



# **TEAM COACHING**

**Together more success**

**A training concept by the Adult Education Centre  
of the District Freyung-Grafenau (Germany)  
to upskill and integrate the unemployed**





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## 1. Summary

In 2012 the unemployment rate in Europe reached a record of 45 millions. The rate among young people is even three times higher. Workers need a high adaptability and flexibility to survive in a rapidly changing and dynamic labour market. There is a great need for methods and educational approaches for teaching key skills to jobless under 25. The vhs FRG developed the TeamCoaching concept, an innovative educational concept for the acquisition of job-related key skills for unemployed under 25.

The aim of the project scheme is the development and dissemination of a proven and tested training concept, for getting the target group employed. In cooperation with experienced educational institutions from Poland, Spain, Ireland, Italy and Austria, having years of expertise in vocational training of adolescents and young adults, vhs will test the TeamCoaching concept to its transferability. The partners involved will test the method on different educational settings. Together they will develop a curriculum / handbook on TeamCoaching method, which is then made available to interested training institutions throughout Europe in English, German, Italian and Spanish.

## 2. Preface

In 2012, the unemployment rate in Europe reached a historical peak. Young people are the most effected group by the crisis according to the ILO Report. In average they are suffering three times more often than other groups: nearly every fourth young person is unemployed in Ireland (26,9%), Italy (27,8%) and Poland (23,6%). The situation is very dramatic in Spain: Nearly 46%, hence every second young person is jobless. Only in Germany (9,1%) and Austria (8,2%) the situation is less urgent (source Eurostat, July 2011).

But the German and Austrian figures can be deceiving. Like in other European countries, young people are more often affected by unemployment in comparison to other age groups. Furthermore, they are not full time employed, for example temporary employment or they are having a part-time job. It is getting more and more difficult to get employed immediately after school/college, and even more so for less qualified people. The group of young people, who are unmotivated and are difficult to reach, often leave school or college without a diploma. The number of people in this group is constantly increasing. Even well qualified young people with good diplomas and skills (like university graduates,



postgraduates with vocational training or on-the-job experience) all over Europe have difficulties in finding a job.

The “Volkshochschule des Landkreises Freyung-Grafenau” began to develop the concept of TeamCoaching in 2xxx009. The aim is to integrate the target group into the labour market by teaching them key skills. This concept was first targeted at those who live on the dole- the jobless under 25 who want to get employed again after a break.

This training program is particularly aimed at job seekers trained in trading, or having related work experience, or specialists from all branches of trade, who want to update their knowledge and skills to meet today’s requirements. The course first clarifies the individual goals and skills to encourage self-awareness, and then identifies the skills that need to be improved to enhance the chances of getting employed.

The main idea is to transfer this method to the involved EU-partner organisation and to have the method tested by participating organisations. The concept should be adapted to the needs of the EU-partners and countries involved and meet the needs of different target groups.

### **3. Target Group**

The training was originally an offer for the jobless under 25, who want to take the chance to get employed after a period of unemployment.

Now it should be tested by different target groups, which can be defined as follows:

- School graduates who did not solve the transition from school to work
- Unemployed young people without an apprenticeship who are searching a job
- Young people between 15 and 25 years who dropped out of school or training (so called NEETs – not in employment, education or training)
- Trainees who have almost completed graduation and where no follow up employment is possible
- Graduates without work experience
- Job seekers who want to update their knowledge and skills to meet today’s requirements.



## 4. Aims

The main aims of this training concept are the mediation and training of the basic skills with special care taken on social talents. At the same time training leads to self-awareness and knowledge about the skills that are required for unemployment demanded by the working market. Participants are learning a lasting impression.

Objectives:

- Identify personal goals and skills
- Improvement of qualification
- Enhance the chances of integration
- Get employed

The training qualifies people who worked in business, administration as well as management and want to be re-employed. The participants learn to be responsible for others, become a team player, support each other, solve tasks together and are trained **in key responsibilities, especially in social skills which are needed in nearly every company or professional field.**

Key responsibilities can be divided into three fields:

### **Personal aspects**

The ability of self discipline and to become a reliable partner at work for others. This also includes organizational skills and time management.

### **Social aspects**

The ability to function as a member of a team is needed in certain situations. This includes good communication skills and the ability to deal with conflict situations and foster empathy. “Emotional intelligence” is often the term used in this context.

### **Methodical aspects**

The ability to analyze and cope with situations in a creative way and to convey meaning to other people. This includes good communication skills and appropriate appearance, solving of problems, creative measures, presentation skills and project management.

The links between the chances in a career and the key abilities is evident for all in the form of further education and training. Difficulties in getting into a profession but also the cutting off a training and non extended contracts after having



finished training are not the result of specialized reasons, moreover explained by behavior and personal characteristics. Experience shows also that youths and young adults are not prepared for positive changes even through new ideas, interventions or learning experience.

## **5. Training Contents**

Theoretical Training (modules and lessons):

### **1. Key competences – the path to professional efficiency**

- Good communication skills
- Problem solving
- Personality training
- Work successfully in a team
- Time management and work plan

### **2. Application training –successful self-marketing**

- writing job applications
- Preparing job interviews
- Formal presentations
- Job search
- Tips and tricks

### **3. European Computer Passport „XPERT-Master“<sup>1</sup> – computer skills lead to job-related success**

- Win@Internet(Windows Vista Business)
- Word/text processing (Word)
- Spreadsheet Program(Excel)
- PowerPoint Presentations
- Communication and Organisation via Outlook

**For partner countries, where XPERT-Master is not used or applied, it is also possible to use the ECDL method or parts of it!**

### **4. Optional qualifications**

- accountancy
- costing
- payroll accounting
- sales

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<sup>1</sup> Or other certificates like ECDL



- communication by phone training
- intercultural skills
- start up of a new business
- labour and social law
- food habits
- health promotion
- touch typing
- presentation techniques
- foreign language skills

## 6. General Data

In the original testing in Germany, the method was implemented like this:

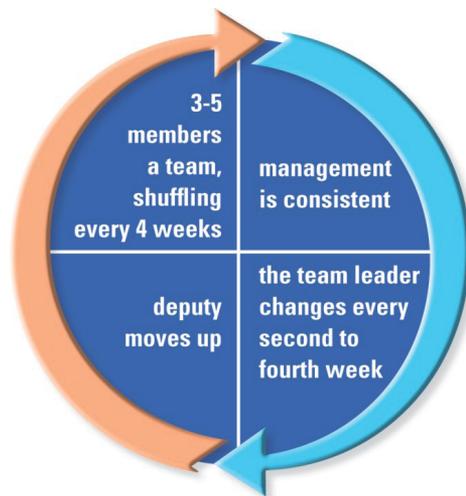
- **Cycle of training:** 4 months, entry was possible on every Monday
- **Participants:** 15-25
- **First Implementation:** April 2009

As the TeamCoaching Method should be tested in different settings, different cycles of training and different numbers of participants will be chosen. The first pilot testing will take place in spring 2013 in most of the EU partner countries.

## 7. Concept and Implementation

The theoretical instructions (lessons) are carried out in class. Small groups will only be established when needed. The near-the-job training (Team Coaching) is organized in teams, which operate similarly to departments in a company. The product, or service, is targeted at integrating participants in the primary labour market. The supervisor acts as the manager of the team, which is represented by the team leader. The rotation of tasks and roles ensures that the learning effect and experience will be optimized for everybody. The combined personality training encourages the participants to reflect on their experience of team work and might help them to reassess their recent setbacks.

The particularity of the concept lies not only in working in departments but also in the structure of the departments or teams. Every job will be done by each participant once (rotation principal). The team leader will be replaced after a certain period of time by the deputy. Furthermore, three to five participants will move to another team every month.



To recognize accomplishments, a “Champion’s model” will be implemented. Excellent results in the field of creativity, commitment and social skills will be rewarded with certificates. This will lead to a higher motivation in a team. Every team member can forward their recommendations to the general management.

The general management develops together with the participants an individual carrier plan. The staffs support the unemployed in finding a job in accordance with their aptitudes and background. Existing qualifications will be strengthened. The participants will be prepared by the lessons for the professional practice and their ability of professional integration will be improved by working in teams. During the training, individual support will be given and the participants will be assisted by qualified teachers. Exchange of experience within the group is encouraged and supported.

The following pedagogical principles facilitate the development and integration of the participants.

Improvement of the Qualifications by updating their skills	➔ Better chance of placement
Focus on personal strengths	➔ Enhance strengths
Weaknesses are seen as chances	➔ Approach to focus on strengths
Motivation by self-organisation	➔ Practise intrinsic motivation
Reflecting on setbacks	➔ Concrete work on placement
Taking responsibilities in a team	➔ To learn by helping to solve the problems of others





Improving team work	➔ Leading experience, hence a better understanding of the seniors
Facing today's challenges	➔ Improvement of self-confidence
Encouraging competition	➔ Increased limits of performance
Rewarding achievements („Championsmodel“)	➔ Boosted endurance
Pedagogical supervision and individual support	➔ Solving problems by reflection
A successful member (mentor) will help (supervise/ tutor others still in the program)	➔ Recognition of their own chances through realistic field reports
Counselling is offered even after TeamCoaching	➔ Continuous supervision and support

The teams work in either a virtual or real company related to a department in the existing firm. The highest position is held by the management, who are in turn looked after by the educational supporters. Subordinated you will find a different team leader and his deputy who are put in charge. These functions are exclusively performed by the participants. The participants work in one of the teams for a certain amount of time during which they take part in different roles (team leader, deputy leader, group member).

These roles are changed in a rotation principle (rotation within this group itself but also changing into other groups). The team leader is responsible for a smooth transaction within the teams. The team work is coordinated by regular talks by the team leader with the management. The experience gained through playing different roles parts both in a hierarchical sense as well as in specialist cases, can lead the younger participants to the following relevant insights and further self-development.

- The experience of authority through the role of the team leader helps the participants towards a target, precision in instructions and overall view of the main tasks
- They learn to assert themselves working in a group, coping with the challenges of working in a team They develop a better understanding towards the hierarchical structure in professional organizations
- They learn to get to know themselves better and can judge their potential regarding specialist and leadership tasks
- These experiences enhance the ability to work in an professional environment without any bias or conflict

### **Benefits:**

In cooperation with the participants individual career coaching will be developed. Participants are supported in their search for a suitable job offer, which answers both the personal aptitude and the personal background. Further qualifi-



cations are incorporated in existing ones. The participants are prepared for their future career by job-related courses and are helped to integrate by working in a team. During TeamCoaching individual support will be given and participants will be assisted by qualified trainers.

## 8. The teams and their Tasks

In the pilot phase in 2009 the following strategic and organizational teams were formed:

Team 1: organization/administration

Team 2: information/research

Team 3: marketing/job acquisition

The team **organization/administration** was responsible for the following: further education, controlling, documentation, work plans/work preparation, statistics and indexes, personal administration and organizing material; etc.

The team **information/research** was dealing with specific job advertisement and job specification addresses and contact data concerning the possible employer and they prepared this data for team 3, investigation in adverting in print media in the internet. Work administration would provide all the sources of information.

Team **marketing/job acquisition** were assigned the following steps towards the offer of employment to make contact with the employers to verify and clarify the job offer and finally prepare the applicant for the job. At the beginning of the project the tasks concerning each group were worked out by the management together with the team leaders and their deputies. This model can be expanded by additional teams who deal with topics about further education, innovation management, staff development or internet marketing (according to the size or the group and ability of group members). Through the work project within the team objectives can be transformed daily into practical measures. The participants learn through this and take on the responsibility for themselves in a co-operative fashion within the team, to help each other and work together on the assigned tasks.

Further optional teams can be: „Human resource development“, „Innovation management“, „Controlling“, ect.

About 50 % of the lesson will be divided into special practical lessons by the teams, the other 50 % are dealing with further education in the key qualifications



and specialist modules. The practical classes were built up in the pilot phase as follows:

Main competencies – guide to professional efficiency

- Time management and work organization
- Good communication skills
- Communication technology
- problem solving personality training (e.g. DISG Model)
- Work efficiently within a team

Application training – successful self-marketing

- Preparing/writing the application documents
- Interview
- Formal rules, background knowledge
- Job research

European Computer Passport “Xpert Master” - IT Competence leads to success at work

- Win@Internet with Windows Vista business
- word processing Basics with Word 2010
- calculation tables with Excel 2010
- presentation with Power Point 2010
- Communication / Organization with Outlook
- Each of these modules finishes with an exam
- Exam for XPERT-Master or additionally ECDL-Exam

Additional continuous training

- Identify personal strengths
- Take responsibility for other team members
- Motivation by self-control self-discipline?
- Constant revision of team work
- Increased qualification by updating knowledge
- Pedagogical assistance and individual help

This concept comprises a heavily orientated assessment. Together with the participants an individual job plan is worked out. They will be helped in the search for a job that will suit their personal and family situation. Possible available qualifications will be linked (continuous qualified educational supervision as well as individual help with personal problems).



## Basic Curriculum

Qualification modules	Number of lessons (1 UE = 45 min)
EUROPEAN COMPUTER PASSPORT "XPERT-MASTER" or EDCL	220 UE
1. Module: Win@Internet 1, Windows a) Structure and tasks of the hardware b) Handling and adaption of the user interface c) Files and file management d) Internet basics e) Using Internet Explorer f) Using WWW g) Elements of a homepage h) Online search i) Using Windows Mail j) Safety aspects k) Programs and their use l) Revision m) Exam	40 UE
2. Module: Basics of text processing, Word a) Program start, basic settings, individual adjustments b) Generate text files, corrections c) Filing system d) Editing, highlighting e) Character and paragraph styles f) Layout, page header, footer, columns g) Charts h) Layout of a standard letter i) Views, Printing j) Drawing elements, graphs k) Letter templates and labels l) Revision m) Exam	50 UE
3. Module: Spreadsheet program, Excel a) Basics b) Program start, screen, tabs c) Data input and data processing d) Range and cells e) Reference and reference types f) Formula and functions g) Formatting h) Charts, graphs and histograms i) Layout, print area, printing j) Revision k) Exam	50 UE



4. Module: PowerPoint Presentation a) Purpose, structure and design b) Basics, slides and help c) Input, structure and format d) Graphic elements, drawings e) Figures, charts, graphics and SmartArt-objects f) Objects from other applications g) Templates and designs h) Effects and animations i) Presentation j) Revision k) Exam	45 UE
5. Module: Communication and organisation via Outlook a) Basics b) Add and edit addresses c) E-Mail functions (communication management) d) Calendar e) Task management f) Linked functions g) Revision h) Exam	30 UE
<b>Total lessons including exam</b>	<b>= 220 UE</b>
<b>Application coaching</b>	<b>Minimum 40 UE</b>
1. Compiling applications a) Types of job applications, backgrounds b) Analysis of examples c) Writing an letter of application for an actual job offer, combined with analysis of the offer d) Structure and design of the letter of application e) Samples of phrases for introduction and ending f) Creating various vitae in different designs g) Other possibilities of application h) Flyer and folded card i) Speculative application	
2. Interview a) Preparation b) Presentation skills c) Communication skills d) Analysing strengths and weaknesses e) Body language f) Business etiquette	
3. Formalities and Backgrounds a) Formalities according to DIN 5008 b) Job reference (formalities, sample phrases)	



4. Job search a) Using a job agency b) Registration with a Job agency and creating a profile c) „Call-me“ – function and additional features d) Overview of agencies providing temporary employment e) Alternative job agencies on the internet	
<b>Key skills and personality training</b>	<b>Minimum 40 UE</b>
1. Acting autonomous a) How does motivation emerge? b) Self-motivation by positive thinking c) Self-motivation by defining goals d) Working determined and motivated	
2. Time management and work plan a) Analysing one's own habits b) Prioritising: Carrying out important and urgent tasks first c) Concentrating on tasks – avoiding interruptions d) Planning tasks e) The filing – processing information f) Project: to improve the management of time	
3. Good Communication skills a) Content and Relationship of Communication b) “I” versus “you” message c) Understanding body language d) Body language in using “I” and “you” messages	
4. Communication techniques a) Active Listening b) Using different forms of questions c) constructive criticism and accepting criticism by others d) Increasing self-confidence – using rules of communication	
5. Solving Problems a) Identifying problems and avoiding them b) Defining the type and level of conflicts c) To settle a dispute and solve a conflict	
6. Work successfully in a team a) How do you create successful teams? b) To work actively in a team c) Defining new ideas in a team d) To give feedback and receive feedback	
7. Personality as a key to experience and action a) Perception as expression of personality b) Types of personalities c) Self-awareness and the assessment of others d) Changing personality or changing attitude? e) Types of personalities and their roles in a team f) Beneficial and debilitating characteristics at the workplace	



Optional modules	Minimum 40 UE
Depending on the needs and demands of the participants further modules are offered: <ul style="list-style-type: none"><li>- Accountancy</li><li>- Costing</li><li>- Payroll accounting</li><li>- Correspondence</li><li>- Sales</li><li>- communication by phone training</li><li>- Logistic</li><li>- Intercultural competence</li><li>- Start up a new business</li><li>- Labour and social law</li><li>- Food habits and health promotion</li></ul>	
Total lessons near-the-job training (TeamCoaching)	Minimum 300 UE

