

YOUTHCOACHING

Train the Trainer - The handbook



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*„The youth should go their own way,
however a few guideposts can´t do any harm“*
- Pearl S. Buck

I. What is Youthcoaching?

In the very critical phase of decision making about their further educational and professional path adolescents and their parents or legal guardians need professional counseling and support. The participation in the Youthcoaching program is voluntary and free of cost. Its objective is to plan the next steps based on the strengths and weaknesses of the adolescents and to facilitate a successful transition to their future professional life. Additionally Youthcoaching contributes to the personal and social stabilization of adolescents. Problems like family difficulties, addictions and addictive behavior, debts, accommodation problems, etc. hinder access to higher qualification and training.

A focus of the program lies with adolescents with a migration story or with learning difficulties who should learn how to apply their potentials in a more focused way through the Youthcoaching program. Personal planning of the future facilitates further school attendance, access to further qualification and training or a stable job.

Who does Youthcoaching address?

Youthcoaching addresses adolescents from the Year 9 on (age 15) as well as adolescents who are out of school (NEETs, drop outs) up to age 19. Adolescents with disabilities or with special needs education can participate in the program up to age 24.

Young students who are at the risk of dropout or of not achieving school certification receive special support. Youthcoaching also accompanies the search for apprenticeship training positions and/or the direct professional entry by connecting the adolescents with the center in charge (e.g. job center, assistance for youth employment, etc.)

Often it is only temporary problems that lead to a difficult personal situation. Sometimes structures in the environment need to be modified, possibilities for a positive coming to terms with these problems or an offer for a special qualification measures need to be pointed out.

In some cases the adolescents need more time to eliminate deficits or require psychological support to strengthen the feeling of self-worth.

There are extensive personal and career opportunities and benefits to the individual as a result of the Youthcoaching program. Through the aid of Youthcoaching networking between family, school, qualification measures and employment takes place. That way the special support that adolescents need in this transformation phase in order to establish successful personal planning of their future can be ensured.

Who are the partners?

Young people with low level education are at risk of unemployment. Therefore they are also in danger of being pushed to the edge of society or even excluded from it. The collaboration with parents and legal guardians therefore plays a big role in Youthcoaching. Another important partner is school. Teachers have a very direct personal contact to the adolescents. That is why they are capable of identifying adolescents with weak learning skills or poor attendance in class.

Adolescents who are already outside the school system, and adolescents at the risk of exclusion or school dropout can also be reached through the collaboration with youth organisations.

The contacts to parents and legal guardians, the school and youth organisations need to be maintained to establish a lasting partnership throughout the entire Youthcoaching.

If after the initial conversation with the adolescent about his/her situation, the next step for the adolescent turns out not to be further schooling, but an entry into professional life, then the job center, external institutions for counseling and assistance and last but not least apprenticeship training positions as well as companies are included in the partnership.

Main objective of Youthcoaching is to motivate pupils who are at the risk of dropout and exclusion to further attend school as long as possible and achieve a certification at least at compulsory secondary school level. If required therefore support in the transition from the school system to a following system should be offered to ensure a sustainable integration into the new system. (reff: Jugendcoaching: Umsetzungsregelungen / Youthcoaching: Guidelines)

How does Youthcoaching work?

Level 1 – The initial conversation

Adolescents get counselling and information up to approximately 3 hours. In case more support is needed transition to Level 2 or 3 can take place.

Initial information for the adolescents about Youthcoaching is set primarily in introduction workshops in schools.

Level 2 – Counseling

In addition to specific career counseling the adolescents receive help with their personal decision making as well the organization of other offers that will support them. The completion of Level 2 – after

a maximum of 3 months – with a “professional statement” is a requirement for the participation in follow up programs like “Integrative vocational training”.

Level 3 – Case Management

With case management a strength and weakness analysis of the adolescents including a development plan is created. A final report contains further development measures, qualification and training plans as well as mid- and long term objectives.

Level 3 can last up to one year. Adolescents can also be counselled after this time. It is possible to renew and keep the contact with the adolescents.

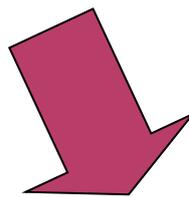
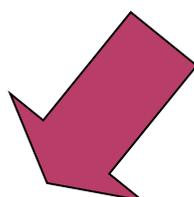
Reff: Jugendcoaching „Meine Chance für die Zukunft“; neba-Broschüre

The 3 Levels of Youthcoaching

Youthcoaching Level 1

(3 h) for 1000 young people
Information

- First information
- Adolescence immediate situation analysis
- Define objectives
- Plan the implementation
- Conclusion



Youthcoaching Level 2

(8 h) for 250 young people
Aspects of Case Management

- Target agreements
- Extended situational analysis
- Clarifying of objectives and potentials
- Implementation plan
- Career Guidance
- Job application training
- Internships
- Conclusions
- Career plan
- Professional Statement
- Follow-up counselling

Youthcoaching Level 3

(30 h) for 250 young people
Case Management

- Target agreements
- Clarification of profile
- Interests – Competence Profile
- Reflection
- Counseling
- Coaching
- Career Guidance
- Job application training
- Internships
- Final conversation
- Clearing Report / Recommendations
- Transfer to further systems
- Follow-up care

II. Basics about the work with adolescents

Basic ideas about systemic counselling

The social environment is included in all measures

Problems and disturbances develop in a social environment. When problems appear, persons with a systemic formation background preferentially do not work with a single “patient”, but invite family members, sometimes also friends and other important members of the social circle to participate. They see how people communicate with each other and which difficulties can arise and intensify. They try to understand the life context of the client and invite to resolve problems together. If the people forming part of the environment are not included, then there are systemic repertoire methods that allow the social environment to be involved without the direct presence of other persons.

Every symptom has a meaning

Persons with a systemic formation background don't see problems as deficits and misconducts, but as failed solution attempts for a difficult situation, currently or previously. They correspondently ask for the meaning, the function of the symptom in the current and previous life context.

Resources and strengths are in the focus of attention

Instead of only listing deficits of the clients (which most of them do well enough anyway), systemic counseling and therapy prefers to focus on the strengths and the resources on what is already going well, and on what is – despite of all the problems – loveable and worth keeping. And there is always something to be discovered!

Find and create solutions, instead of rifling through problems

Persons with a systemic background are convinced, that it is more useful, even in the most difficult situations, to quickly start with searching for possibilities of solution rather than talk endlessly about a problem. The more we concentrate on a problem, the more we lose the sense for our own strength and creativity! We freeze like the famous rabbit in front of the snake: In systemic language we then speak about a problem trance.

Use the client's own strength for the solution

Persons with a systemic background pay high attention to the client's competences, act exactly on them and promote them. They count on the idea that therapy and counseling should be help in order to help yourself. They enable the client to achieve the rest out of their own strength. The real transformation work is taking place in the everyday life. That way clients learn to trust in their own virility and energy and to not become dependent on a counselor or a therapist. This is why usually only few sessions are needed to achieve sustainable successes.

Reff: Schwing / Fryszer, Systemische Beratung und Familientherapie – kurz, bündig, alltagstauglich, 2015, Vandenhoeck & Ruprecht GmbH & Co. KG, Göttingen

Contacting

„A relationship between two persons that is based on mutual respect, appreciation and confidence is called “rapport”. Rapport is subjectively experienced as connectedness, consonance and response. In order to describe rapport in everyday life there are several sayings: We are “on the same wavelength”, there is a good “vibe between them”, the “chemistry is good” or we are “in tune” with one another. (Alex Mohl, der große Zauberlehrling, Junfermann Verlag, Paderborn 2006)

Rapport helps the trainer/counsellor

- To tune into the feelings of the person receiving counseling
- to leave aside one's own world
- To completely attune to one's counterpart

Nevertheless rapport doesn't mean to be of the same opinion, though it helps to understand each other.

Tips

- Adjust body posture (lean back, crossed arms,...)
- Adjust the rate of speaking and the pitch of the voice (loud, low, tired, sad, upset ...)
- Adjust the breathing pace
- Adjust the way of expression and the choice of words
- Give time

Helpful questions

- How did you get to me? How did you come to learn of Youthcoaching?
- What do you want to achieve here? What do you desire from this experience?
- What should I do, what should I not do by any means?
- What do you want to do, what do you not want to do?
- What makes you realize that we get along with each other?

Furthermore it helps to make compliments and give recognition for having come to the Youthcoaching: e.g. "It sounds as it wasn't easy for you to come here to see me. I think it is great that you made it!"

Conversations about the everyday life alleviate the start (e.g. weather, mobile phone, music...)

III. Practical Implementation

a. The introduction workshop

In order to get in contact with teachers, it is recommendable to offer introduction workshops in schools. In the introduction workshop of Youthcoaching in school pupils look into their own potentials.

The focus lies on pointing out strengths

Furthermore the adolescents get to know the trainer from who they afterwards can receive the coaching offer.

Duration of the workshop: approx. 4 units

The workshop focuses on the questions:

- What are potentials?
- Which potential is in me?
- What is motivation?
- What motivates me?

Time	Content	Activity / Method	Material	Notes
20 min	<p><u>Introduction</u></p> <p>Welcome</p> <p>Introduction of the trainers</p> <p>Brief introduction round of the participants (how are you at the moment, how was getting here...)</p> <p>The participants draw a symbol or a picture that appears to them in this very moment</p> <p>Clarify the objective of the workshop</p>	Group discussion	Work sheets pens	
40 min	<p><u>Expectations on the Workshop</u></p> <p>Getting to know the partner</p>	Conversation with		<p>Questions:</p> <p>Why are you here?</p>

	<p>Introducing the partner</p> <p>Why are you here – What is your objective?</p> <p>Introduce the partner to the group</p>	<p>partner</p> <p>Group discussion</p>		<p>What does your picture want to tell?</p>
10 min	<p><u>Game: statistics</u></p>	<p>Game</p>		<p>Row of two: depending on the distance to the workshop place</p>
10 min	<p>Brake</p>			
10 min	<p><u>Potential – Definition of the term</u></p> <p>What are potentials?</p> <p>What for do I need potentials? Are there intercultural aspects in the professional world: What do these mean to me?</p>	<p>Individual Work</p> <p>Plenum discussion</p>	<p>Flipchart, pens, work sheets</p> <p>pens</p>	<p>Potential:</p>
10 min	<p><u>I – Game: Statistics</u></p>	<p>Game</p>		
40 min	<p><u>Own competences / potentials</u></p> <p>To depict competences by using advertisement pictures and presenting them in a collage</p>	<p>Individual Work</p>	<p>Posters</p> <p>Catalogue</p> <p>Journals</p> <p>Commercials</p>	
30 min	<p><u>Game: Anonymous:</u></p> <p>What bothers you most at the moment?</p>	<p>Individual Work</p> <p>Group of two persons</p>		
10 min	<p>BREAK</p>			
60 min	<p><u>MOTIVATION</u></p> <p>Think about enrichments in</p>	<p>Mind-Map in partner work</p>	<p>Catalogue, brochure,</p>	<p>What am I good at? What has</p>

	your life. What did I get to know in my life in a different way / that was different, how can this be useful for my future? Presentation		Paper Flipchart paper Scissors, Clue	always helped me to go on? What was I already successful at? What comforts me and gives me strength?
5 min	<u>Zip-Zap-Game</u>	Chair circle		

Game instructions

Statistics

The participants stand in two rows next to each other according to the area code. The trainer now is indicating the criteria for separating by which the participants should line up. So the participants can exchange for one minute, afterwards one of the rows will change places until the order is correct again.

Anonymous

In order to answer the question „What is bothering me most at the moment?“, every participant tries to find an answer for himself. The tickets with the answers are collected and pinned thematically to the pin board or on a poster.

Subsequently the participants try to formulate wishes out of these thoughts.

In groups of two they try to find out, which resources they need in order to fulfill these wishes.

I – GAME

The participants line up in pairs. Every pair is having a conversation about a given topic. The words “I, ME, MINE should be avoided. The participants control each other over this mutually. If one of the participants by mistake uses one of the forbidden words, he drops out and has to stand on the edge of the room. The remaining player is looking for another partner. This goes on until one winner will be left over.

Possible handling / analysis:

How do I cope with the difficult task?

With which tactic did I win?

Zip-Zap-Game

One person stands in the center. He/she points to a person in the circle and says „Zip“. The addressed person has to name his/her left neighbor. – When it's "Zap" the right neighbor. The one who hesitates too long or even makes a mistake, has to go to the center.

b. The initial conversation

The first individual conversation serves as an opportunity to get to know each other and to clarify expectations, objectives and wishes of the adolescent.

Detailed notes will help to record data and to subsequently develop an action plan.

The adolescents absolutely need to be told before the beginning of the initial conversation why the information is being recorded and why a conversation record is made.

Reason and benefit: in order to be able to coach, train and support professionally, data are needed.

Discretion: all data and information that are expressed in the Youthcoaching are being treated extremely confidentially and with discretion and are only accessible to the corresponding trainer.

Protection of data privacy: all data will not be passed on to third persons, in case of a possible statistical evaluation all the work will be anonymous.

Furthermore the adolescents need to be informed about the possibilities and also about the limits of the Youthcoaching in order to grant a realistic appreciation of the project.

Afterwards

Example of a record of an initial conversation

First name and family name		Social Security-Nr.	
Place of birth		Country of birth	
Address		Tel. availability	
First language		Further languages	
Counselor		Conversational partner	
Date:		Duration:	

Family	
Name of parent or legal guardian	
Kind of family relationship with the participant	
Address of parent or legal guide	
Brothers and sisters: Name, age, current occupation	
Who is your confidential person within the family? With who do you have a good relationship? Why are you doing so well with that person?	
Are there any expectations from the family/ from the parents concerning your career choice? Education? Job?	
Education	
School career: how many years of primary school, secondary school, grammar school, polytechnic school, commercial academy, advanced technical school, ... others	
Describe a wonderful experience from your school time which you are going to tell your friend	
Which are / were your favorite subjects? What attracted your special interest?	
Which subjects were you not so good at? Why was that in your opinion? (professional interest, language barriers, teacher/trainer, ...	
When school dropout: why do you think	

is/was the dropout necessary?	
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Occupational Choice	
Is there a special career aspiration or an occupation you dream of? A clear idea about which education / training you would like to successfully complete?	
Since when have you been looking for a job / an apprenticeship training position? Since when have you been thinking about looking for an apprenticeship training position?	
Officially seeking work, reported at the job center since:	
Who is supporting you in your search for a job, an apprenticeship training position?	
What have you tried out so far in order to find a job, an apprenticeship training position? (as detailed as possible: Research in newspapers, job list at job center, ask family and friends, write letters or job applications, job interviews, ...)	
Impression of the trainer concerning the effort on looking for a job, the interest: <i>e.g. very diligent and persistent/ very diligent / sometimes making an effort/ was really lazy/ is not able to ... due to language problems or others</i>	
Did you already write job application letters? (how many approximately?)	
If job interviews have taken place already: how did they go? Was it interesting for you?	
What could be the reason it has not worked out so far?	
What could you need for your consistent search?	

Expectations / Apprehensions / Fears	
In which way do you expect / desire to find support here?	
What do you expect from the next weeks here from this offer?	
What should change for you?	

Occupational Future	
Which other professions do you know?	
Which other vocational trainings could you be interested in? What do you know about it? What else would you like to know concerning these professions, these trainings?	
Which occupation would you like to job shadow (experience and try out) because you still know too little about it?	
What are you especially good at?	
What do you believe are your strengths? (manual, work with your hands, I am very precise and decent, ...)	
Imagine I am a genie and I fulfill three of your wishes now, which wishes would you have?	

c. The potential analysis

A potential analysis is a helpful tool and individual interview and is suitable for Level 1 in Youthcoaching. It can be used at the second individual conversation.

The potential analyses focuses completely on potentials, competences and skills. It's useful to make visible potentials and their possible further development into competences in relation to occupation and school, also to increase the self – worth and therefore the motivation of the adolescents to integrate again into the educational life.

It is important to provide enough time for this analysis. It takes time to reach depth and to explore own interests which sometimes in everyday life can be forgotten.

	At school	With friends	At home	In your freetime for you alone:	At work during your hands-on training
What do you like to do or did like to do?					
What activities and responsibilities did this entail?					
What competences / skills were required for this?					
Can you think of occupations, in which these skills / competences would be required?					

d. The counseling record

On Level 2 or 3 of the Youthcoaching the counseling record serves to make the process visible.

If possible, it is filled out directly after the conversation. Topics and objectives are recorded in it.

Furthermore the Youthcoach will take notes about which interventions he/she applied and how the

adolescent reacted to them. This serves the reflection of the counseling as it shows, which interventions were successful and/ or if other paths and options should be taken into account.

Counseling record

Participant	Place, Date	
Concern / Desire		
Counseling topic		
First analysis		
Definition of objective		
Definition of sub – objectives		
Planned interventions Working hypothesis		
Performed interventions		
Reaction of client		
Progression of the counseling process		
Results / Achievement of sub - objectives		
Reached agreements		
Achievement of objectives		

e. The project journal

„To write a journal is a wonderful possibility for self-reflection and self-awareness. And therefore it is an excellent means for an active embodiment of your own life. In a journal we write about ourselves and our lives and by doing so we can learn a lot about ourselves, our behavior and also about our “blind spots”. By noting what we experience and what is moving and affecting us we feel/sense many things a lot more consciously. And that can be – especially for people who feel like the time is running by – a very pleasant thing. Also later on incidents are easier to retrace (and to understand).”

Reff: <http://www.zeitzuleben.de/2211-ich-schreib-ganz-fur-mich-tipps-zum-fuhren-eines-tagebuchs/>

The journal belongs to the adolescent. Youthcoaches can ask how the writing process is going and if they noted anything interesting that the adolescent would like to talk about in the counseling.

Adolescents can receive the following hints in order to have a reference point about what he/she could write:

What you should write into your journal regularly?

What made you especially happy today.

What got on your nerves. With who could you talk about it.

Anything new that you learned – especially with regard to occupations?

What else would you like to know? Which questions do you have?

Which occupations are interesting for you?

Did you hear anything about an interesting education / training or apprenticeship?

Information about possible apprenticeship training positions

Information about job applications:

- Name and address of the possible apprenticeship company
- Responsible contact person in the apprenticeship company and telephone number
- How will I apply (application form, letter of application)?
- When did I write my application and when did I send it?
- Did I get a positive or negative response?

Tips for the adolescents

Your journal is all yours. Keep it in a place where only you have access to it. It is not important whether your writing is correct. It's your notes – the principal thing is that you know what they are about.

Write whatever way you like. In a chaotic way, side by side, in rhymes, in poems. Or draw. It is important that you feel good when you are writing.

Hint: The information about job applications can also be noted separately in a book, in order to be able to retrace the job application activities.

f. Your strengths and your weaknesses

External (outside of coaching) exercises for adolescents

Besides your interests, you should also reflect on your strengths and weaknesses.

Step 1: Brainstorming in the Youthcoaching or external (outside of coaching):

Make a list with your strengths and weaknesses.

Step 2: External (outside of coaching)

Ask your parents or friends about their appreciation.

Step 3: Subsequently in the Youthcoaching

The results of the interview with parents and friends should be used as a motive and source for a conversation in the next Youthcoaching. The strengths and weaknesses will be compared with the requirements of the occupations the adolescent is interested in.

The following table can serve as an assistance in the YouthCoaching:

Occupational requirements	This means	Important occupations
Hand- and finger skills	You are good at working with your hands and fingers	
Spatial imagination	When you see a ground plan and a pattern, you know what it is about	Manual and technical occupations

Mathematical skills	You are good at calculating and dealing with numbers	Technical and commercial occupations
Technical skills	You quickly understand how machines and tools work	Technical occupations
Language skills - speaking	You are good at expressing yourself and understand complicatedly formulated statements	Occupations with a lot of client contact
Language skills – writing	You are able to compose texts that are easily comprehensible	Occupations in the office -, administration and media area
Logical analytical thinking	You quickly understand correlations	Technical occupations
Creative skills	You have great ideas to create and decorate beautiful rooms	Manual and industrial occupations

g. Which learning type are you?

The following exercise should facilitate an insight in different ways of learning to the adolescents. It is not a psychological test. It can be applied to clarify which learning strategies are meaningful for the client:

Step 1:

Have 10 items shown to you one after the other and each one for 3 seconds at a time.

Read the following tongue twisters (repeat each one 3 times)

**Peter Piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?
If Peter Piper Picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?**

**She sells seashells by the seashore.
The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells seashore shells.**

Red lorry, yellow lorry.

Which wristwatches are Swiss wristwatches?

**How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
He would chuck, he would, as much as he could,
And chuck as much as a woodchuck would
If a woodchuck could chuck wood.**

Now write down all items you still remember. How many do you remember?

If you could remember many items at this point, you learn well, when you see things and information.

Step 2:

Now have 10 items read to you.

Now answer the following answers:

How much is:

$49 : 7 = \underline{\quad}$; $5 \times 2 = \underline{\quad}$; $5 + 6 = \underline{\quad}$; $10 + 1 = \underline{\quad}$; $5 - 3 = \underline{\quad}$

Now write down all the items you still remember.

If you can remember many items at this point, you learn well by listening.

Step 3:

Now have someone blindfold you and give 10 items one by one, in the interval of a view seconds, into your hand.

Respond to the following questions:

Which day of the week is today? Which day of the week is tomorrow? Is the sun shining today? Name a flower? Which date do we have today? Which month are we in? When I add 18 and two, the outcome is:

Now write down all the terms you still remember. How many do you remember?

Did you remember a lot of items at this point, so you learn well through practical activities.

Subsequent to this exercise it is a good opportunity to speak about how the adolescent learns at home and what he/she could change.

The following table can help Youthcoaches to evaluate their clients:

LEARNINGSTYLES (Honey und Mumford, 1992)

	Learns best through	Strengths	Weaknesses
The active	<p>New experiences, problems and opportunities through which one can learn.</p> <p>Are good at getting involved in short „here and now“ activities like games, competition tasks, role games</p> <p>Like to be in the spotlight.</p> <p>They often feel thrown into the cold water about a task that appears to be difficult to them.</p>	<p>Flexible and open.</p> <p>Like to try something new.</p> <p>Are happy to be exposed to new situations.</p> <p>Are optimistic about all that is new and therefore do not tend to resist changes.</p>	<p>Tend to choose immediate action without reflection.</p> <p>Often take unnecessary risks.</p> <p>Tend to take over too many responsibilities in order to take center.</p> <p>They act harsh without proper preparation.</p> <p>Loose interest when they are in the implementation process.</p>
The reflective	<p>Encouragement to observe, think and to reflect on activities.</p> <p>Ideally they can think before they act in order to first receive information and only then comment.</p> <p>They like to have the opportunity to assess what has happened and what they have learned.</p> <p>They prefer to make decisions in their own pace, without pressure and deadline.</p>	<p>Cautious.</p> <p>Thoroughly and methodical.</p> <p>Considerate.</p> <p>Good at listening and receiving information.</p> <p>They rarely make premature conclusions.</p>	<p>Tendency to back off direct participation.</p> <p>Only slowly come to a decision.</p> <p>Tendency to be too cautious and to not take enough risk.</p> <p>Not purporting – they are not very communicative and do not like to “small talk”.</p>

<p>The theorist</p>	<p>They prefer to have time, to explore methodically the associations and correlations between ideas, incidents and situations.</p> <p>They like structured situations with clear purposes.</p> <p>They like to have the opportunity to question the basic methodology, assumptions or logic of an issue.</p>	<p>Logical „vertical“ thinkers.</p> <p>Factual and objective.</p> <p>Very good at asking in depth questions.</p> <p>Disciplined approach.</p>	<p>Limited in „Lateral thinking“</p> <p>Low tolerance for uncertainty, chaos and lack of clarity.</p> <p>No tolerance for anything subjective or intuitive.</p> <p>Many thoughts of „should“ or „would have to“.</p>
<p>The pragmatist</p>	<p>They prefer an obvious correlation between the topic and a problem or an opportunity in their work.</p> <p>They learn techniques for things with clear practical advantages which are relevant for their current work.</p> <p>They like to have the opportunity to try out new techniques and to practice them with the help and feedback of an expert.</p> <p>They can concentrate very well on practical issues.</p>	<p>Enthusiastic about testing things in everyday life.</p> <p>Practical, down-to-earth, realistic.</p> <p>Businesslike – like to get to the point immediately.</p> <p>Technic oriented.</p>	<p>Tend to reject everything that doesn't have an obvious application.</p> <p>Not very interested in theory or basic principles.</p> <p>Tend to reach for the first solution to the problem that comes along.</p> <p>Impatient with meaningless talks.</p> <p>Rather task-oriented than socially oriented.</p>

Reff: T-kit on Organizational Management, <http://pjp-eu.coe.int/it/web/youth-partnership/t-kits>

h. Self perception and external perception from peers

The image that we have about ourselves, we have arranged due to perceptions and assessments of these perceptions. It is called self perception. We have experienced a situation or reaction and have deduced something about ourselves from that: For example: “I am not good at speaking in front of strangers” or “I can hardly understand technical guidance”.

Also external perception for peers, that means images and perceptions other people have about us, are based on observations and assessments and not on facts.

Nevertheless it makes sense to deal with one's own self perception and external perception of peers, because:

„We get hints, if we possibly perceive ourselves in the right way.

We learn how we come across to others and can check, if we want to come across that way.

We can deduce changes or have a more precise exchange with others about our impact.

We can understand reactions of others better.“ (Doris Wolf)

Reff: <https://www.palverlag.de/selbstbild-fremdbild.html>

The following exercise can serve as a comparison of self perception and external perception of peers:

Step 1

The adolescent takes notes of the answers to the following questions:

- Dream job / desired occupation(s)
- Favourite subjects
- Hobbies
- Favourite meal
- Favourite film
- What makes me happy
- What annoys me
- What makes me sad
- What am I really good at
- What am I not so good at
- If I win at the lotto, I would ...
- Which famous person I would love to be
- ...

If the client doesn't like certain questions you can skip them. The answering of the questions about oneself can take place during the Youthcoaching or external (outside of coaching).

Step 2

Subsequently the adolescents ask these questions to people who are close and who they trust (parents, brothers and sisters, friends, relatives,...). The more personal the questions are the better the relationship to the person should be.

Step 3

Were there any surprises? Did you learn anything new about you?

In the next Youthcoaching session you can talk about conformities and non-conformities.

i. A typical work day

The adolescents should reflect on their experiences and observations of the job shadowing experience in enterprises. The following sheet should help with that:

Describe a typical work day

Activities

Which activities need to be done on a regular base in this occupation?

Name of the company:

What did I do:

Type of industry: Production / Service industry

What is the product / service offered?

Requirements

Which qualities should you bring with you in order to perform your job successfully?

Are there any special burdens (e.g. dust, noise, physical effort,...)

Perspectives for the future

Which chances for further education and advancement are there?

What does the job offer in this occupation look like? Is it rather big or small?

	<input type="checkbox"/> Further education:
Disability	<input type="checkbox"/> NO If YES, % <input type="checkbox"/> special protection form
Nationality	<input type="checkbox"/> Austria <input type="checkbox"/> other
Job application activities before YOUTHCOACHING and notes	

The path / process

Social background / Family situation	
Family:	
Family situation:	
Process	
Vocational orientation:	
Individual training plan:	
Social Pedagogy:	
Job application training:	
Titel of attended Workshops:	
Individual Coaching:	
Hands- on training and job applications	

Written job applications and companies for hands-on training	
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Education / Career plan

Education and job application activities	
Completion:	<input type="checkbox"/> Work acceptance <input type="checkbox"/> Employment Status as _____ at enterprise <input type="checkbox"/> Apprenticeship as _____ at enterprise <input type="checkbox"/> School <input type="checkbox"/> Exit _____ on the: Reason: <input type="checkbox"/> Other:
Career aspiration (alternatives):	1. 2. 3.
Measures/Qualifications:	

The next steps	

IV. Case Studies

The following 2 case studies can give you insights in the work of a YouthCoach.

Case study 1

During the last year the adolescent K attended the last mandatory year of school in a cooperative grammar school together with his twin sister. Her educational path began with attending preschool, nevertheless there were problems at the beginning. Later on in primary school there were also bigger problems with learning, there were weaknesses especially at mathematics. So for a short period of time she also was treated with medicaments, but this therapy weakened her power of concentration and retentiveness even more and was discontinued.

In her fourth grade she came to the counseling institution for the first time: motivated and willing to work, at the same time overstrained with decisions she needed to make now (apprenticeship training positions, search for hands-on training, etc.) and a test result that confirmed her “social and technical interests”.

Which next steps would you chose as a Youthcoach?

Case study 2

M. is 17 years old and has been living for quite some time in an assisted shared living. At school some learning weaknesses were detected, especially in German language and mathematics. The main problem for M. nevertheless is his insecurity in social contacts. He is very reserved with other persons, only talks when he is asked to and has a hard time at expressing his condition, which is leading to misunderstandings very often.

The result of an interest check showed a main focus in the areas books, opera, musical and media as well as foods and cooking. The career aspiration of M. was to become a shopkeeper or a cook.

Which next steps would you chose as a Youthcoach?

Youthcoaching process for case 1

The initial intention of the girl, to become a hairdresser or a beautician, was modified quickly in the counseling process through the conversations and also the practical testing and a technical interest became clear.

She passed through her vocational hands-on training in the mechatronics area, and so the direction of her vocational aspiration was stabilized. In her following job application process she had to face a few defeats in the form of apprenticeship tests she didn't pass and many refusals from companies. For that reason the further collaboration in the counseling was very intensive: Research of apprenticeship training positions in the internet, preparation of application documents, test training as a preparation for acceptance tests, practice of job interviews, clarifying conversations with the mother, regular networking with teachers, etc.

Finally, after another individual job shadow experience and a successfully passed application process she was accepted in an apprenticeship training position in the mechatronic area. She was accompanied until the end of the probationary period in order to have a good start in her work life.

Youthcoaching process in case 2

M. tried out the work in a book shop and found out for herself that the required direct contact to the clients in the shop was excessively demanding for him. M. was absolutely assessed as functionally suitable, but his difficulties in the social sector were a barrier because it consistently came to misunderstandings with other staff members. Finally M. had the opportunity to get to know the work in a organic restaurant, and was offered an apprenticeship training position. The business is very small, the kitchen and the working space well manageable. The works manager is socially engaged and has a lot of understanding for adolescents, a quiet work atmosphere was offered. M. is working all day long on his boss's side, to who he could gain more and more confidence.

M. has very bad memories from his school time and actually didn't want to go to vocational school anymore. At the same time it was important for him to participate in a vocational training. With the provided support M. can achieve his personal goal – a vocational training. All the people who know M. and observe him at his work, realize immediately how much he enjoys doing his work.



Youthcoach Train – the - Trainer

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