



Local Discussion Groups 6- France

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

2011.1.FS1.I.F005.25052

Partnership

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Index

1. Introduction..... 1

2. Local Discussion Groups 2

 2.1 France..... 3

ANNEX

Annex I: Local Discussion group Evaluation

Annex II: Piloting coaching experience plan

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 France

Local Discussion Group, Nr. 1 (France)	
Place	ID Formation, 20200 Bastia
Date	21 March 2012
List of participants	<p>ID Formation</p> <ul style="list-style-type: none"> - Dogaru Ramona – project manager and trainer - Jean Claude Maire – project manager and coacher - Anita Lapeyre – trainer - Christine Di Vizio – coach <p>Sud Concept</p> <ul style="list-style-type: none"> - Helene Silvani – Trainer (Sud Concept)
Local Discussion Group, Nr. 2 (France)	
Place	ID Formation, 20200 Bastia
Date	6 mai 2013
List of participants	<p>ID Formation</p> <ul style="list-style-type: none"> - Dogaru Ramona – project manager and trainer - Sigurani Marielle – trainer - Jean Claude Maire – project manager and coacher - Anita Lapeyre – trainer - Christine Di Vizio – coach - Anne Marchetti – trainer <p>Sud Concept</p> <ul style="list-style-type: none"> - Helene Silvani – Trainer (Sud Concept) <p>Etudes et Chantiers Corsica</p> <ul style="list-style-type: none"> - Alain Teylouni <p>Couveuse d'entreprise Corse</p> <ul style="list-style-type: none"> - Marie Ange Gay

(Insert photo of this LDG here)

Minutes	
Summary	21 March 2013 and 5 May 2013
Issues covered	<p style="text-align: center;">1. Usefulness of YUSS methodology and tools for development of soft skills among young unemployed</p> <p>Three organizations were invited to be acknowledged about the activities of YUSS project and to work in tight collaboration with IDF in order to guarantee a good transfer/adaptation of the YUSS products:</p> <p>Sud Concept is a cooperative for employment which leads in Corsica, research, support actions and training in partnership with French authorities and offices related Insertion and Employment. The organization organizes namely sociolinguistic workshops aiming to increase job seekers ability to integrate the labour market. These workshops are designed to foster knowledge, to inform on existing public services and facilities, to develop keys and basic skills.</p> <p>Etudes et Chantiers Corsica is a non-profit association (law 1901);Its activities are dedicated to socio-professional inclusion through economic activity and operates in study, animation and implementation of workshops and inclusion work camps</p> <p>Couveuse d'entreprise Corse is a business incubator that aims to promote the economic initiative, including by allowing project managers to create business scale testing the economic feasibility of their project while learning responsibility for their own activity and to better understand the functions of the entrepreneurs in real situations.</p> <p>Sud Concept and Etudes et Chantiers Corsica, having an experience in supporting unemployed people and working on their skills development, were already aware about the project</p>

as they have participated to the interviews organized in the framework of the YUSS' WP2. (*These interviews were conducted in order to undertake a diagnosis and to show which social skills are most needed in organisations and in job position*).

The participants to this local discussion group are aware that a weakness of coaching programmes or other support programmes provided for the development of social skills is represented by the difficulty to evaluate its quality and to transfer this knowhow.

The providers don't have any specific support/product for the coaching activity and the support provided to the beneficiary depends on the experience and knowhow of the coaches. Indeed, Coach posture is based on know-being and know-how.

Thereby, the local group discussion participants find a great interest in the project and its materials/outcomes. The participants received the coaching manual in advanced in order to be familiarized with it. Two LDG were organized.

The first LDG aimed

- To define the public for the piloting coaching experience
They agree that the IDF Folelli public is the most appropriate for the piloting experience -unemployed young people facing great difficulties (16-25 years old) that dropped school or are registered to National Agency for Employment for more than one one year.
- to work on the coaching activities proposed in the manual
- to decide which exercise is appropriate to the public chosen for the piloting
- to adapt the material to the local contexts in terms of target group needs and relevant soft skills addressed
- to propose new activities
- to define the pilot coaching experience plan

The second LDG was organized when the piloting experienced was successful undertaken in order to inform about how the activity was perceived by the public and by the coach. This feedback aimed to identify which exercises were the most successful and which ones still needed to be adapted. An

evaluation form was also fulfilled by the LDG participants.

1.1. Practical Guide:

The participants appreciate having a practical guide in order to have a clear idea about the identification/definition of social skills, the methodologies and guidelines to follow in order to implement the necessary activities. This practical guide was useful

1.2. Skills Methodology adapted to Y.U.S.S.

1.2.1. Soft Skill 1: Ability to adapt to the organizational environment:

Four activities were defined in order to develop this skill category considered as very important in order to facilitate the integration on the labor market :

- 1 of the activities was presented in the manual (*"fairy tales in new guise" was chosen from the initial practical guide and adapted to our public*)
- and 3 of them were proposed by the LDG participants *Within this category, participants note that the ability to respects the hierarchal relations was evaluated with a median value of 17,50 (cf. results obtained in the WP2). Thereby, they agree to introduce one activity dedicated to this skills.*

1.2.2. Soft Skill 2: Communication

In order to work on the development of this social skills category, three activities have been proposed:

- 2 of activities were chosen from the manual and adapted to the target group with this following objectives:

Exercice - kingdmon of the blind :Development of self-confidence, Awareness of the body schema, learn to listen others, Manages his own emotions, Has the ability to negotiate with others

Exercice : ROLE-PLAY ROLES : message uptake, active communication, ability to give reasons and argue

- 1 new activity was proposed by the participants in order to

enable the young to be acquainted with the competency for communication; to learn to communicate within a group, to move from an analytical logic to a systemic logic, to highlight the principle of the scapegoat.

1.2.3. Soft Skill 3: Emotional Intelligence

6 activities have been proposed for the development of this social skills category.

- 2 of activities were chosen from the manual and adapted to the target group with this following objectives:

- 4 new activities were proposed by the participants

The LDG participants agreed that young lack of self confidence and that the proposed activities should focus on the development of “assertiveness”. The aims of these new activities are: *How to learn to be assertive? How to overcome our fears in our relationships? How to understand the mechanisms of the statement? How to express clearly and firmly what we believe? Know how to react to verbal messages or not verbal destabilizing? Being able to give a personal point of view. Knowing how to present himself verbally in a weighted and positive way. Making difference between behavior and identity.*

1.2.4. Soft Skill 4: Autonomy

4 activities have been proposed for the development of this social skills category (one was adapted from the manual and 3 were proposed by the participants).

1.3. Complementary coaching tools (e.g. number sufficient, more, less)

The LDG agree on 18 exercises for the development of social skills (7 were adapted from the manual and 11 were proposed by the LDG participants). It was remarked that some of the activities proposed in the manual were known by our coaches but there were no material for its (these exercises were transfer in the organisation by word of mouth process). Participants learn

also that a lot of work on the topic was realised also in the framework of a Comenius project “A new approach to social and cognitive skills” (<http://www.euro-cordiale.lu/outils-cognitifs/EN/pres.htm>) and they could choose some of the exercises developed within this project in order to have enrich the activities proposed in the manual and to . Anyway, the manual provided by ISQ in the framework of YUSS project was considered as very useful and the LDG participants attached a great interest in and were willing to work on its adaptation in order to obtain a tool that they can use afterwards in their own organisations.

1	Ability to adapt to the organizational environment
2	Communication
3	Emotional Intelligence / assertivness
4	Autonomy

	Our Sessions	Competences	Manuel / adaptation	New activity
0	<u>Presentation</u>			
1	A project is a dream with a date		x	
2	Fairy tales in new guise	1	x	
3	How to crop a dishonest employee	1		x
4	marshmallow challenge - team building	1		x
5	Organisation	1		x
6	kingdmon of the blind	2	x	
7	5 Squares	2		x
8	ROLE-PLAY ROLES	2	x	
9	Know how to react to verbal messages or not verbal destabilizing	3		x
10	Self-presentation with logic level	3		x
11	Perceptual Positions	3	x	
12	WHEEL OF LIFE	3	x	
13	able to assert oneself	3		x
14	knowing your fears	3		x
15	Going to Koh Lanta	4	x	
16	Organise your trip for this summer	4		x
17	what job do you like?	4		x
18	Strategies	4		x
19	Evaluation			
	TOTAL		7	11

2. Possible adaptations

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

LDG participants were generally agree with the 4 categories of competences as were defined in the YUSS project. They thought that a it will be interesting to be more emphasize on

assertiveness.

For our territory was also important to add an activity for the development of competence “respect the hierarchal relations “which was evaluated with 17,50 in the framework of WP2.

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

The feedback given within the second LDG highlights the fact that young which experienced the piloting weren't at ease to share aspects of their private life within the group and they didn't know how to react to verbal messages or not verbal destabilizing. For these reasons also, the public has less appreciate some of exercises for the development of Emotional Intelligence

- 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 coaching model and the practical guide are very useful for trainers in order to understand the methodology and have a wide large of exercises/activities that they could undertake in order to support the public with which these trainers work. Anyway, it was noticed that a coach should know very well the public in order to adapt the activities, the timing, his attitude, the environnement,...

- 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 LDG participants agreed that the tools are transferable mostly to the regional context but also to the national context(and that due to the survey undertaken within the WP2 activity); however the activities for the social competences development are variable in their usability in function of the

target group. We can't have the same approach for graduates, as we have for school-drop outs.

- 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

It was affirmed that this tool could be find very useful for stakeholders on our territory handling with support and guidance for youth facing difficulties in their professional and social integration. Dissemination activities should be undertaken on the territory in order to make the tools known by local actors. This program for the development of social skills could find a great interest to be included in some of programs initiated by the Territorial Colectivity of Corsica, National Agency of Employment and Local Mission.

- 2.6. Recommendations concerning diversity reasons in national context

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

The materials are considerate appropriated in terms of of layout, clearness, appropriateness, usability, availability

- 2.7. Others

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

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The evaluation of LDG shows that all participants were aware about general objectives of their participation to this work meeting. They affirmed that their venue was comfortable and fit the Local Group needs and objectives (the median value obtained = 9). We can speak about an excellent facilitation of the group, individual participation being very encouraged (the median value obtained = 9).

	<p>As mentioned here above LDG participants were very interest by the topic agreeing with the YUSS classifications of social competences in 4 categories and choosing to adapt 7 exercises from the manual and propose 11 new exercises. They were quite well satisfied with the changes introduced to the Be Competent, Be Sapiens products (the median value obtained = 8). The size of the Local Discussion Group was considered as adequate for the objectives it had by all participants; thereby they could participate actively (the median value obtained = 8) considering that their work on the activities adaptation will improve the Be Competent, Be Sapiens products (the median value obtained = 7).</p> <p>Participants were very satisfied with the overall Local Discussion Group experience (the median value obtained = 8).</p>
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Annex I: Local Discussion group Evaluation

Questions	answers from participants to LDG									mediane value	%
Were the Local Discussion Group general objectives explained to you clearly since you were contacted to participate in it?	y	y	y	y	y	y	y	y	y		100%
Was the venue comfortable and fit the Local Group needs and objectives?	10	9	9	10	9	10	9	9	9	9	
Did you find the group was well facilitated?	9	9	9	8	9	9	8	7	10	9	
Did you feel your own participation was encouraged by the facilitator/mentor?	10	8	10	9	9	10	8	7	8	9	
Express the level of satisfaction with the changes introduced to the Be Competent, Be Sapiens products	8	9	9	7	9	10	8	7	6	8	
Do you think the size of the Local Discussion Group was adequate for the objectives it had?	y	y	y	y	y	y	y	y	y		100%
Are you satisfied with your own contribution to the Local Discussion Group?	9	8	7	10	8	9	9	8	7	8	
Do you think that with the changes the Local Discussion Group proposed the Be Competent, Be Sapiens products will improve	8	6	8	7	6	9	7	5	7	7	
Please mark the overall Local Discussion Group experience	8	8	9	8	8	9	8	8	8	8	

Annex II: Piloting coaching experience plan