.

- 2.7. Considering the printed materials in terms of layout, clearness, appropriateness, usability, availability

The experts remarked that the printed materials were clear but that the quality of the layout design was very poor. They proposed to have a professional team to edit the final materials.

- 2.7. Others
...

3. Any other practical tips for coaches/trainers working with young unemployed

In general, the experts remarked that working in Spain with young unemployed now is a huge challenge. They suffer from relay high unemployment rates (57%) and in general do not have many expectations about the future. Many plan to emigrate and no real alternatives are seen by them.

In this context, the main advice from the coaches is to be really aware of the reality but to use tools to build alternatives for the youngsters. This is, work with them in order to try to isolate their own perspectives from the overall economic and social context. This is usually reached by helping them to understand the planning and process rationale.