



Pilot coaching experience - SPAIN

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

2011-1-ES1-LE005-35958

Partnership

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1. General Overview

The pilot experience in Spain was undertaken in March (19th) and April 2013, on the 2, 8, 9 and 16. Then a series of individual sessions took place in order to retrieve evaluation information from the youngsters and give them feedback on the overall soft skills needs and strengths they had. These individual sessions took place on April 18, 19, 22 and 23.

The pilot experience in Spain had the following structure:

- 5 sessions of 6 hours each in group
- 1 individual session of one hour with each participant

A total of 15 young unemployed people participated in the coaching. Most of them were between 25 and 30 years old. Most of them were women. 12 out of the 15 participants, had university degrees. The three participants that did not have university degrees had completed full secondary degrees.

In general a high expectation was raised due to the relevance the concept “coaching” is recently acquiring in Spain. In addition, the high unemployment rate (of around 55% of those under 30) has pushed many youngsters to re-enter the education and training system.

2. Session 0 “A plan is a dream with a date”

The participants (see annex I Attendance sheets) were introduced to the Y.U.S.S. project and its objectives. Then the coach introduced herself and facilitated a series of icebreaking activities. Finally, the participants were introduced in the rationale of planning in order to achieve their own goals.

In the first session the workplan was the following:

Session 0 "A plan is a dream with a date"

Schedule	Objectives	Contents	Methodological Approach (e.g. tools, exercises)	Duration
<ol style="list-style-type: none"> 1) Project presentation 2) Clapping 3) Curious questionnaire 4) Ground rules 5) Poster 6) Timeline past 7) SWOT 8) Storyboard 9) Wrap-up 	<ol style="list-style-type: none"> 1) To present the project 2) Team building 3) To get to know each other 4) To set overall rules 5) To get to know more about oneself and the others 6) To assess a past accomplishment and its steps 7) To analyze oneself in terms of soft skills 8) To establish a personal plan 	<p>2, 3, 4 and 5 presentations</p> <p>6) to empower and understand the idea of planning and taking steps for accomplishing one's goals.</p> <p>7) to get information on the participants self-assessment and to get conscious of themselves.</p> <p>8) to develop the idea that in order to reach an objectives one needs to assess the alternatives, steps and resources</p>	<ol style="list-style-type: none"> 2) The Group welcomes two random members with a loud clapping. Then debrief and speak about the differences in the reactions. 3) The participants make questions to each other to get acquainted. 4) The group builds a safe zone by setting the rules 5) The participants write and share with the rest of the group: their previous knowledge about the soft skills issue, one soft skill they consider themselves good at, and something that defines them personally and professionally 6) Timeline: standing up and narrating the steps they took to accomplish their goal. 7) Personal SWOT analysis (p. 104 of the manual) 8) Storyboard: objective, starting point and 	<ol style="list-style-type: none"> 1) 30' 2) 10' 3) 25' 4) 30' <p>Coffee break 30'</p> <ol style="list-style-type: none"> 5) 45' 6) 20' 7) 50' 8) 30'

			intermediate steps, taking into account the SWOT analysis	
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The youngsters participating in the pilot got to know each other, and start to build bonds with the coach. Also, they reacted especially well to the storyboard technique that, even though was somehow superficially addressed, started to bring in important elements that have been used in the remaining sessions. For example, the fact that for many of the young unemployed, setting mid-term goals is somehow difficult.

As an important tip, the setting of rules was an important milestone in this session because everybody understood that this experience would need from their entire involvement, rather than seeing it as a simple training.

3. Session 1 “Adaptability”

In this session the ability to be adaptable to the enterprise environment was addressed. The technique in the Y.U.S.S. coaching manual was tested but also other techniques were used in order to deepen in the training in the concept.

The undertaken activities were the following:

Session 1 “Adaptability”			
Schedule	Objectives	Contents	Methodological Approach (e.g. tools, exercises)
1) Brainstorming 2) Community mapping 3) Fairy tales 4) Marketing campaign 5) Wrap-up	1) To put together what the participants think adaptability is conformed of 2) To reflect on oneself and the context in the different labor	1) The participants spontaneously express their idea on adaptability 2) The different labor contexts and how to adapt to them 3) (manual) 4) The participants are asked to	1) Brainstorming 2) The participants were split in two groups and were asked to draw their ideal working environment. Afterwards they confront their working settings to other possible settings they might

	situations 3) To be able to deliver regardless the constraints 4) To be able to deliver in a team context	deliver a marketing campaign together	find or they have found in the past. 3) (manual) 4) The marketing campaign is a complex plan. They will have to negotiate based on their skills and deliver within the given time.
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The brainstorming in this session was particularly interesting because it allowed the group to start from their preconceptions regarding the term “adaptability”. It is worth to underline the negative sense this term has among Spanish youngsters who frequently associate this skill with terms such as submission or obedience. So, it would be very much advisable to start working on this previous ideas the participants have in order to further conduct this session.

The Fairy tales activity was specially appreciated by participants during debriefing time. This activity allowed them to stand in a very usual situation in the workplace according to their previous experiences: when little and unclear information was given and a result was expected from them within a short period. Different approaches and reactions of participants were analysed and useful conclusions were reached for all of them.

4. Session 2 “Communication”

The second soft skill that was addressed by the group was the communication. It is an important skill that makes a difference both at work and in the youngsters’ personal lives. Again, like in the previous soft skill, the manual technique was tested, but also new ones were implemented in order to emphasize the importance this soft skill has.

1. Brainstorming: 15 min. This brainstorming objective was to make the youngsters think about the concept “Communication” and assess what their thoughts on it are. During a short period of time the coach asks them to define communication in a few words. Then, the coach debriefed those meanings and added some contents (in the manual) on what effective communication in the work environment is.

2. Crime report: 45 min. As described in the YUSS manual.

3. Emails: 45 min. The written communication is also a very relevant skill for young people to have when entering the labour market. Therefore, this activity aimed at helping the participants to assess what good written communication is, and how to improve their written communication skills. In order to do so, several examples of email were presented to them, who assessed them and then improved them in order to make them more effective. Please see annex III “Emails” to learn what the exact mails were.

4. Dilemma: 45 min. This activity reiterates the idea of improving the communication skills through a participatory technique that implies that the participants need to give reasons for their positions. A complicated story with no fixed solution which told a crime story (see annex IV) was presented to them. Then, the youngsters needed to explain why they thought the person they had chosen was responsible for the murder. Therefore, since there was not a fixed or obvious solution the participants had to use their best reasons in order to efficiently defend their choice. Like in each activity the coach debriefed after the activity concluded.

5. Tower construction: 25 min. The last skill the young people worked in this session was the body language and the coordination with others. Some materials were delivered to the participants (such as newspapers, cardboard, tape, scissors etc.). The coach then asked them to build the Eiffel Tower using the materials but without speaking. They should use all the resources they had to deliver in group the tower but with no words.

This activity objective was two-fold: to improve the non-verbal communication skills and to work in group to deliver in time.

6. Wrap-up: 10 min.

Crime report activity was already experimented by some of the participants, so they were familiar with its goals and purposes. Furthermore, we had some youngsters with a communication background (for instance, journalist or public relations).so their expectations about this specific session were not fully met. On the other hand, the communication skill was stated as one of the skills that all participants were willing to improve through YUSS course. So, further improvements would be strongly recommended to be incorporated in the final version of this session. It would be also advisable to take special care of the educational background of participants before forming the group of youngsters (considering previous experiences in some of these four areas).

5. Session 3 “Emotional Intelligence”

The emotional intelligence comprises a series of competences that allow the young person to be aware of their own feelings as well as the others’ and most importantly to know how to react in order to have effective personal and working environments.

Once again, the 5 hour session not only tested the Y.U.S.S. manual material, but also included cutting edge techniques so the coaching experience participants had an overview of the different competences the effective communication has.

1. Brainstorming: 15 min. Once again this session begun with a group brainstorming on what “Emotional Intelligence” meant to the participants and a debriefing moment afterwards.

2. Introduction. 20 min. In this case the coach added more contents by elaborating a ppt based on the YUSS manual whereby the concept of what this competence is formed of was transferred to the youngsters (see annex V).

3. Flower: 20 min. A handout (see annex VI) was delivered to the participants. The theme was: “you, like a flower, what do you need in order to grow, develop and be the beautiful being you are?” The young participants reflected on these questions in relationship with their work expectations and gave the handout to the coach. The coach did not treat in the information in the group, but it was used for the individual feedback session.

4. Positions. 45 min. As it is described in the YUSS manual.

5. “Sociodrama”. 45 min. The “sociodrama” (a Latin American concept and reinterpretation of the role playing) is based on the actualization of possible situations that the group wants to live in order to be prepared for the feelings they would experiment. Therefore, it can be considered as an emotional role-playing. Importantly, the participants chose what situations they wanted to perform and who performed each character. The overall plot is agreed but the concrete situations are spontaneously enacted.

Participants were divided in groups and were given two different situations: one was a hiring process in a company and the other was a major job loss. Participants get to decide what characters are taking part, how the situation is developed and ended.

Through this activity participants had to be able to represent different roles in a work-related situation, to think about possible reactions and positions to be adopted by each of them, and potential endings or solutions to each given situation.

This activity allowed them to practice empathy and to take someone else's position.

In the Spanish pilot, the young people performed a massive collective layoff and a hiring process. Some of the challenges encountered by the participants were the difficulty to think about all the different actors involved in the situation and mainly the difficulty to take their position. For instance, how could I know (a "regular" worker) what a Human Resources manager would say during a major job loss negotiation is taking place in my company?

6. Wrap-up: 10 min.

Positions activity was well evaluated by participants, as a self-reflection kind of activity. However, a more "how to" type of activity would be advisable to work on this skill.

On the other hand, Sociodrama exercise would be strongly recommended to be part of the final version of the YUSS course, together with other additional exercise aiming at reinforcing this skill through practical examples.

6. Session 4 "Autonomy"

The soft skill we have called Autonomy in the Y.U.S.S. project is comprised of a series of competences in relationship with the young person ability to take informed decisions, be punctual and present themselves in a positive way.

In the last group meeting this soft skill was addressed, both with the Y.U.S.S. coaching manual technique and with some complementary ones.

Finally in this session, a group qualitative evaluation overview was undertaken with the project technical, so she had direct feedback from them on the best and worst points in the materials. Also the programme in general was evaluated. This evaluation results are reported in the Adaptation National Report.

1. Brainstorming: 15 min. in this last group session, the participants were asked to reflect on what "Autonomy" meant to them in a few words. Then a debriefing took place facilitated by the coach.
2. Introduction: video RSA "The surprising truth about what motivates us" 25 min. This video illustrates and reflects on the things that motivate people both at work and at home. <http://www.youtube.com/watch?v=u6XAPnuFjJc>
3. Tree without leaves: 20 min. This activity main aim is to bring to consciousness the things from the past/experience that can hinder the current potential to be autonomous.

Therefore, the activity brings in the past experiences that the participants need to leave behind in order to be free and face their current situation and their careers in an autonomous way. The main conclusions reached through this activity were linked to the fact that things which stop us to become autonomous are mainly fears or areas of improvements that we have already identified in ourselves.

4. Plane in the forest: 45 min. Activity taken from the YUSS Manual.
5. Wrap up: 10 min
6. Individual sessions planning: 20 min.

The Plane in the forest activity was carried out successfully among participants. Nevertheless it was not perceived as enough linked to the labour context as desired. Youngsters struggled to make connections between this activity and the working environment.

Main conclusions reached during this activity pointed out a poor assessment skills of the participants regarding the given situation. They struggled in assessing their possibilities to reach the village and the resources needed to do so. It was also difficult to justify their choice according to the facts provided in the text or their own analysis of the situation.

More activities should take place in order to deepen into the autonomy skill.

7. Individual feedback sessions

Once the soft skills were addressed collectively in the group, the coach met individually with each participant in the coaching experience. This meetings aim was to give them feedback on the strengths and weaknesses the coach had detected in their soft skills. The coach used some materials that were developed during the coaching team sessions (such as the SWOT analysis and the “Flower” exercise) as well as all the observations she had collected during the one month coaching team sessions.

The youngsters also took some time to evaluate the pilot coaching both in the questionnaire and in a qualitative approach in an open interview with the coach. The results are analysed in the Adaptation National Report – WP5.

Annexe I: Coaching experience photographs



Annexe II: Attendace sheets

Annexe III: Emails

Emails



Asunto: Reunión

Hola Alberto,

Sólo quería recordarte lo de la reunión de la semana que viene. Si tienes alguna duda, me dices.

Un saludo



Emails



Asunto: Recordatorio_Reunion auditoría 10am 10/05

Hola Alberto,

Solo quería recordarte la reunión que tenemos programada para el próximo lunes 10 de mayo a las 10. Será en la sala de reuniones nº 1. Fundamentalmente trataremos de la auditoría que tendremos este mes. Si tienes alguna duda sobre los formularios o procedimientos que se utilizarán, no dudes en decírmelo.

Gracias
Un saludo
Carmen



Emails



Asunto: Revisión Informe de Ventas

Hola Roberto,

Gracias por enviar el informe la semana pasada. Le he echado un vistazo y creo que tienes que ser más específico cuando das las cifras de ventas en el capítulo 2. También creo que el tono del documento debería ser más formal. Este informe lo leerá el equipo directivo y tiene que reflejar la profesionalidad con la que trabajamos.

También quería decirte que he programado una reunión con el departamento de marketing para este viernes, para discutir sobre la nueva campaña. Será a las 11 en la sala de conferencias pequeña. Por favor, dime si te viene bien a esa hora.

Gracias
Carmen



Annexe IV: Dilema

“Una joven casada, abandonada por su marido, ya que éste estaba excesivamente entregado a su trabajo, se deja seducir por un hombre con el cual pasa la noche, en su casa, al otro lado del río.

Para volver al día siguiente muy temprano, antes de que su esposo vuelva de viaje de negocios, debe pasar el puente; pero, cuando ella se decide a cruzarlo, se encuentra con un loco que le impide el paso. Asustada, corre entonces a buscar a un barquero que se dedica a cruzar en su barcaza a los que deseen ir hasta la otra orilla. El barquero le pide el importe del billete, ella no tiene dinero y él rehúsa a llevarla sin que le pague por adelantado. Entonces, ella vuelve a la casa de su amante para pedirle el dinero. Él se niega enfadado, ya que habían discutido justo antes de que ella se marchara. En aquel momento se acuerda de un amigo que vive en esa orilla del río, él siempre la ha querido. Así que le cuenta todo y le pide el dinero pero él también se niega, dolido por no haber sido nunca correspondido.

Ante esta nueva negativa, se decide una vez a más a cruzar el puente, pero esta vez el loco la mata.”

¿A cuál de estos 5 personajes, que son: la mujer, el marido, el amante, el amigo y el loco, se le puede tener por responsable de la muerte? Ordénalos de mayor a menor responsabilidad.

Annexe V: Emotional Intelligence presentation

Inteligencia emocional



Annexe VI: The flower

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NOMBRE DE LA ESPECIE:



CARACTERÍSTICAS QUE LE HACE ÚNICA Y ESPECIAL

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- Época de siembra:
- Su territorio ideal:
- Le gusta el clima:
- Época de floración:
- Es necesario trasplantarla si:
- Plagas que pueden matarla:
- Convive bien con plantas como:

CUIDADOS ESPECIALES RECOMENDADOS:

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EL ABONO EMOCIONAL para hacerla crecer

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