CAREER CONSULTING AND MENTORING SKILLS CAPACITY BUILDING FOR YOUTH WORKERS WITH NEETS

COMPASS

Project No.

2019-2-BG01-KA205-062645

- Competence-based Youth workers' training program
- Training Kit

pistes solidaires

CATRO

ACCIÓN LABORAL

UNIVERSITY OF THESSALY creative years

PREDICT CSD CONSULTING

ÖJAB

Erasmus+

COMPASS
Training kit

AUTHOR AND EDITOR:

- **PISTES-SOLIDAIRES, France:**
Jutta Faller

CO-AUTHORS:

- **CATRO, Bulgaria:**
Stefani Kostova
Dimitar Zlatanov

- **OEJAB, Austria:**
Valerie Koch
Sebastian Frank

- **PANEPISTIMIO THESSALIAS, Greece:**
Anna Boubouzioti

- **ACCION LABORAL, Spain:**
Alba González
Miguel Ángel Vicario
Sandra Hernández

- **PREDICT CSD CONSULTING, Romania:**
Ioana Andreea Popa

ERASMUS+ project no. 2019-2-BG01-KA205-062645
Coordinator : CATRO, Bulgaria
https://www.compass-eu.org/

TABLE OF CONTENTS

CH-1 INTRODUCTION P I 4

1.1 ABOUT THE PROJECT 5

1.2 WHAT IS COMPETENCE-BASED TRAINING? 7

1.3HOW TO USE THIS TRAINING KIT? 8

1.4 FACILITATOR SKILLS 10

CH-2 COMPETENCE - BASED TRAINING PROGRAMME P I 12

2.1 EMOTIONAL INTELLIGENCE 13
- o RESILIENCE AND SELF-CARE 14-16
- o SELF AWARENESS 18-20
- o SELF REGULATION 22-26
- o SELF MOTIVATION 30-32
- o EMPATHY 34-36

2.2 YOUTH WORKER EFFICACY 39
- o SELF-ACTUALISATION AND INNOVATION 40-42
- o TIME MANAGEMENT 45
- o TEAMWORK 48-50
- o PROBLEM SOLVING 53
- o CRISIS MANAGEMENT 56

2.3 EFFECTIVE COMMUNICATION 59
- o COMMUNICATION PRINCIPLES 60-62
- o VERBAL & NON-VERBAL 64-66
- o COMMUNICATION STYLES 66-73
- o COMMUNICATION TECHNIQUES 71-75
- o EFFECTIVE FEEDBACK 76-78

2.4 MOTIVATING & EMPOWERING 81
- o MENTORING PROCESS 82
- o IDENTIFYING INTERNAL DRIVERS 88
- o MOTIVATIONAL INTERVIEW 91-94
- o EMPOWERMENT 98
- o FIXED VS GROWTH MINDSET 101

2.5 CAREER COUNSELLING 105
- o LEARNING NEEDS AND STYLES 106
- o TECHNICAL SUPPORT 110
- o GOAL SETTING 112
- o MENTORING AND COACHING 115
- o PROACTIVENESS 119

2.6 NETWORKING AND RELATIONSHIP BUILDING 125
- o DEVELOPING NETWORKS 126
- o IDENTIFYING OPPORTUNITIES 129
- o SHARING GOOD PRACTICES 132
- o NETWORKING EVENTS 134
- o SOCIAL MEDIA 137

CH-3 EVALUATION TOOLS P I 140

CH-4 REFERENCES P I 146

EMOTIONAL INTELLIGENCE 147

YOUTH WORKER EFFICACY 148

EFFECTIVE COMMUNICATION 149

MOTIVATING AND EMPOWERING NEETS 151

CAREER COUNSELLING 152

NETWORKING AND RELATIONSHIP BUILDING 154

CH.01

INTRODUCTION

ABOUT THE PROJECT

Welcome to the COMPASS competence-based training kit for youth workers. This training programme is an outcome of the COMPASS project which proposes to work on new tools to help to recognise and improve youth work with a special focus on NEETs (young people Not in Education, Employment, or Training). It aims to develop both youth workers' counselling and mentoring skills while directly applying their competences to NEET target groups, leading to labour market inclusion through soft skills.

Youth work with a focus on specific target groups of young people, like NEETs, has transformed the youth worker profession across Europe in recent years. Instead of pure leisure time activities, the youth workers' activities are today more oriented towards education and labour market inclusion. The EU policy encourages, through relevant programmes, platforms and resource repositories, the European and international exchange of good practices, training, skills acquisition, and peer-learning in relation to quality-focused youth work (Council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people, 2013/C 168/03).

Youth work is about supporting young people and creating opportunities for them, and the relationships that are built between youth workers and the young people they work with, is at the heart of successful youth work practice. The youth worker's role has an important impact on young peoples' personal development, social inclusion, and active citizenship.
However, youth workers are facing constant challenges and a lack of support and recognition. They need ongoing training to update their learning and to develop and reinforce competencies, especially in the fields of mentoring and career counselling.

This training kit is based on the results of a first phase of research carried out in the COMPASS project partner countries where questionnaires and interviews have helped to identify and understand the training needs of youth workers who work with this target group. This comparative analysis of the situation of youth work in the six partner countries of the COMPASS project led to a tailor-made competence model that covers the specific knowledge, skills and attitudes required for effective career counselling and mentoring process of NEETs.

The questionnaires and interviews carried out in Spain, Greece, Bulgaria, Romania, Austria, and France during the first phase of the project focused on the following questions:

o Training for youth workers, distinctive features of the professional role.

o Main challenges while working with the target group.
o Methods which are successful for youth activation.
o Skills and competences needing to be developed further.

The results of the conducted survey showed that in most partner countries youth workers do not pass through a specialised qualification course while career counselling turned out to be one of the main tasks performed by youth workers dealing with NEETs. They help them to identify their skills and interests, to search for job opportunities, to prepare their applications, to get ready for job interviews etc.

In addition, the ability to motivate youth and empower them to take the necessary steps to achieve their goals is reported as key by all survey respondents. This is an area where significant challenges are encountered, as for many youth workers NEETs lack the confidence to be able to achieve a meaningful change in their lives. There is a strong agreement both among interview and survey respondents in all partner countries that effective communication is of great importance for working with young people. It is impossible to achieve any results without proper understanding of the young peoples' needs. Professionals already understand the need to actively involve both parties in the communicative process, but they could benefit from further tools and approaches.

Closely related to this topic is the competence of emotional intelligence and empathy, as well as resilience and self-care. A youth worker needs to be able to recognise his or her own emotions, feel confident in his/her role, and be able to withstand pressure in order to be able to offer effective assistance to young people's problems.

Youth workers are often overwhelmed, performing a variety of tasks simultaneously which creates a feeling of unproductiveness. They need to be efficient in their work, to plan ahead, set priorities, employ critical thinking, develop problem-solving skills.
Last not least, youth workers cooperate with team members, government officials, NGOs and companies. Networking and relationship-building play an important role in their daily work, though mostly without being trained for it.

The COMPASS training kit has been developed around 6 key competences identified by the survey:

o Emotional intelligence
o Youth worker efficacy
o Effective communication
o Motivating and empowering NEETs
o Career counselling
o Networking and relationship building

The main objective of this jointly elaborated training programme is to provide practical tools and exercises to deepen the understanding of soft skills in order to improve them and to build the capacity for supporting young people efficiently.

WHAT IS COMPETENCE-BASED TRAINING?

Quality standards of youth work evolved as the realities, needs and concerns of young people also evolved. This led to the design of different competence models for specific areas, for example, the Salto Youth Competence Model for Youth Workers to Work Internationally (2016).

The COMPASS training programme specifically addresses youth workers who are actively involved in working with NEETs and who aim to support them in their education and labour market integration process. The competence model elaborated during the first phase of the project is a set of competences that define the capabilities of successful performers and relate to the needs of acquisition and/or improvement of skills that facilitate their daily work as counsellors and mentors of NEETs.

Competence-based training is training that focuses on these specific competences or skills with the key characteristic that it is learner-centred. It is about assisting individuals to acquire skills and knowledge, so that they are able to perform a task to a specified standard under certain conditions. The emphasis in competence-based training is on «performing» rather than just «knowing», while traditional trainings provide a lot of information but often fail to provide practical exercises to improve performance. Through competence-based training the learners will be able to demonstrate competence and explore and recognise their achievements. They take the responsibility for their own learning to fill the skill gaps they identified themselves. Competence-based trainings are therefore self-assessment guided to allow the learner to be aware of their learning needs. This provides the opportunity for the learners to focus their learning and give feedback on the success of their learning.

The COMPASS training kit is designed in this perspective, as it aims to engage the youth workers actively in their learning process. The first step of this learning process is clearly to become aware of one's own performance and to understand how soft skills relate to the way we work. For this it is important to understand the competences we need in order to achieve a certain goal. A youth worker might be high performing in one area but less efficient in another and this skill gap can impact his job satisfaction to a high degree. His or her job mission has maybe changed over the last years and the initial qualification might not correspond to the new tasks. There are many reasons for youth workers to overthink their job situation and consider competence-based training to stay motivated and work more efficiently. Youth workers who fully reach their potential are in any case better prepared for work and likely to feel more recognition and satisfaction.

HOW TO USE
THIS TRAINING KIT?

The 6 key competences explored in this training programme are of course interrelated but depending on the youth worker's self-assessment he/she can choose those that are the most relevant to his/her career or interest.

Furthermore, the tools and practical exercises can be adapted to concrete situations or case studies, they are flexible for inputs and for exchange of good practices and working methods among the participants. Most of the learning activities are indeed group activities, emphasising collaborative learning. The aim is to enable the learners to become more competent in their actual tasks and within their actual work situation. They also have the possibility to adapt the tools to use them later for learning activities towards young people.

The training approach is based on non-formal education principles (Council of Europe Symposium on Non-Formal Education: Report 2001) which means that the programme is designed to be process orientated, learner centred, participatory, close to real-life concerns, experimental and oriented to learning by doing. Group discussions and team building activities, Self-reflection, Role play Games, Brainstorming etc. ensure a balanced interaction between cognitive and practical learning.

The training kit contains 6 modules of 5 units each. The 30 units cover knowledge, skills, and understanding of each key competence/module and propose 1 to 2 learning activities per unit. A pre-assessment and a post-assessment form are available for each learning activity.

Within the first module youth workers will learn about emotional intelligence regarding resilience and self-care, self-awareness, self-regulation, self-motivation, and empathy. The main objective of this module is to capacitate youth workers on these five units, which are vital to effectively work with youngsters and correctly develop their capacities.

The training module about youth worker efficacy follows as the others the Inside-out approach, by starting with the youth worker's competences. It provides the youth worker with tools and deepens the understanding of self-actualisation, time management, teamwork, problem-solving and crisis management.

Within the third module youth workers get to know the principles of effective communication and different methods which can be used in different communication situations. This includes conversations with colleagues and youngsters but also with stakeholders or parents. Effective communication methods enable youth workers to avoid misunderstandings, to prevail in conflicts, to give effective feedback, to convey important content and to communicate their own goals and intentions but also to understand the interlocutor´s attitude.

The module motivating and empowering NEETs is based on the precondition that youth workers know themselves well and are able to take care of their own needs. After this the next logical question is how to help young people to make the most of their potential. The answer is, through empowering them to become the actors of change in their own lives. This module is built on the use of the young person's motivation as the primary driver in their development. Empowerment is about knowing when and to what extent to intervene, while allowing the young person to learn and develop.

Career counselling, the fifth module, gives insight about how to assist young adults and NEETs to discover their potential and to orientate them to the career providing them with personal and financial satisfaction in relation to the standards they have set for themselves and their values. The module covers learning needs and styles, technical support, goal setting, mentoring and coaching, and proactiveness.

The last module focuses on the topic of networking and building relationships with other actors involved in the field of supporting and mobilising young people, as essential elements of a youth worker's activity, which means to be able to develop networks, identify opportunities, share good practices, organise networking events, and master social media. Learning more about networking and becoming more efficient when it comes to building relationships is bound to have a long-lasting effect on the youth workers' impact on their organisations, as well as on their communities.

FACILITATOR SKILLS

The facilitator's role in competence-based training is to support the participants in their learning and lead them to the required level of performance.

The first point facilitators should bear in mind is that the training must be relevant and useful for the participants. Youth workers know the realities of the young people they are working with and the facilitator should also be familiar with the topic. The participants need concrete examples of good practice to understand how they can apply their learning with young people. The exercises can be adapted to their realities if needed to make them more learner-centred. The trainer should lead the participants to find their own solutions for challenging questions. For that reason, the learning activities of this training kit are designed to give participants possibilities to work together, discuss and share ideas and information.

Debriefing and evaluation play an important role all along the training and in any learning process. The facilitator should plan the training in a way to ensure enough time available for debriefing and evaluation within each training unit.

The pre-assessment forms must be filled in by the participants before the training to know their realities and training needs. It will help the facilitator to adapt the training in advance and this advanced preparation is vital. However, he should remain open to adaptations during the sessions to make the contents, if necessary, more relevant for the participants, or to skip or shorten certain activities.

General skills the facilitators should have:

o He/she should be familiar with group dynamic methods and include ice-breaking activities like energisers or group discussions at the beginning of a learning activity, bearing in mind that some participants feel more comfortable discussing in small groups or in pairs.
Here are some examples: https://www.thebalancecareers.com/best-ice-breakers-for-meetings-and-training-classes-1918430

o He/she should practise active listening to understand not only each participant's questions and contributions but also the group dynamic and to ensure that the group understands the same and follows the same instructions.

o The facilitator should have a sense of timing. This starts with the planning of the training. The content should not be too dense for the available time frame nor should activities or discussions be open-ended. It is important to alternate individual work, group work and plenary sessions in a balanced way, not to forget the necessary time for breaks and energisers. Depending on the group size and how active the participants are, the sessions should have a duration of about 1,5 hours, which suggests a maximum of 4 training sessions per day.

o He/she should be objective and give the participants the feeling that their opinions are welcome, that they are free to share their experiences and ensure that all participants are encouraged to do so.

CH. 02

COMPETENCE-BASED TRAINING PROGRAMME

2.1 EMOTIONAL INTELLIGENCE

Emotional intelligence is key to successfully developing healthy relationships in all spheres of life. The five components of emotional intelligence - resilience and self-care, self- awareness, self-regulation, self-motivation, and empathy - should define the youth workers' approach when working with NEETs.

The methods developed to foster these aspects will help them to manage and build stronger relationships, succeed at work, and achieve their career and personal goals, while helping youngsters by following the same paths. It is known that a lack of emotional intelligence, resilience and self-care can make learning, working and skills development more difficult because of the effect it has on mind and body.

Fostering resilience and self-care is essential for adapting to changes, overcoming problems, and facing crises whilst also learning from them. Self-awareness is essential to identify our mental, physical, and emotional states and incorporate habits and attitudes that, through understanding, make them stable and efficient.

Thus, self-regulation is critical to understanding and managing one's internal states, preferences, resources, and emotions, as well as their role in successful professional and personal occupation, facilitating our development rather than hindering it. Fostering self-motivation is important to demonstrate commitment and a strong drive for achievement in pursuit of goals despite obstacles and setbacks. And finally, the development of empathy is important to lay the foundations of relationships with others, listen and understand the behaviour of others, diverting the focus from ourselves.

GROTBERG THEORY

TIMEFRAME

60 minutes

MATERIAL

Papers and pens

LEARNING OBJECTIVES:

o Understand the role of resilience and self-care in youth work with NEETs.

o Understand our personal needs, values, and purpose.

o Enhance our capacity to rebuild and develop psychologically, despite living in high-risk conditions or having faced crisis situations.

o Help to rebuild our dreams and our life projects to be resilient.

INTRODUCTION:

According to the work of Edith Grotberg, resilience is the ability of a human being to face the adversities of life, overcome them and be positively transformed by them.

It is the result of the combination of the following categories:
o "The I HAVE category": people around us who we trust or who we can count on unconditionally and who help us to function alone. It can also be people whose advice helps us to avoid dangers or problems.

o «The category I AM»: a description of who we are, both emotionally and physically and the situation we are in.

o «The category I CAN»: the opportunity people have to talk about what scares or worries them, trying, on their own, to find a solution to their problems and a person to guide them, which means, describing the tools we have to overcome the crisis.

As youth workers, a change in outlook is required when considering NEETs as individuals who have problems and seek our help because they do not know how to solve them alone.
From the resilience approach, it would be translated as an intervention affecting the capabilities and resources of the person, considering them as talents or forces to overcome adversity. That with a focus on the potential of the person instead of the problems.

READING:

Daniel Goleman, Emotional Intelligence, 1995
Daniel Goleman, Working with Emotional Intelligence, 1998

IMPLEMENTATION:

| **STEP 1** | The facilitator explains the concept of resilience and the Grotberg Theory.

| **STEP 2** | The facilitator asks participants to write three columns and ask them to follow the next steps:

- o Write down in the first column some aspects from the category "I HAVE" related to their job or work experiences.
- o In the second column, some from the "I AM".
- o In the third, some of the "I CAN".

| **STEP 3** | Once the individual's work is completed, the facilitator asks participants to share their answers.

DEBRIEFING:

The facilitator could ask participants to reflect about the activity, following these questions:

- o What did I gain from the activity?
- o What did I understand about others after the exercise and how it can be implemented in everyday situations?

MY STORM

LEARNING OBJECTIVES:

o Figure out who we want to be during our "storms".

o Accept and give us what we need.

o Concentrate ourselves in what we can control.

o Learn how we can react in difficult situations.

o Encourage a positive attitude towards oneself.

TIMEFRAME

90 minutes

MATERIAL

Papers and pens

INTRODUCTION:

Daniel Goleman pointed out in his book "Emotional Intelligence" (1995) that people sometimes get confused when we are talking about the need to control emotions. Emotions are part of our life and «control» will never be synonymous with blockage or denial on a day-to-day basis.

Rather, it would be a matter of modulation, of reducing the disruptive effect that certain emotions may have while we understand their message and their adaptive purpose.

It would simply be about channeling and looking for an activity that allows us to «release» that emotion. The keys to emotional self-care require a constant commitment to us.

In difficult moments, more than anguish, uncertainty reigns. And when this feeling is present, the mind is filled with doubts. Those persistent doubts increase emotional distress almost without us realising it. We go into a state of hypervigilance and everything begins to get complicated, to seem more difficult.

If we apply this to the field of working with others, it is vitally important that we are aware of our state of mind and which emotions dominate us, so the development of our work is not affected by it and above all, this does not affect others.

READING:

Daniel Goleman, Emotional Intelligence, 1995
Daniel Goleman, Working with Emotional Intelligence, 1998

IMPLEMENTATION:

| **STEP 1** | The facilitator explains Goleman's concept regarding self-care.

| **STEP 2** | The facilitator asks the participants to think about a recent difficult situation they have lived through at work. The more participants can revive a situation, the better.

| **STEP 3** | Participants are asked to write two columns, following the next steps:

- o Write down in the first column what we can control over this situation (take care of our physical and emotional health, create strategies to feel better, etc.).
- o Write down in the second, what is beyond our control, such as knowing the duration of the "crisis" or "storm".

| **STEP 4** | When participants have completed the questions, they can present their answers to the rest of the group and a space of dialogue regarding their experiences could be open.
The facilitator could ask participants to reflect on it and to realise that, despite everything, we control important things. Things that can favor our calm, our way of facing the present moment.

DEBRIEFING:

The facilitator could ask participants to reflect about the activity held following these questions:

- o What did I gain from the activity?
- o What did I understand about others after the exercise and how it can be implemented in everyday situations?

THE BEST ME

TIMEFRAME

90 minutes

MATERIAL

Magazines, scissors, glue, papers, and pens

LEARNING OBJECTIVES:

o Identify assets.

o Acknowledge personal interests and personal values.

o Develop self-confidence.

o Learn to express who we are and how to present ourselves in the best way.

o Encourage a positive attitude towards oneself.

INTRODUCTION:

Psychologist Daniel Goleman says that self-awareness is like «knowing one's own internal states, preferences, resources, and intuitions.»

It is important to recognise that self-awareness is not only about what we realise about ourselves, but also about how we realise and manage our inner world.

Our mind has the ability to store information about how we react to a certain event in order to form a representation of our emotional life. Often this information ends up conditioning our mind to react in a similar way when we encounter a similar event in the future.

Self-awareness allows us to be aware of these conditionings of the mind.
According to Daniel Goleman, self-awareness is the cornerstone of emotional intelligence. Managing our emotions and thoughts in a moment is a key skill to better understand ourselves, be at peace with who we are, and proactively manage our thoughts, emotions, and behaviours.

Between the benefits of a developed self-awareness:

- o It is easier to act consciously rather than react passively.
- o Having a good psychological health and a positive outlook on life.
- o Having a greater depth of life experience and being more likely to be compassionate with oneself and with others.

We are not always self-aware as most of the time we are simply "not in the here and now" to observe ourselves. In other words, we are not here to pay attention to what is happening in or around us.

Almost half of the time we go on «automatic pilot» about what we are doing or how we feel and our minds wander to somewhere different than the present. In addition to constant mental wandering, various cognitive biases also affect our ability to have a more accurate understanding of ourselves, making the task of understanding, accompanying, helping and empowering others more difficult for us.

READING:

Daniel Goleman, Emotional Intelligence, 1995
Daniel Goleman, Working with Emotional Intelligence, 1998

IMPLEMENTATION:

| **STEP 1** | The facilitator explains Goleman's concept regarding self-awareness.

| **STEP 2** | The facilitator asks participants to prepare a collage, using photos and text from the magazines, which represents:

- o Their individual strengths
- o Personal values
- o Motivation to learn
- o Passions
- o Something that makes them unique, like what they are good at.
- o Their personal qualities (why other people like them)
- o Their weaknesses
- o Their achievements or best results in life
- o Something they are insecure about

| **STEP 3** | After 30 minutes of preparation, participants arrange themselves in a circle and introduce their collages to the rest of the group. The collages will be hung on the wall.

DEBRIEFING:

The facilitator could ask participants to reflect about the activity held, following these questions:

- o What did I gain from the activity?
- o What did I understand about others after the exercise and how it can be implemented in everyday situations?

EMOTION RELATION

TIMEFRAME

90 minutes

MATERIAL

Papers and pens

LEARNING OBJECTIVES:

o Foster self-awareness through our reactions.

o Analyse in-depth individual skills, competences, qualities, and strengths.

o Analyse weaknesses to be addressed and gaps to be filled in for improving.

o Maximise the person's potential.

o Facilitate the self-assessment and self-awareness about personal and professional profile.

INTRODUCTION:

Self-awareness is the ability to recognise our emotions and feelings and how they affect our behaviour.

Our emotions are shaped throughout our lives due to our past experiences, our education, our social and family environment, and, above all, our own interpretations of all of this. They are warning signs that alert us to something.

Developing this self-awareness competence will be especially useful in the professional environment and applied to Social Work as youth workers.

It allows us to start an introspective and reflective path in which we first identify our own values, judgments and beliefs and thus, later, relate to the values and commitments of the profession, we can detect possible inconsistencies or compatibility, identifying one's own professional aptitudes as well as recognizing the expectations surrounding the profession.

READING:

Daniel Goleman, Emotional Intelligence, 1995
Daniel Goleman, Working with Emotional Intelligence, 1998

IMPLEMENTATION:

| **STEP 1** | The facilitator explains the concept of self-awareness and its implications for youth workers.

| **STEP 2** | Facilitator asks participants to analyse and list their strengths and weaknesses and write them down.

| **STEP 3** | Participants must think about at least five situations they have experienced during the last week at work (specific cases) and identify what emotions these situations have generated on them (fear, joy, surprise, sadness, anger).

| **STEP 4** | They should reflect on the relationship between each situation, the emotion that it is generated and the analysis of their strengths and weaknesses, asking the following questions:

- What do you think is producing that emotion?
- What is it warning you about?
- What feeling does it generate?
- What could be the relation between your strengths and weaknesses and these reactions?

DEBRIEFING:

When participants have completed the questions, they can present their answers to the rest of the group and a space of dialogue regarding their experiences could be open.
The facilitator could ask participants to reflect about the activity held, following these questions:

- What did I gain from the activity?
- What did I understand about others after the exercise and how it can be implemented in everyday situations?

EMOTIONS MANAGEMENT - STOPP TECHNIQUE

TIMEFRAME

90 minutes

MATERIAL

A4 papers (or bigger); pens; flipchart

LEARNING OBJECTIVES:

o Identify emotions and states

o Accept and analyse emotions.

o State condition

o Manage our impulses

o Overcome impulses and emotions effects

o Facilitate the self-regulation about personal and professional profile.

o Foster more conscious behaviours at difficult moments.

INTRODUCTION:

According to Daniel Goleman's definition (Working with Emotional Intelligence, 1998) self-regulation refers to how we control and manage ourselves and our emotions, inner resources and abilities.

Self-awareness allows us to know our emotions and self-regulation allows us to manage them. It is also connected to our ability to manage our impulses.

Throughout his work, Goleman says we have to think of our emotions as a pair of scales. The key to well-being is balance. For this, it is necessary to focus on:

o Controlling our anger.

o Controlling our impulses. Before acting, we must think, reason and analyse the situation.

o Regulate our negative emotions. These states absorb all our attention, hindering any attempt to attend to something else.

In the field of Social Work, it is common to feel overwhelmed by stress and anxiety or distressing emotions when dealing with many hard situations. It can be difficult to know how to deal with these emotions in order to offer the best version of us and not let oneself go overboard because we have to first manage and move through our own emotional obstacles before we can empower others to do the same.

We tend to let our stress, anxiety and emotions build up all day long without doing anything to calm them down, trying to ignore them and hoping they will go away on their own. However, this can make us unable to take on anything else and feel overwhelmed. At this point, all these emotions become more difficult to deal with. That is why one of the keys to managing our emotions is to find ways to not let them build up so much. One effective tool to do this is the STOPP technique.

STOPP is designed to help to stop stress and anxiety as soon as we start noticing it, rather than waiting for it to become overwhelming.

It consists of:

- Stop what you are doing.
- Take a few deep breaths to calm and gather yourself.
- Observe:
    - THOUGHTS: What thoughts am I having? What's going through my mind? What am I saying to myself?
    - BODY SENSATIONS: What physical sensations am I experiencing? Where am I experiencing them in my body?
    - FEELINGS: What feelings or emotions am I experiencing?
    - BEHAVIOUR: What am I doing? How am I acting? What do I want to do?
- Plan: What's the best/most important thing for me to do right now?
- Proceed to act mindfully, taking whatever action you've planned.

READING:

Daniel Goleman, Emotional Intelligence, 1995
Daniel Goleman, Working with Emotional Intelligence, 1998

IMPLEMENTATION:

| **STEP 1** | The facilitator will explain the concept regarding the STOPP technique, its implications on emotion management and share the STOPP chart to facilitate the development of the activity.

STOP	TAKE A BREATH	OBSERVE	PULL BACK, PUT IN SOME PERSPECTIVE	PRACTICE WHAT WORKS

| **STEP 2** | The facilitator will ask participants to write down the situations that cause them the most stress or distress at work, evaluating them from 1 to 100.

| **STEP 3** | Participants are asked to visualise the situations that cause them stress from least to most on the list with all the details in order to revive them. The more details participants can remember, the better. The facilitator should emphasise that.

| **STEP 4** | Participants must choose one of those situations, for example the one rated the highest, and start applying the STOPP technique to manage that situation, step by step using the chart provided. For that purpose, the following questions could be included in each step of the process:

- **Stop:**
  What made you realise that the situation is stressful for you?

- **Take a breath:**
  Breathe slowly once or twice.
  What makes you think that this situation is not good for you?

- **Observe:**
  What's happening?
  What are you reacting to?
  What are you thinking and feeling?
  What are the words that your mind is saying?
  What physical sensations do you notice in your body?
  Where is your focus or attention?

o **Pull back, put in some perspective:**

Is this fact or opinion?
See the situation as an outside observer. Is there another way of looking at it?
What would someone else see and make of it?
What advice would you give to someone else?
What's 'the helicopter view'?
What meaning are you giving this event for you to react in this way?
How important is it right now, and will it be in 6 months?
Is your reaction in proportion to the actual event?
What will be the consequences of your action?

o **Practice what works:**

What can you do that will be most helpful?
Will it be effective and appropriate?
Is it in keeping with your values and principles?
What is the best thing to do, for you, for others, for the situation?

DEBRIEFING:

A final reflection space could be open to identify the benefits of emotion management and of this specific technique at youth workers' jobs and activities.

o What did I get from this activity?
o Did I learn something more about myself?
o Did listening to the others help me to reflect more about myself?

GETTING OUT OF MY COMFORT ZONE

TIMEFRAME

60 minutes

MATERIAL

A4 papers
(or bigger); pens;
flipchart

LEARNING OBJECTIVES:

o Facilitate the self-regulation about personal and professional profile.

o Reflect on the consequences of our feelings and thoughts, both in our professional and personal life.

o Improve our management of negative situations and emotions.

o Transform negative emotions into learning.

INTRODUCTION:

When we are overwhelmed or under a lot of tension, anxiety or stress, we usually blame the situation we are experiencing, instead of stopping and thinking that what is actually happening is that we do not know how to manage it.

Here again, our ability and knowledge about self-regulation and emotional intelligence can help us to improve.

According to Albert Ellis, one of the most influential psychologists in the United States, emotional overload is not created by the situations we experience but by the interpretations we make of those situations. When we face adversity, we can choose between feeling healthy negative emotions (annoyance, frustration, disappointment) or unhealthy negative ones (anxiety, depression, anger).

Ellis developed a model called ABC that explains how we can generate healthy or harmful emotions from any event, depending on what interpretation we make of it, and in that way, we can choose how to manage and overcome it.

In this model:

A: We call «A» the adverse event, such as a failure or rejection of someone/oneself.

B: B from Belief represents the beliefs of the person, that is, his/her philosophy or point of view about the adverse event «A». These beliefs can be rational or irrational.

C: C refers to the consequences that the person generates as a result of A and B.

If we observe our irrational ideas and confront and refute them, we will be able to avoid the negative feelings that they cause.

FOR EXAMPLE:
A: You do poorly in a job interview and do not get the job you want.

B:
o Rational beliefs: I do not like that I didn't get this job. How frustrating. How can I try to do better next time?
o Irrational beliefs: This interviewer must like me, and I must get this job. If not, it will be horrible. I will not be able to bear it. That will show that I am incompetent and that I will never have a good job.

C: for irrational beliefs: you feel depressed and worthless. You avoid other interviews.

We can debate these irrational beliefs with reasoning. By challenging our irrational beliefs until they are proven wrong, we will change C, in this case, depression and undervaluation. By doing so, we will also change our behaviour and can easily continue looking for a job and doing more interviews (managing and overcoming it) following that example.

READING:

Albert Ellis, Rational Emotive behaviour Therapy, 2nd Edition: A Therapist's Guide, 2004

IMPLEMENTATION:

| **STEP 1** | The facilitator will show the knowledge – info regarding the ABC model and its implications on emotion management.

| **STEP 2** | Participants are asked to think about a work situation or work activity which gets them out of their comfort zone and implies a challenge for them or causes uncertainty.

| **STEP 3** | Participants must think about at least five situations they have experienced during the last week at work (specific cases) and identify what emotions these situations have generated on them (fear, joy, surprise, sadness, anger).

| **STEP 4** | Whilst thinking about that situation, they must apply the ABC model to manage that situation, step by step. They could write each step down in order to facilitate the analysis.

A: What is the Adverse event?

B: What irrational beliefs does it cause you?
And the rational ones?

C: What are the generated consequences as a result of A and B?

DEBRIEFING:

When participants have completed the questions, they can present their answers to the rest of the group and a space of dialogue regarding their experiences could be open. The facilitator could ask participants to reflect about the activity held, following these questions:

- o What did I get from this activity?
- o Did I learn something more about myself?
- o Did listening to the others help me to reflect more about myself?

TRAINING MY INITIATIVE

TIMEFRAME

90 minutes

MATERIAL

Papers and pens

LEARNING OBJECTIVES:

- o Learn about self-motivation methods.
- o Adopt positive attitudes in face of failure or upcoming problems
- o Identify own drivers.

INTRODUCTION:

Self-motivation is the internal engine that leads us to achieve our objectives and goals. In the words of Daniel Goleman (Emotional Intelligence, 1995), «We all have our own capacity to motivate ourselves.»

Self-motivation is the reason that leads us to make certain choices, perform certain acts and helps us to achieve what we propose or to become what we want to be. This intrinsic motivation encourages us to achieve our goals, once we analyse our skills, potential and resources, so it is related to the self-awareness that we have previously seen.

It is important to know our strengths, weaknesses and our potential in order to be able to combine it with our motivation and achieve realistic objectives, which drive us to action because they seem challenging, ambitious, but at the same time that it is possible to achieve them, since, otherwise, they could generate anxiety or frustration.
All of this means that self-motivation influences our mood. Especially when working with others, this important skill encourages people to continue to progress even when confronted

with setbacks, to take advantage of opportunities and to show commitment to what they want to achieve, important aspects when your work is based on improving others' lives.

According to Daniel Goleman's work, initiative is the ability to seize opportunities when they arise, avoiding doubts that can lead to missed opportunities to grow or improve. Although it is also important to think carefully and make sure you are making the right decision.

The initiative can be seen as a combination of courage, necessary to overcome the fear of the unknown inherent in new opportunities, and good risk management, which ensures that the correct opportunities are identified and whose level of uncertainty or risk can be assumed.

READING:

Daniel Goleman, Emotional Intelligence, 1995
Daniel Goleman, Working with Emotional Intelligence, 1998

IMPLEMENTATION:

| **STEP 1** | The facilitator will show the knowledge – info regarding self-motivation, initiative and its implications on our improvements.

| **STEP 2** | Participants are asked to think about a past job experience in which they put into practice their capacity for initiative, (for example solving a problem, preparing a big task, etc.).

| **STEP 3** | Thinking on that situation, facilitator asks them to write down the following reflections:

- o What happened to launch your initiative?
- o What motivated you at that time? What did you feel in that situation?
- o Which of your strengths did you rely on to carry out your plan?
- o What is the most pleasant thing about that memory?

| **STEP 4** | Then, participants are asked to try comparing those thoughts to another current situation in their life in which they need to use a higher level of initiative and establish an action plan to deal with it.

DEBRIEFING:

When participants have completed the questions, they can present their answers to the rest of the group and a space of dialogue regarding their experiences could be open. The facilitator could ask participants to reflect about the activity held, following these questions:

- o What did I get from this activity?
- o Did I learn something more about myself?
- o Did listening to the others help me to reflect more about myself?

MY CAREER PATH

TIMEFRAME

90 minutes

MATERIAL

Papers and pens

LEARNING OBJECTIVES:

- Establish clear and realistic goals.
- Be conscious of the reality.
- Be ambitious.
- Reflect on personal values, competences, drives, motivations, and passions related to professional life.
- Favour better career decisions.

INTRODUCTION:

According to the thought of S. Lehman "commitment is what transforms a promise into reality, it is the word that speaks boldly of our intentions, it is the action that speaks louder than words, it is fulfilling what is promised when circumstances turn adverse, it is the material with which character is forged in order to change things, it is the daily triumph of integrity over skepticism. Committing and keeping commitments are the essence of proactivity".

By committing ourselves, we maximise our capabilities to carry out the entrusted task and the desired objective. Taking into account that we know the conditions that we are accepting and the obligations that they entail, since it implies a permanent effort towards the achievement of the established objective.

As social workers, the value of commitment helps to:

- o Feel the objectives of others as your own.
- o Support and implement decisions, fully committed to achieving common objectives.
- o Prevent and overcome obstacles that interfere with the achievement of the objectives of those whom you help.

When we think our commitment in work is waning, we are probably dealing with a lack of motivation. We must not let our lack of interest, motivation or commitment threaten the success of our work.

READING:

Daniel Goleman, Emotional Intelligence, 1995
Daniel Goleman, Working with Emotional Intelligence, 1998

IMPLEMENTATION:

| **STEP 1** | The facilitator explains the concept of self-motivation, commitment and the impacts on the youth worker's performance.

| **STEP 2** | Participants are asked to create their career-line on an A4 sheet, indicating the ups and downs of the experiences they had throughout, with particular reference also to their personal life (since they both affect inevitably each other).

| **STEP 3** | Facilitator continues by asking participants to reflect silently on what/who helped them during these difficult situations, what/who helped them to rise from the bottom to the top of the line.

DEBRIEFING:

Once the individual work is completed, the facilitator asks participants to go in pairs and share their career-line with one another, reflecting on the resources which helped to overcome the lower peaks. If the atmosphere of the group is positive, open and trustful, this sharing moment can be done with the whole group.

The facilitator could ask participants to reflect about the activity held, following these questions:

- o What did I get from this activity?
- o Did I learn something more about myself?
- o Did listening to the others help me to reflect more about myself?

LANGUAGE OF PICTURES

TIMEFRAME

45 minutes

MATERIAL

Texts with different stories from literature, press, internet, etc. that contain a description of feelings and emotional states.

LEARNING OBJECTIVES:

o Get to know each other with the help of pictures or photos.

o Encourage the participants in the group to develop awareness of diversity and sensitivity to the needs and emotions of others.

o Foster acceptance and respect of different choices and opinions.

INTRODUCTION:

Daniel Goleman breaks down the concept of empathy into the following three categories:

o Cognitive empathy. It focuses on the ability to understand how a person is feeling and what they might be thinking. Cognitive empathy makes us better communicators, because it helps us convey information in a way that reaches the other person better.

o Emotional empathy. It is the ability to share the feelings of another person. Some have described it as «feeling your pain in my heart.» This type of empathy helps us build emotional connections with others.

o Compassionate empathy. This type of empathy goes beyond simply understanding others and sharing their feelings as it actually prompts us to take action and help where we can.

Some reasons why people sometimes lack empathy is that we are victims of cognitive biases, sometimes the way we perceive the world around us is influenced by a number of these cognitive biases.

We also sometimes dehumanise victims since we may think that people who are different from us should not feel and behave the same as us.

Finally, we sometimes blame victims for their circumstances as we start from the premise that the world is a fair and just place.

While empathy can fail at times, most people can empathise with others in a variety of situations. This ability to see things from someone else's perspective and sympathise with someone else's emotions plays an important role in our social lives. Empathy enables us to understand others and quite often forces us to take steps to alleviate the suffering of the other person.

READING:

Daniel Goleman, Emotional Intelligence, 1995
Daniel Goleman, Working with Emotional Intelligence, 1998

IMPLEMENTATION:

| **STEP 1** | The room should be prepared for this activity – no tables; chairs in a circle. The facilitator will show the knowledge – info regarding empathy, understanding of feelings and its communication.

| **STEP 2** | The facilitator distributes the texts with stories and tells participants to try to identify with the character, to remember the feelings, thoughts and behaviour in their situation.

DEBRIEFING:

Then he/she invites participants to discuss how the character of the story relates to them. The facilitator also encourages participants to discuss empathic skills and their applicability in communication and in other situations of everyday life.

The facilitator could ask participants to reflect about the activity held, following these questions:

o What did I gain from the activity?
o What did I understand about others after the exercise and how it can be implemented in everyday situations?

IN THE SHOES OF OTHERS

TIMEFRAME

60 minutes

MATERIAL

Papers and pens

LEARNING OBJECTIVES:

o Learn about techniques how to develop social sensitivity

o Understand the significance of empathy in the work with NEET's

o Develop empathy through learning to see things from other people's perspectives and being able to understand the emotions of others.

o Help to interpret the actions and behaviours of others.

o Help to establish and maintain working relationships and to respond adequately in conflict situations.

INTRODUCTION:

Empathy is a key competence of emotional intelligence which is revealed when communicating and relating with others.

It is the ability to see the world as the other person, to share and understand their feelings, needs, concerns and emotional states. The expression «putting oneself in the shoes of others» is also used.

Whatever your job, being more empathetic with your colleagues and collaborators will benefit you in many ways, but specially as youth worker with NEETs, some of the benefits of empathy are:

o Take the best time and attitude to understand the needs of others, to provide them with the support they need to move forward, to face challenges or to solve difficulties.

o Have the right attitude when reaching agreements, to resolve conflicts. Listening, understanding all parties and taking into account the point of view of all those involved makes it much easier to reach a common agreement, rather than giving an order unilaterally.

o Understanding and providing them with what they need to move forward creates a sense of trust and strengthens relationships leading to greater collaboration and improves the results.

o Thanks to «mirror neurons», being empathic will infect others to be empathic, creating an atmosphere of connection that will make the work environment much more pleasant and enriching.

READING:

Daniel Goleman, Emotional Intelligence, 1995
Daniel Goleman, Working with Emotional Intelligence, 1998

IMPLEMENTATION:

| **STEP 1** | The facilitator explains the concept of empathy, understanding of feelings and its implications when dealing with NEETs.

| **STEP 2** | The facilitator asks the participants to think about a specific difficult situation at work, when working with NEETs.

| **STEP 3** | Then he/she invites participants to write three columns and ask them to follow the next steps:

o Write down in the first column what really happened, the facts;
o In the second column, record their own opinion about it.
o In the third, how do they think the other person sees it, what does the NEET think.

DEBRIEFING:

Once the individual work is completed, the facilitator asks participants to share their answers. The facilitator could ask participants to reflect about the activity held, following these questions:

o What did I gain from the activity?
o What did I understand about others after the exercise and how it can be implemented in everyday situations?

2.2 YOUTH WORKER EFFICACY

Ongoing professional development of youth workers is the prerequisite to be able to work effectively and implement positive youth development strategies. The great diversity in forms of youth work also allows for more creative and innovative approaches. However, youth workers are often somehow stuck in their daily routine, spending much time in meetings or with paperwork than with meaningful tasks, not able to step back and think about their personal and professional development.

Self-actualisation increases not only job satisfaction, but it also enhances the ability to be creative and innovative. Within this module, the youth worker will understand the importance of staying open to experience and how to keep motivated so as to successfully execute certain actions.

The use of digital media and technology in youth work is a 21st century skill that makes up part of modern-day citizenship and modern life in general. To understand young people's needs and concerns and accompany them effectively, youth workers need time. Effective time management helps to gain precious time to be able to concentrate on meaningful work. Teamwork is also an important subject matter because the youth worker hardly works alone.

To support and guide young NEETs in an effective way, youth workers need to be trained in problem-solving and crisis management as they may be asked to assist in resolving young people's problems and conflicts.

The training activities of this module will deepen the youth worker's understanding about how to improve work efficacy when working with young people. They will inspire the learner to intensify his knowledge on the topics and to go for further training in the field.

SELF-ACTUALISATION METHODS – BRAINSTORMING

TIMEFRAME

45 minutes

MATERIAL

Post-it, flipchart, pens, and markers

LEARNING OBJECTIVES:

o Understand the concept of self-actualisation.

o Learn how to improve self-actualisation and innovation in the professional sphere.

INTRODUCTION:

The psychologist Abraham Maslow has become well-known for identifying the basic human needs all humans share, with the need for "Self-actualisation"on top of the famous pyramid, meaning that lower-level needs must be met before higher-level needs can become the focus of attention. A universal characteristic of all self-actualising people Maslow studied was an increase in creative expression. For Maslow, self-actualisation is the ongoing actualisation of potentials, capacities, and talents, it means to follow one's vocation. Even if successful in other respects, the person stays restless and frustrated if the need for self-actualisation is not met.

Self-actualised people are accepting of others' as well as their own flaws, often with humour and tolerance. Not only do self-actualised people fully accept others, they are also true to themselves rather than pretending in order to impress others (Talevich, 2017). Self-actualised people also tend to be independent and resourceful: they are less likely to rely upon external authorities to direct their lives (Martela & Pessi 2018).
An innovative work environment enhances self-actualisation, which is in the first place a mindset and can be trained. Self-actualisation and innovation go hand in hand because a

self-actualised person is always innovative and shows innovative work performance. Self-actualised people are not afraid to try new things, new ways of doing things, and new ideas. They are energized by novelty.

READING:

Abraham Maslow, A Theory of Human Motivation, 1943
Barry Scott Kaufman, Transcend – the new science of self-actualization, 2020

IMPLEMENTATION:

| **STEP 1** | The activity starts with a short introduction about the topic and a self-reflection activity before the brainstorming session begins to first define the question and achieve a common understanding. Furthermore, the list of ideas generated by the brainstorming should be discussed afterwards about their feasibility.

| **STEP 2** | The trainer presents a couple of questions and asks the participants to reflect on them individually answering anonymously on a scale from 0 (not at all) to 10 (to a high degree).

- o How satisfied are you in general with your work?
- o How passionate are you about your mission?
- o How satisfied are you in general with your life?
- o Do you feel gratitude for the good things in your life?
- o Do you seek authenticity and real facts?
- o How creative is your attitude at work?
- o Do you often feel new horizons and possibilities opening up for yourself and others?
- o How open are you to experience new things, to learn and to leave your comfort zone?
- o Do you easily adapt to changing environments?
- o How comfortable do you feel about ideas and viewpoints that are different from yours?

| **STEP 3** | During the following brainstorming session, the trainer asks the participants to generate as many ideas as possible to answer the challenge question "How can we improve self-actualisation?". The participants should not be afraid to come with weird ideas and to write anything that comes into their minds.

| **STEP 4** | The trainer collects the ideas, arranges them on the flipchart by topics and opens a group discussion by dividing them into:

- o Not (yet) feasible ideas (dreams, visionaries…)
- o Existing feasible ideas (easy to implement…)
- o Innovative feasible ideas (make a distinction, original…)

DEBRIEFING:

The trainer asks the participants to express themselves about the following questions:

- o What is the importance of self-actualisation in youth work?
- o Which of the generated ideas would you like to implement and why?
- o Did the activity broaden your perspective of the topic?

DIGITAL STORIES

TIMEFRAME

90 minutes

MATERIAL

PC, paper, and pens

LEARNING OBJECTIVES:

o Discover innovative methods and digital tools which can be useful for the work with NEETs.

o Understand the concept of digital storytelling.

INTRODUCTION:

Innovative youth work aims to reach young people by using digital media. Young people easily relate to multimedia as a tool and it serves as a method that effectively draws young people to active participation, creativity, and expression of their own opinions. There are many possible applications of digital tools and media in youth work to inform, counsel, promote, interact, or to create activities.

Digital storytelling combines the art of telling stories with a mixture of digital media, including text, pictures, recorded audio narration, music, and video. These multimedia elements are blended using computer software, to tell a story that usually revolves around a specific theme or topic and often contains a particular point of view. Most digital stories are relatively short with a length of between 2 and 10 minutes and are saved in a digital format that can be viewed on a computer or other device capable of playing video files. In addition, digital stories are

typically uploaded to the internet where they may be viewed through any popular web browser. There are many different types of digital stories, but Bernard R. Robin (2006) has proposed classifying the major types into the following three categories:
1) personal narratives - stories that contain accounts of significant incidents in one's life.

2) historical documentaries – stories that examine dramatic events that help us understand the past.

3) stories that inform or instruct the viewer on a particular concept or practice.
The 8 steps of Digital Storytelling are:

1. Start with an Idea
2. Research/Explore/Learn
3. Write/Script
4. Storyboard/Plan
5. Gather and Create Images, Audio and Video
6. Put It All Together
7. Share
8. Reflection and Feedback

Digital Storytelling in youth work: Personal narratives encourage young people to understand the differences and common points among them as teenagers, to express themselves and to become aware of who they are and their life situation. Digital storytelling is an educational activity that helps to develop narrative and digital skills at the same time.

READING:

Digital Education Review - Number 30, December 2016- http://greav.ub.edu/der/ "The Power of Digital Storytelling to Support Teaching and Learning" by Bernard R. Robin

Easy-to-use video creation tools, free pictures and photo-editing:

WeVideo (*http://www.wevideo.com/*)
Movavi (*https://www.movavi.com/*)
IMovie by Apple Inc. (*https://www.apple.com/imovie/*)
Viva video for Android (*https://vivavideo.tv/*)
https://sourceforge.net/projects/audacity/
https://www.pexels.com/

IMPLEMENTATION:

| **STEP 1** | The trainer explains the concept of digital storytelling, its source of skills and learning.

| **STEP 2** | The group is split into small groups of 3 or 4 participants who share their thoughts on an event they experienced in their professional life or a lesson learnt that was significant for their personal development. Each participant should have at least 5 minutes to share his/her story.

| **STEP 3** | The members of each small group decide together which of the stories they wish to digitise and start to write down a script that should last no longer than 5 minutes when reading it. The story can be narrated in the first person or in the third.

| **STEP 4** | Once the script is ready, one participant of each group reads the text for audio recording on a PC (recording application eventually to be downloaded), saves a WAVE format audio file and uploads it together with free pictures or Dixit cards into WeVideo (h*ttp://www.wevideo.com/*). The storytelling video can also be completed by copyright-free music and is then exported as a mp4 file for viewing.

DEBRIEFING:

The trainer asks the participants to express themselves using the following questions:

- What did you learn by this activity?
- In which contexts can digital storytelling be useful for your work?
- Which skills are developed by creating digital stories?

Adaptation for the work with NEETs: The activity can focus on narratives of young people about a personal event, a situation, a significant person or starting from a personal picture. It is also possible to start with a set of Dixit cards and ask the participants to choose a card that symbolises a significant episode in their life or their actual situation or desired future situation etc.

TASKS PRIORITISING

TIMEFRAME

45 minutes

MATERIAL

Papers and pens, personal agendas (App, calendar, to-do lists)

LEARNING OBJECTIVES:

- Learn about time management strategies for efficient planning and task prioritising.
- Learn how to analyse one's own work schedule.

INTRODUCTION:

A common time management mistake is to believe that we can do more than we can. It is known that people spend most of their daily time with meetings, calls, replying to emails, administration tasks, interruptions, distractions, conversations, or appointments. The benefit of effective time organisation is to feel less stressed and overwhelmed, to become more productive and spend more time on meaningful work.

The **Pomodoro technique** is a technique to stay focused and mentally fresh. It was developed in the late 1980s by then university student Francesco Cirillo. Cirillo was struggling to focus on his studies and complete assignments. Feeling overwhelmed, he asked himself to commit to just 10 minutes of focused study time. Encouraged by the challenge, he found a tomato (pomodoro in Italian) shaped kitchen timer, and the Pomodoro technique was born.

1. Get a to-do list and a timer.
2. Set your timer for 25 minutes and focus on a single task until the timer rings.
3. When your session ends, mark off one pomodoro and record what you completed.

4. Then enjoy a five-minute break.
5. After four pomodoros, take a longer, more restorative 15-30-minute break.

What the Pomodoro technique asks is to break down big tasks, projects, or goals into something to do for the next 25 minutes. It helps to stay focused on the one next thing to do rather than to get overwhelmed by the enormity of an open-ended burden.

The Pareto Principle is an effective time management method for setting priorities and prioritising tasks, for identifying scheduling issues early, and for developing a concrete plan for work. It is based on the 80:20 rules, meaning that typically 20% of the activities and tasks are so important that they contribute about 80% to the total success of work. For time management this means that the remaining 80 percent of the time produces only 20 percent of the result.

The ABC Analysis differentiates between very important tasks (A, value: 65%, time: 15%), important tasks (B, value: 20%, time: 20%) and less important tasks (C, value: 15%, time: 65 %).

> A-tasks can usually only be done by oneself. They are not delegable and very important. Their execution provides the highest value.
> B-tasks are on average important tasks but are also (partially) delegable.
> C-tasks are the least valuable towards performing a function, but they take up the most time (routine work, paperwork, reading, telephoning, filing, correspondence, and other administrative tasks). In most cases, the ratio of the time used stands in contrast to the value of the activity.

The Eisenhower quadrants:
Many people confuse urgency with importance and are thus unnecessarily prevented from completing important tasks. In the Eisenhower Principle, which has become known due to former US President Eisenhower, various activities are divided into four squares.

o **First quadrant:** both urgent and important: crises, pressing issues, projects, meetings, time-limited preparations.

o **Second quadrant:** important, but not urgent: training, preparation, prevention, identifying value, planning, working on relationships, real recovery, promotion of self-responsibility, strategic work.

o **Third quadrant:** not important but urgent: interruptions, a few phone calls, some mails, some reports, a few conferences, many upcoming urgent matters, many popular activities.

o **Fourth quadrant:** not important and not urgent: trivialities, being busy, circulars, some phone calls, time-wasting activities, escape.

The Eisenhower principle advises to spend as much time as possible on the second quadrant's activities, because it is valuable time invested.

The Silent Hour: For the execution of extremely important tasks, it makes sense to work as free of disturbance as possible. To achieve this, experts recommend planning at least one hour of quiet in the schedule every day, time to keep free of all interruptions. The Silent Hour is suitable for completing A-tasks - see the ABC Method and to cope with less important tasks (C-tasks) during time liable to interruption.

A Time audit is a good practice to track time and understand where it goes. Analysing the daily or weekly schedule and the time spent on different tasks helps to optimise it.
A time audit is an exercise to understand the efficient use of time, because the first step to understand time management is to learn about intention, control and where time goes.

The next steps are to set smart goals and prioritise time for meaningful work, to build efficient schedules, to optimise the work environment and to protect working time from distraction.

READING:

Francesco Cirillo, The Pomodoro Technique: The Life-Changing Time-Management, 2018
Richard Koch, The 80/20 Principle: The Secret of Achieving More with Less, 1997
Stephen Covey, First things first, 1994

IMPLEMENTATION:

| **STEP 1** | The activity starts with an introduction about the importance and benefits of proper time management and the different strategies to learn how to use time efficiently.

| **STEP 2** | The trainer asks the participants to list on a paper all their typical tasks and activities at work, regardless of their importance, dividing them into daily, weekly, monthly, or exceptional activities like events. They are free to use their agendas for this step.

| **STEP 3** | Once completed, he asks them to calculate the time they spend on each task.

| **STEP 4** | He now asks them to divide all the tasks following the Eisenhower principle into important-urgent (tasks they must do the same day), important-not urgent (tasks they can schedule), not important-urgent (tasks they could delegate) and not important-not urgent activities (tasks they could eliminate).

| **STEP 5** | As a last step, with all the gathered information the participants are asked to calculate how much time they spend on each of the 4 quadrant's listed activities.

DEBRIEFING:

The trainer asks the participants to express themselves about the following questions:

- o How much time do you spend on tasks listed in the second quadrant?
- o What are for you the typical time thieves?
- o What did you learn from the exercise?

LISTS & PRIORITIES

TIMEFRAME

30 minutes

MATERIAL

Papers and pens, flipchart, white-board, and markers

LEARNING OBJECTIVES:

- Learn about team building strategies.
- Learn about time and tasks prioritisation.

INTRODUCTION:

The ability to work well within a team is one of the most important skills in work life today. When a team works well together it leads normally to increased productivity and more cooperation. Studies showed that the ability of the whole team to communicate efficiently is one of the key success factors.

Team building activities and exercises should be part of an ongoing strategy for developing a strong and effective team. They need to have a clear purpose such as improving a particular skill or tackle a problem and must be well designed to avoid conflict. The activities can focus on communication skills, creative thinking, problem solving or time management. The first and most important step when planning team building activities is to identify the team's strengths and weaknesses, and as a result their needs for team building.

There can be many different reasons for team members to lose their motivation or not work efficiently together:

o Lack of knowing each other.
o Poor communication
o Resistance to change.
o Conflicts or competition between team members
o Lack of positive feedback

Team Building activities should unite and encourage team members to work together. That is why they should be collaborative and not competitive, at least not on an individual basis.
The following team-building game is also a time and tasks prioritisation activity because it shows the importance of prioritising tasks within a limited time.

READING:

Jon Gordon, The Energy bus, 2007
Patrick Lencioni, The five dysfunctions of a team, 2002

IMPLEMENTATION:

| **STEP 1** | The trainer divides the group in several groups with ideally between 5 to 8 participants and explains that the teams have 10 minutes to choose and complete as many tasks as they can, reminding them that, whatever they do, they must stay safe.

| **STEP 2** | The trainer unveils the list of tasks, prepared beforehand on the flipchart
o Take a selfie of your group with the trainer (5 points)
o Find out something unique about each person on the team (5 points)
o Sing a song together (15 points)
o Count the number of pets owned by your group (20 points)
o Name your team and come up with a slogan (5 points for the name, 5 points for the slogan)
o Convince a member of another team to join you (20 points)
o Make a tower out of the materials owned by your group (10 points)
o Re-create the sounds of the Amazon rainforest with the sounds of your voices (10 points)
o Form a conga line and conga from one end of the room to another (5 points)
o Make a list of 5 items your group would take to a desert island (20 points)

| **STEP 3** | After 10 minutes, the trainer adds up their points at the whiteboard and announces the winning team.

DEBRIEFING:

The trainer asks the participants to express themselves about the learning:
o How did you decide which tasks you wanted to do?
o Did you divide tasks between the team members?
o What group dynamics came into play?

TEAM PERSONALITIES

TIMEFRAME

40 minutes

MATERIAL

Papers and pens, flipchart

LEARNING OBJECTIVES:

- Help participants understand their role in a team.
- Learn about team role assessment tools.

INTRODUCTION:

Effective collaboration and teamwork require a mix of interpersonal, problem solving, and communication skills needed for a team to work together towards a common goal. An important key factor for successful teamwork is to divide roles according to the strengths of the team members. Everyone in a team should play a different role according to their strengths and in what they are naturally good at. Soft skills are as important as technical skills for formal qualifications.

Various tools exist to assess personality factors and working styles. The objective is to better understand one's own style and to learn about the differences of other team members' styles in order to work together more efficiently.

The DISC behaviour assessment tool is based on the DISC theory of psychologist William Moulton Marston, which focuses on four different personality traits which are Dominance (D), Influence (I), Steadiness (S), and Conscientiousness (C). This theory was then developed into a behavioural assessment tool by the industrial psychologist Walter Vernon Clarke.

DiSC measures one's personality and behavioural style. It does not measure intelligence, aptitude, mental health or values. DiSC profiles describe human behaviour in various situations, for example how to respond to challenges, how to influence others, the preferred pace and how to respond to rules and procedures.

The DiSC model discusses four reference points:

- o **Dominance**– direct, strong-willed and forceful
- o **Influence**– sociable, talkative and lively
- o **Steadiness**– gentle, accommodating and soft-hearted
- o **Conscientiousness**– private, analytical and logical

Workstyles are also influenced by other factors as education, life experience or maturity. But of course everyone presents traits of all four of the major styles. Close to one million different combinations of DISC profiles are possible.
The results of the DISC assessment questionnaire indicate the high or low ranking in the styles.

High Ranking in Dominance:
Those ranking high in the Dominance category are often empowered leaders who may find themselves impatient if they are unable to solve problems by themselves. Confidence and performing well in stressful situations are common for someone ranking high in dominance. People with D personalities tend to be confident and place an emphasis on accomplishing bottom-line results.

High Ranking in Influence:
A high Influence ranking is associated with being sociable, communicative, and a need for acceptance by others. They are often perceived as friendly and put heavy weight on how they are perceived. Communication is key to a high Influence ranking. People with I personalities tend to be more open and place an emphasis on relationships and influencing or persuading others.

High Ranking in Steadiness:
Those ranking high in Steadiness are generally kind, calm, and generally less extroverted. They prefer support and are slow to adjust to change. A quiet and stable work environment with a support team is ideal. People with S personalities tend to be dependable and place the emphasis on cooperation and sincerity.

High Ranking in Conscientiousness:
A high-ranking Conscientiousness style is associated with being self-reliant and ambitious. They may have trouble relating to others and will often make friends based on hobbies instead of emotional connection. Though ambitious, an individual who ranks high in conscientiousness may often avoid risks. People with C personalities tend to place the emphasis on quality, accuracy, expertise, and competency.

A similar tool is the **Diversity Icebreaker** that measures participants on three key personality factors:

- o Human relationship orientation,
- o Task orientation
- o Creativity orientation.

As its name implies, this assessment tool is used at the beginning of training sessions to help break the ice. Based on their responses to the Diversity Icebreaker questionnaire, participants are sorted into three groups and given different colours. Red preference is characterised by a strong focus on relations, personal involvement and a social perspective. Blue preference is recognised by focus on structure and task, and through a logic perspective. Green perspective is seen in focus on change, vision and ideas.

The Diversity Icebreaker questionnaire and workshop were developed in Norway between 1995-1997 by psychologist Bjørn Z. Ekelund and his company, Human Factors AS.

READING:

Jason Hedge, The Essential DISC Training Workbook: Companion to the DISC Profile Assessment, 2012
Bjørn Z. Ekelund, Unleashing the Power of Diversity – How to Open Minds for Good, 2019

IMPLEMENTATION:

| **STEP 1** | The activity starts with an introduction on the importance of complementary personalities and working styles within a successful team.

The trainer presents the four DISC styles and divides the group in 4 small groups, each with a description of one of the styles.

| **STEP 2** | They now give the participants 15-20 minutes to answer to a couple of questions:

- o What is the best way to recognise and reward someone with this style?
- o What may limit someone with this style?
- o What is the best to do when in conflict with someone with this style?
- o Working together on a project, which responsibilities would you give to a team member with this style?

Each group chooses a spokesman or woman to share the group's answers to each question, followed by a group discussion about the value of each style for a team.

DEBRIEFING:

The trainer asks the participants to express themselves about the activity:

- o What have you learnt about yourself and your team members?
- o What do you think one can do to become a better team player?
- o Within which contexts this exercise could be useful?

A PROBLEM CAN HIDE ANOTHER

TIMEFRAME

60 minutes

MATERIAL

Papers and pens, flipchart, markers, post-it

LEARNING OBJECTIVES:

o Understand the importance of problem analysis and problem definition.

o Increase awareness of asking the right questions to stated problems.

INTRODUCTION:

Problem analysis is of great importance, because a well stated problem is a half-solved problem, while wrongly stated problems persist. The first step of problem-solving is to clarify and identify what the problem is. Only once the problem is well defined, questions can be formulated how to solve the problem.

Asking a series of 5 Why questions is a simple technique that helps to get to the root of the problem. It is a perfect method to clarify the problem and understand the underlying issues. Because sometimes a problem can hide another, and it turns out that the real problem is behind the challenge we see in the first place. It is also possible that similar problems arise for different reasons.

The 5 Why tool reminds young children, who ask a general question and then do not stop asking other Why questions to explore the deeper meaning.

In addition to the 5Why tool, the 5W+H tool can be used for gathering information and details about a challenge to clarify the situation. It is a cause-effect analysis tool, not a roots-cause analysis tool, but both can be combined to get a complete picture.

The five W's and the H are acronyms for Who? What? Where? When? Why? And How?

READING:

Ken Watanabe, Problem Solving 101, 2009
Michael Kallet, Think Smarter: Critical thinking to improve problem-solving and decision-making skills, 2014

IMPLEMENTATION:

| **STEP 1** | The trainer is handing out a little number of post-it to each participant asking them to write individually typical NEET's problem statements. When each participant has written one or more problem statements, the trainer collects the post-it.

| **STEP 2** | The trainer arranges them on the flipchart and chooses several of the problem statements (half of the participants' number i.e., 5 statements for 10 participants).
Each group chooses a spokesman or woman to share the group's answers to each question, followed by a group discussion about the value of each style for a team.

| **STEP 3** | The group is now split into pairs; each pair receives a problem statement. One plays the young person stating the problem, the other the youth worker asking 5 Why-questions about the problem. The trainer explains how to use the technique: every given answer is questioned by a new Why-question. It is particularly important that the first question to ask is "Why is this a problem?" or "Why do I wish to achieve this goal?" and not just "Why?".
It is also possible to ask one or more "Why else?" questions on each level if the answers lead to an impasse.

| **STEP 4** | The pairs split to form new pairs. Each participant who played the role of the youth worker during the first round moves to another table and joins a participant who had played the young person. The problem statements remain at the table. They switch roles asking once again 5 Why-questions.

| **STEP 5** | Group discussion about the method and the results.

| **STEP 6** | The participants formulate a problem question for each problem statement, based on the result. The trainer explains that a problem question should be constructed in a way that encourages suggestions or ideas. It should be short, concise, and only focus on a single issue. Problem questions should start with "How to....?" or "How might I......?"

DEBRIEFING:

The trainer asks the participants to express themselves about the following questions:

- o How easy or difficult was it to play the role game?
- o How easy or difficult was it to avoid quick conclusions?
- o Did the activity broaden your perspective of the topic?
- o What do you think about the tool?

CRISIS MANAGEMENT WORLD CAFÉ

LEARNING OBJECTIVES:

o Gain understanding of approaches handling crisis situations in a proactive way.

o Share experience and good practice about crisis management in youth work.

o Enhance collaborative thinking.

TIMEFRAME

90 minutes

MATERIAL

Paper, pens, and markers, flipchart Tables and chairs arranged in three spaces.

INTRODUCTION:

Working with a vulnerable target group the youth worker is familiar with policies and guidelines to be able to act in case of acute crises. He is also familiar with the emergency services to contact if the situation makes it necessary. However, crisis management in youth work is not only about handling crisis situations, but also about risk prevention, support, and guidance to avoid that young people end up in crisis situations. Unemployed and inactive youth are facing diverse challenges, depending on their situation and background. Early school leavers, young people with illness or disabilities, migrants, are most likely to need crisis prevention when additional factors like family crisis or exclusion are identified.

A crisis involves circumstances or situations that cannot be resolved by a young person's usual problem-solving resources. Young people's crises are caused by situational, relational, or developmental incidents, often by several and interdependent incidents.

o **Situational**: violence, financial or health problems, disasters, ...
o **Relational**: sexual abuse, divorce, domestic violence, bullying, ...
o **Developmental**: identity or autonomy issues

Youth workers can learn how to handle crisis situations with youth in positive ways to prevent the escalation of a situation. An experienced youth worker can carry out risk assessment on previous experience and according to the specific crisis. The main elements of successful crisis intervention are to:

- establish a helping relationship assuring safety.
- encourage communication by open-ended questioning and active listening.
- assess the situation and identify the young person's needs.
- give support or call for support (legal, medical, financial, psychological, ...)
- develop an action plan with the young person.
- ensure follow-up.

READING:

Rich Van Pelt and Jim Hancock, The youth worker's guide to helping teenagers in crisis, 2007
Sarah Carpenter and Shahrzad Mojab (Eds), Youth as/in Crisis, 2017

Salto-Youth, Building Bridges in Conflict Areas, Educational Report, 2000

IMPLEMENTATION:

| **STEP 1** | The trainer asks the group to divide in three small groups with an equal number of persons and take a seat at the tables. There are three discussion rounds of 20 minutes. Each group discusses one question per round, and one member of each group takes notes.

| **STEP 2** | After 20 minutes the participants change to another table, except one participant who welcomes the new group and shares with them the notes taken from the last round. From 9 questions in total, three will be discussed by each participant, the results of the other questions are shared with the new groups.

| **STEP 3** | At the end of the 3 rounds the results of each table are shared with the whole group.
Questions for the tables:

Table 1:
What are typical crisis situations young people face?
What are the reasons for these crisis situations?
Can you classify the reasons for crisis situations?

Table 2:
What are the key indicators if a young person is in crisis?
What are the important steps BEFORE taking action?
What are the actions to take if a young person is in crisis?

Table 3:
Can you share good practices and lessons learned in crisis management?
What are the skills, knowledge and attitudes a youth worker needs for successfully handling a crisis?
What are the key elements of successful crisis prevention?

DEBRIEFING:

Group discussion about the learning outcome of the activity.

2.3 EFFECTIVE COMMUNICATION

A large part of youth work – on all levels – takes place in teams and groups and includes communication between colleagues, with youth and their parents or with stakeholders. This presupposes the ability of youth workers to communicate with different people and to deliver messages targeted to different profiles. In doing so, they must understand the social codes and the language usage and background, especially in the context of difficult communication processes.

Furthermore, listening is also an important part of communication – understanding the interlocutor´s goals and intentions prevails conflicts and misunderstandings and is an important part of relationship work.

Improved communication skills facilitate the daily work of youth workers on all levels and can improve the relationship with colleagues but also with youth. Fewer misunderstandings and conflicts lead to more efficient work and reduce the stress at work – time and energy that has been spent before on ineffective communication can be used in other areas.

Effective communication will make it easier to understand the goals and intentions of the NEETs and therefore will facilitate mentoring and coaching processes. Furthermore, it can contribute to building a better relationship with the young people and allowing them to open up more easily.

Finally, it will be easier to communicate own ideas and intentions and to convey important content and topics to the young people.

JIGSAW METHOD - COMMUNICATION AXIOMS OF WATZLAWICK

TIMEFRAME

60 minutes

MATERIAL

Cards with axioms (1 axiom per card), info material

LEARNING OBJECTIVES:

- Get to know the principles of communication.
- Reflect on own communication behaviour.

INTRODUCTION:

An axiom denotes a principle that requires no proof. Paul Watzlawick established 5 basic rules (pragmatic axioms) that explain human communication and show its paradox:

1. One cannot not communicate.
«You can't not communicate, because all communication (not just words) is behaviour and just as you cannot not behave, you cannot not communicate.»

2. Every communication has a content and a relationship aspect
«Every communication has a content and a relationship aspect, the latter determining the first.»

3. Communication is always cause and effect
«The nature of a relationship is determined by the punctuation of the communication flow on the part of the partner.»

4. Human communication makes use of analog and digital modalities
Watzlawick understands analog communication to include all non-lingual elements, including

facial expressions and gestures. When communicating digitally, the meaning of the characters transmitted is clear. According to Watzlawick, both language and writing are «digital» techniques. Not only the spoken word (usually digital communication), but also the non-verbal utterances (e.g. smile, looking away) convey something.

5. Communication is symmetrical or complementary

«Interpersonal communication processes are either symmetrical or complementary, depending on whether the relationship between the partners is based on balance or diversity.»

READING:

Paul Watzlawick, Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies and Paradoxes, 1967
Dawn Braithwaite, Engaging Theories in Interpersonal Communication: Multiple Perspectives, 2014

IMPLEMENTATION:

| **STEP 1** | Participants are divided into groups of five. One axiom is assigned to each member of a group. Each member of the group becomes an "expert" and receives info material.

| **STEP 2** | The experts read their info material and familiarise themselves with their field (10 minutes).
"Expert groups" are formed in which members of the same axiom meet, compare their findings, and discuss possible examples (15 minutes). *

* **Example:** If you have a group of 15 people, they are divided in 3 groups with 5 people per group. In every group each member gets one axiom (5 axioms – 5 group members), like this: Group A: Member Group A/ Axiom1, Member Group A/Axiom2, Member Group A/Axiom 3 etc.; Group B: Member Group B/Axiom1, Member Group B/Axiom2, Member Group B/Axiom 3 etc.; Group C: Member Group C/Axiom1, Member Group C/Axiom2, Member Group C/Axiom 3 etc. When the "expert groups" come together, members of different groups, but with same axiom meet, like this: Expert group Axiom1: Member Group A/Axiom1, Member Group B/Axiom1, Member Group C/Axiom1; Expert group Axiom2: Member Group A/Axiom2, Member Group B/Axiom2, Member Group C/Axiom2; etc.

| **STEP 3** | The «experts» return to their original group.
Each expert explains the respective axiom to the other group members and reports about the examples the experts have found (5 minutes per expert).

DEBRIEFING:

Final group discussion upon the activity.

PARTNER EXERCISE – TALK AT THE SAME TIME

TIMEFRAME

40 minutes

MATERIAL

Flipchart and markers

LEARNING OBJECTIVES:

- Reflect on your own communication behaviour.
- Get to know different communication styles.

INTRODUCTION:

Communication styles:

1. PASSIVE COMMUNICATION is a style in which individuals have developed a pattern of avoiding expressing their opinions or feelings, protecting their rights, and identifying and meeting their needs.

2. AGGRESSIVE COMMUNICATION is a style in which individuals express their feelings and opinions and try to dominate others. They have a low frustration tolerance, speak in a loud and demanding voice and interrupt frequently.

3. PASSIVE-AGGRESSIVE COMMUNICATION is a style in which individuals appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way.

4. ASSERTIVE COMMUNICATION is a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of others. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and are strong advocates for themselves while being very respectful of the rights of others.

READING:

Paul Endress, The Magic of Communication Styles: Understanding yourself and those around you, 2016

IMPLEMENTATION:

| **STEP 1** | Two partners sit down together. Each one thinks of a topic he/she wants to talk about.

| **STEP 2** | Now both try to tell the other about it at the same time. After 10 minutes, the discussion is stopped, and everyone should reflect about following questions:

o How great was my persuasiveness?
o How convincing were my arguments?
o How did I experience my own position?
o Was there a turnaround in the conversation and how long did it take until the turnaround?
o What was decisive for the change?

DEBRIEFING:

Afterwards the group will discuss together similarities and differences between the different teams. Furthermore, the trainer will give an input about different communication styles – the group shall discuss what different communication styles they tried to use to convince their partner and if they recognised certain communication patterns they often use/what their habitual communication style is.

Knowing your own communication style is an important requirement to develop good communication skills. Here are some questions that the participants can ask themselves:

o Do I seek out other people's opinions, or just share my own?
o Am I upset if others do not agree with me?
o Do I talk over people or interrupt frequently?
o Do I check-in with people to see if they are comfortable, or do I force my own agenda?
o Do I put people down?
o Do I know how to stand up for myself?
o Do I know how to disagree without being disagreeable?
o Do I know how to get my needs met without violating the needs of others?

PARTNER EXERCISE BACK-TO-BACK

TIMEFRAME

30 minutes

MATERIAL

«Building material»

pens, building blocks, empty bottles, school books etc.

LEARNING OBJECTIVES:

- Become aware of the importance of visual aspects when communicating.
- Become aware of the importance of clear instructions and messages.

INTRODUCTION:

When communication occurs, it typically happens in one of three ways: verbal, nonverbal and visual. People perceive a large part of their surroundings visually as the primary sensorium of humans is the sense of sight. Even when we speak, we use visual communication in the form of facial expressions and gestures to clarify and support the statements. One advantage of visual communication is the immediate "perceptual proximity": Accordingly, a structure of visual abstract signs does not have to be translated into an image in the head – therefore the visual representation of an object, an idea or a message is usually recognised and recorded faster. In addition, visual impressions stay in the memory longer and convey important information. This activity aims to demonstrate the importance of the visual aspect when communicating and the importance of clear messages.

READING:

www.lifehack.org/articles/work/7-tips-how-give-clear-understandable-instructions-staff.html

IMPLEMENTATION:

| **STEP 1** | Two participants sit back-to-back; in front of them on the table they have exactly the same «building material»: pens, building blocks, empty bottles, school books etc.

| **STEP 2** | One of the partners now forms a "sculpture" from their material and at the same time describes it to the partner behind. This one tries to build according to the instructions, he/she is not allowed to ask.

| **STEP 3** | At the end, both partners look at each other's figures and compare them with each other.
The partners discuss and reflect:

- o How well did this exercise work?
- o What was missing to be able to build exactly?
- o How do you make instructions clear and understandable?
- o What did you learn for everyday talking to one another?

DEBRIEFING:

In a final group discussion, the participants discuss the importance of the visual aspect when communicating and the importance of clear instructions.
Following tips can help:

- o Don't assume the others know what you mean
- o Be clear and specific
- o Give time frames
- o Give examples
- o Give alternatives
- o Set boundaries
- o Get clarification

NON-VIOLENT COMMUNICATION

TIMEFRAME

40 minutes

MATERIAL

Presentation non-violent communication

(to be prepared by the trainer)

LEARNING OBJECTIVES:

- Get to know the principles of non-violent communication.
- Get to know how to react to offending messages.

INTRODUCTION:

Non-violent communication (NVC) by Marshall Rosenberg

Marshall Rosenberg (1934-2015) was a clinical psychologist seeking a tool to improve communication and create a more peaceful dialogue between conflicting parties during the 1960s Civil Rights Movement in the USA. His concept of non-violent communication is based on the assumption that all human beings have capacity for compassion and empathy and that people only resort to violence or behaviour harmful to others when they do not recognise more effective strategies for meeting needs. It is an approach that focuses on individual human needs and how leaving them unfulfilled can trigger conflicts within ourselves and between ourselves and others. Its aim is to respond to the underlying needs that result in violent verbal communication or violent actions and to enhance authentic speaking and empathic listening.

Non-violent communication is a process that involves four steps: observation, identification of feelings, identification of needs, and a following request. This approach aims to encourage us to be connected to our own needs and thereby leads to more honest expression in order to consciously communicate what we feel and need in a situation.

Moreover, it encourages us to empathetically listen to the needs of others to understand their behaviour in a different way, not as a personal offense but an expression of their own needs. Therefore, non-violent communication has the potential to transform the violent use of language and to enhance a more peaceful, understanding, and respectful human interaction.

READING:

Marshall B. Rosenberg, Living Non-violent Communication: Practical Tools to Connect and Communicate Skillfully in Every Situation, 2012
Marshall B. Rosenberg, Non-violent Communication: A Language of Life, 2015
Oren Jay Sofer, Say what you mean: A mindful approach to non-violent communication, 2015

IMPLEMENTATION:

At the beginning of this unit, the concept of non-violent communication by Rosenberg is presented (Power Point, Prezi...).

| **STEP 1** | The participants are divided in pairs. The team of two thinks of difficult communication situations they have experienced in their daily work as a youth worker and choose one scene for a short role play. One person performs as youth worker and the other as youth with the aim to transform youth behaviour, using NVC principles.

Nonviolent communication principles include following 4 steps:

1. Observation without evaluation
2. Perceiving and expressing feelings
3. Identify and express needs
4. Make a request

Concrete examples and phrases can be found here: *https://www.nonviolentcommunication.com/wp-content/uploads/2019/07/4part_nvc_process.pdf*

| **STEP 2** | Afterwards the roles are changed.

DEBRIEFING:

Finally, all participants come together and reflect how difficult it was to follow NVC principles.

INTERCULTURAL COMMUNICATION

LEARNING OBJECTIVES:

- Gain awareness of the importance of adapting to different communication styles to overcome communication barriers.
- Gain awareness of the fact that body language plays an important role in intercultural communication.

TIMEFRAME

40 minutes

MATERIAL

No material needed

INTRODUCTION:

Intercultural communication describes communication between people who belong to different cultures. When members of the same cultural background interact, the specific communication schemes are known and the process is largely unconscious – the associated behaviour patterns have been learned in early childhood. Communication between people from different cultures is therefore so difficult not only because of different languages, but also because the respective cultural standards influence the process. It is crucial for the success of intercultural communication to be aware of these differences. Optimal intercultural communication can be made possible through a learning process, in the course of which one perceives the foreign culture and consciously accepts the differences.

Non-verbal communication plays an important role in intercultural communication, because it is also influenced by cultural patterns. Non-verbal communication gains its special significance not least from the fact that, due to the reduced linguistic communication options in an intercultural context, people tend to increasingly resort to gestural and facial elements of communication.

The described activity within this unit shows which reactions, feelings and reviews are triggered when interlocutors with unfamiliar communication behaviour, body language, facial expressions or gestures try to communicate with others.

READING:

Fred Jandt, An Introduction to Intercultural Communication: Identities in a Global Community, 2020
James Neuliep, Intercultural Communication: A Contextual Approach, 2017
Stella Ting-Toomey, Understanding Intercultural Communication, 2012

IMPLEMENTATION:

| **STEP 1** | The participants build pairs. One of the two stays in the room, the other goes into a nearby room.

| **STEP 2** | The participants in the room get the task to think of a topic about which they can speak for a few minutes (film, news, vacation ...).

| **STEP 3** | The team partners in the next room receive each one of the following instructions (the instructions do not respond to a certain culture; the activity is about experienceing how someone is feeling when he is confronted with unusual communication behaviour;):

- o When talking, always keep a distance of at least two meters to your partner.
- o Be very close to the other person during the conversation.
- o Always look to the ground while speaking.
- o Always look in the eyes of your partner during the conversation.
- o Always close your eyes when your partner speaks.
- o Before you begin to speak, always wait ten seconds and always pause five seconds between sentences.

| **STEP 4** | When the instructions have been rehearsed, the participants go back to the main room and meet their team partners again. The teams start with their conversation and talk for 2-3 minutes.

DEBRIEFING:

Afterwards the team partners reflect together about following questions:

o What happened (only describe)?
o How was the quality of the conversation?
o How did I feel?
o How was the unusual behaviour interpreted?

The activity finishes with a group discussion:

o Did the participants already experience unusual communication behaviour when talking with people from other cultures – which ones?
o What role does intercultural communication play in daily work as ayouth worker?
o How can communication barriers be overcome?
o What are appropriate modes of communication considering cultural diversity?

ACTIVE LISTENING

TIMEFRAME

30 minutes

MATERIAL

Flipchart and markers (optional)

LEARNING OBJECTIVES:

- o Develop active listening.
- o Adopt positive body language.
- o Clearly reformulate ideas and intentions
- o Synthesise the content of the exchanges.

INTRODUCTION:

The purpose of active listening is to ensure the speaker feels heard and understood and includes following aspects:

- o Non-verbal reinforcement (eye contact, nodding, open body language)
- o Responding to content and feelings (brief summaries, reflecting the thoughts and feelings of the other, asking, paraphrasing, mirroring)
- o Show interest - «door openers» (Would you like to tell me more about it? I am interested in what has gone on in you ...)
- o Time (leave time to reflect, endure silence)
- o No judgment of the speaker and his/her message

Mirroring and paraphrasing are important methods to be an active listener:

Mirroring involves repeating almost exactly what the speaker says and should be short and simple. It is usually enough to just repeat key words, or the last few words spoken. This shows you are trying to understand the speaker's terms of reference and acts as a prompt for him or her to continue. Be aware not to over mirror as this can become irritating and therefore a distraction from the message.

Paraphrasing involves using other words to repeat what the speaker has said. Paraphrasing shows not only that you are listening, but that you are attempting to understand what the speaker is saying. When paraphrasing, it is of utmost importance that you do not introduce your own ideas or question the speaker's thoughts, feelings, or actions.

READING:

Nixaly Leonardo, Active Listening Techniques: 30 Practical Tools to Hone Your Communication Skills, 2020

IMPLEMENTATION:

| **STEP 1** | The trainer explains the principles of active listening.

| **STEP 2** | The participants form groups of three. Participant A is the sender, he tells of an experience. Participant B is the recipient and applies the principles of active listening. Participant C is an observer.

| **STEP 3** | Afterwards the roles are changed – each member of the group should play each role once.

DEBRIEFING:

After the exercise, the three group members discuss how they experienced the situation, what was observed by the observer and what could be improved.

QUESTIONING TECHNIQUES

TIMEFRAME

30 minutes

MATERIAL

topic cards, cards with questioning techniques, flipchart or presentation or poster for the presentation of different questioning techniques (to prepare by trainer)

LEARNING OBJECTIVES:

- o Get to know different questioning techniques.
- o To take a sympathetic questioning approach
- o Reflect on your own communication behaviour.

INTRODUCTION:

Questioning techniques:

Closed questions
Closed, or polar questions generally invite a one-word answer, such as 'yes' or 'no'. For example, 'do you drive?' or, 'did you take my pen?' They could also include answers to factual or multiple-choice questions, such as 'what's your name', or 'would you like tea, coffee, or water?'.

Open questions
Open questions require a little more thought and generally encourage wider discussion and elaboration. They cannot be answered with a simple yes or no response. For example: 'what do you think of your boss?' Or 'why did you choose that car?'

Probing questions

These questions are useful for gaining clarification and encouraging others to tell you more information about a subject. Probing questions are usually a series of questions that dig deeper and provide a fuller picture. For example: 'when do you need the finished project, and is it ok if I email it to you?'

Leading questions

These questions are designed to lead the respondent towards a certain desired positive or negative route. In the workplace, you might encounter leading questions such as: 'do you have any issues with the project?', or 'did you enjoy working on that project?' The former subtly prompts the respondent towards a negative response, the latter towards a positive. Asking 'how did you get on with that project' will get you a more balanced answer.

Loaded questions

Loaded questions are seemingly straightforward, closed questions — with a twist: they contain an assumption about the respondent. For example, the question: 'have you stopped stealing pens?' assumes the respondent stole a pen more than once. Whether she answers yes or no, she will admit to having stolen pens at some point. These questions are quite rightly seen as manipulative.

Funnel questions

This technique involves starting with general questions, and then drilling down to a more specific point in each. Usually, this will involve asking for more and more detail at each level.

Recall and process questions

Recall questions require the recipient to remember a fact. For example, 'what's seven times seven?' and 'where did you put the keys?' or 'What's your login password?' Process questions, on the other hand, require the respondent to add their own opinion to their answer.

Rhetorical questions

Rhetorical questions don't really require an answer. They are simply statements phrased as questions to make the conversation more engaging for the listener. For example, 'isn't it nice working with such a friendly team?' is more engaging that 'this team is friendly'.

READING:

Trey Gowdy, Doesn't Hurt to Ask: Using the Power of Questions to Communicate, Connect, and Persuade, 2020

IMPLEMENTATION:

| **STEP 1** | The trainer explains different types of questioning techniques (flipchart or presentation or poster). Topic cards are arranged face down on a pile, cards with different questioning techniques are face down on the table.

| **STEP 2** | Participants draw one topic and one question technique card, one after the other. They are supposed to ask the person sitting next to them a question on the presented topic ad hoc (using the selected questioning technique).

DEBRIEFING:

Reflection and discussion with the whole group:

- o Which questioning techniques are easy/difficult to use?
- o Which techniques fit in which communication settings?
- o Which questioning techniques do they use in conversations with NEETs?

OBSERVE- INTERPRET - EVALUATE

TIMEFRAME

30 minutes

MATERIAL

No material needed

LEARNING OBJECTIVES:

- Get to know different feedback rules.
- Discover that feedback is about behaviour and not personality.
- Learn to know how to focus on observable behaviour.

INTRODUCTION:

Feedback rules:

- Feedback should be about behaviour not personality
- Feedback should describe the effect of the person's behaviour on you
- Feedback should be as specific as possible
- Feedback should be timely
- Pick a suitable moment

READING:

Douglas Stone, Thanks for the Feedback: The Science and Art of Receiving Feedback Well, 2015
John Hattie, Visible Learning: Feedback, 2018

IMPLEMENTATION:

| **STEP 1** | Two people sitting opposite each other are given the task, in turns, of stating only their observations to the other person for one minute. The exercise is being done correctly if you hear statements such as: «I see you have put your left knee over your right one. You blinked your eyes. Now you are sitting up with your upper body." Change after one minute.

| **STEP 2** | Same as step 1, but the two participants first share their observation and then attach their own interpretation, e.g.: "You have put your left knee over your right, and I think that's comfortable for you!"
Brief Intermediate reflection to ask about the differences noticed compared to the first round.

| **STEP 3** | As steps 1 + 2 and additionally your own assessment follows at the end. Example: "You crossed your left knee over your right. I think that's comfortable for you and I also think it's good to see you so relaxed!"

DEBRIEFING:

The aim of this exercise is to become aware of unconscious processes (assessments, stereotyped thinking, mental "quick fixes" in relation to others) and the preparation for the most important element in giving feedback: the description of observable behaviour (what the other does, how he / she behaves) rather than judgment on the other person.

FEEDBACK TECHNIQUES

TIMEFRAME

60 minutes

MATERIAL

Cards with different feedback techniques including an explanation how this method is applied

LEARNING OBJECTIVES:

- o Get to know different feedback techniques.
- o Become aware of which feedback technique fits in which situation.

INTRODUCTION:

Feedback techniques

Stop, Start, Continue
During the feedback conversation, following questions are discussed: what do I feel that I should stop doing? What do I feel that I should start doing and what do I wish to continue doing?

Feed forward
During the feedback conversation goals are identified and ideas are developed for how those goals can be met. The idea is that individuals can't change their past behaviour but they can modify their behaviour going forward – and this is what is empowering.
Rule #1: No feedback about the past.
Rule #2: No judging or criticising.

DESC

The DESC feedback technique – describe, express, specify, consequences – includes following steps: 1. describe the perceived behaviour. Focus on just one recent behaviour you have witnessed; 2. express how this behaviour impacts you; 3. specify what you would like the other person to do differently; 4. share the consequences of the behaviour change by explaining how it will impact the future of both for the better.

What/why

When delivering positive feedback, you tell other people what they did and why it was effective. When delivering constructive feedback, you again tell the individual what they did, but this time, explain why it was ineffective. In this instance, it is also important to follow up with how they could improve for the future.

Situation, behaviour, impact

The "situation, behaviour, impact" tool works like this: explain the situation that you want to discuss, highlight the specific behaviour that you are addressing and describe how this behaviour affected you or the team. This a method that is not used on a regular basis. It is a tool that helps to manage difficult situations where you have to react to something right away.

READING:

Douglas Stone, Thanks for the Feedback: The Science and Art of Receiving Feedback Well, 2015
John Hattie, Visible Learning: Feedback, 2018

IMPLEMENTATION:

| **STEP 1** | The trainer prepares cards with different feedback techniques + specifications about how to apply these techniques.

| **STEP 2** | The participants get into pairs.
Each pair picks a card with a feedback technique.

| **STEP 3** | The teams have 20 Minutes to prepare a role play where they present the feedback technique they have selected. For example: the participants play a boss and his employee, and the boss wants to give feedback about coming late every day. Other constellations could be parent/kid, teacher/pupil, youth worker/NEET

DEBRIEFING:

The teams present their results.
Reflection + discussion in the group: what feedback technique do they prefer/not prefer? In which situations can these techniques be used? What are their own experiences with feedback?

2.4 MOTIVATING & EMPOWERING

This module explores the general framework first – how to structure an effective mentoring process and to be aware of the pitfalls at every stage. It then moves into specific steps that will help the youth worker to develop the NEETs' potential, starting with discovering their internal drivers. If further goals and actions are based on important motivating factors, the young person is much more likely to commit and take ownership of achieving their goals. Since motivation is of such key importance, the ability to conduct a motivational interview is among the keys to effective youth work.

In order to be able to act independently, young people need to have confidence in their own abilities and know what they are capable of. Therefore, identifying the inner resources of a youngster will help them achieve their goals. Mindset also plays an important role – when one believes that affect matters, one is much more likely to try rather than passively waiting for things to change. Introducing NEETs to the growth mindset will enable them to overcome their failures, seeking them as a useful learning experience.

Empowering young people makes them the central agent in their own life. When young people are empowered, they are no longer the object of external intervention measures, but take ownership of their own development. No youth worker in the world has the time required to give NEETs all the resources they need, but when they are empowered to pursue their own goals, they only need to be given some directions and when their achievements are their own, their self-esteem and motivation also grow. When they are seen as equals rather than being patronised, their communication with the youth workers becomes much more open and effective.

MENTORING ROLE PLAY

TIMEFRAME

100 minutes

MATERIAL

Flipchart, pens, and markers.

Handouts with the role-play

LEARNING OBJECTIVES:

o Gain understanding about the role of a mentor, the main phase of the process.

o Learn which are the skills required to be more effective in the mentoring process.

o Learn how to build trust with the mentee.

INTRODUCTION:

When entering a professional relationship with a young person, it is useful to remember that there are certain general rules that apply to most situations. A mentoring relationship, typically goes through three main stages:

1. Building the relationship – During this phase, you have to get to know your mentee better and begin to establish trust. When you first meet, discuss your backgrounds, experiences, interests, and expectations. Make agreements about confidentiality and the frequency of contact, and explore potential times to meet. Also, during this stage it is crucial to set a common and agreed way and schedule for communication – how often are you going to meet, whether your meetings are going to be conducted online or in person.

2. Setting and working towards goals - After the initial phase is over, commitment on the side of the young person normally increases and work on specified goals can begin. This is the

most intensive part of the process, connected by openness and trust, meaningful discussion, application of new insights and approaches, and ongoing support. It is important that the youth worker has access to the resources necessary to teach/demonstrate to the young person what they need to do in order to accomplish what they desire. More information about Goal-setting could be find in Module 5 Unit 4

3. Bringing the relationship to a closure - A professional relationship must be ended when its goals are reached. The young person needs to act independently, reflect on what they learnt, be confident in their own abilities and work on their own goals in the future. The closure of the relationship must be properly prepared and not come as a shock to the young person.

Furthermore, there are key steps and principles that should be respected by the mentor, during the mentoring process:

1) Listening actively – this is the most important skill you will use throughout your mentoring relationship. Active listening establishes rapport and also creates a positive environment that permits open communication.

2) Building trust - Young people may be slow to give their trust, expecting inconsistency and lack of commitment, due to past experiences with adults. The youth worker's trustworthiness and commitment may be tested through missed appointments, calls or messages not returned, unreasonable requests and angry behaviour. The youth worker must be prepared for challenges, remain consistent and accountable, understand the young person and, most importantly, see challenges as steps in a process rather than a personal insult.

3) Determining goals and building capacity – you have to provoke your mentee to reflect upon their career, personal vision, and goals and share these with you as part of each session.

4) Encouraging and inspiring – According to Dr. Phillips-Jones' research, giving encouragement is the mentoring skill most valued from the mentees. Try to give positive feedback and reinforcement to your mentee, do not criticise or admonish him or her.

Also, you can share the 10 musts when working with your mentee, according to (Blueskycoaching, 2008)

- Willingness to invest time in someone else's future
- Respect for another human being and their right to make their own decisions in life
- Ability to show empathy and accept various points of view
- Transforming difficulties into opportunities
- Be a positive role model
- Be genuinely interested in your mentee as an individual
- Share your insights through asking questions
- Provide helpful feedback
- Acknowledge achievements
- Be flexible

READING:

Mentoring Guide - A Guide for Protege from Center for Health Leadership & Practice, Public Health Institute, Oakland, 2003 *https://www.rackham.umich.edu/downloads/more-mentoring-guide-for-proteges.pdf*

IMPLEMENTATION:

| **STEP 1** | The trainer introduces the concept of stages in the mentoring relationship, as well as the main principles and musts in the mentoring process. He/she goes briefly through each stage. Then explains to the participants that they will explore the material through a role-play.

| **STEP 2** | The group is divided into three. Each group will have to prepare a meeting between a youngster and a youth worker at different stages of their relationship. The characters will be the same through all three stages. Each group will have to select one member to play Alex and another- Martha. They will discuss how to develop their small scene, what to do and what to say.

| **STEP 3** | The two members of the group who took on the roles will present the role-play to the whole group. After each scene is done, participants can ask questions, make comments, or suggestions on how to better deal with the situation.

DEBRIEFING:

Group discussion. All participants, but especially the ones who participated in the roleplay, could reflect on the following questions:

- From your perspective, what are the three things you were most concerned about in the role-play? What were the problems that worried you the most?
- What did you do to solve those problems?
- Does the mentor make any mistakes, which ones?
- Are there any good practices that could be summarised?
- Did the mentor respect and implement the main principles of mentoring?
- What are the three main take-away messages from the role-play?

ROLEPLAY:

Alex, 22. School dropout, didn't graduate from high school. Has tried many part-time jobs, but nothing steady. Interested in mechanics.

Martha, 39. Youth worker in the local municipal centre. Responsible for motivating young people from disadvantaged backgrounds and helping them discover their professional calling.

Scene A. Building the relationship.

Alex
You have been sent to consult a youth worker from the social services because they think doing so might increase your career perspectives. You have little patience for that. You expect the youth worker to only be interested in ticking-off some checkboxes on a form. It has always been about forms and administration, and ultimately no one cares about you. You really want to move on but think you can only do so on your own. All the talk of assistance you heard is just that – talk. So, you don't see why it would be different this time. Let the youth worker tick-off her boxes and leave you alone.

Martha
You have been under a lot of stress lately, as your workload keeps increasing. Nevertheless, you are passionate about what you do, helping young people find their way in life. You have been referred the case of a youngster who has demonstrated willingness to learn and develop. However, he is not easy to work with. One of your colleagues already met him and refused to continue because he found the young person 'arrogant' and 'disrespectful'. You don't know exactly what to expect but hope you will be able to find a common language.

Scene B. Setting and working towards goals

Alex

You have been working part-time as a waiter at a restaurant and the money is not bad. When you have time, you help a friend who repairs cars. You really like understanding how the machines work and fixing what is broken, but in order to be hired for real, you need a proof of qualification. You told them you've learned much by observing others, watching videos, and experimenting with parts that have been decommissioned, but they insist on the formal qualification. You don't know how to proceed; you cannot afford to quit your job as a waiter.

Martha

You see the potential in the youngster you are working with and hope to be able to assist him effectively. You see two dangers – on one hand, he encountered many difficulties in the past and might not be willing to take chances to improve his life. But on the other, he might reach too far and aim for something unrealistic. It is important to set up some concrete steps for pursuing a goal – steps that are both manageable and meaningful.

Scene C. Bringing the relationship to a closure

Alex

You've come a long way since you started meeting Martha. At first you didn't expect much, but you managed to come a long way together. You learned a lot and overcame many challenges because of these meetings. You have someone to confide in, someone you can rely on, someone who cares. You expect that together you'll be able to achieve much more.

Martha

Your time together with Alex is coming to an end. You are happy with how far you've come and hope that now he will be able to take care of himself and use what he learned. He is resourceful and you think he might be able to come far in life. However, you cannot support him any further. There are others who need your time, and he is already capable of moving on. It is time to plan on how you will bring your relationship to an end.

MOVING MOTIVATORS

TIMEFRAME

60 minutes

MATERIAL

Printed and cut 'Moving motivators' cards – one set for each participant (can be downloaded for free from the link in the reading section), handouts with guiding questions (optional)

LEARNING OBJECTIVES:

o Learn how to provoke the curiosity of the youngster.

o To be able to use different instruments for understanding the real motivational triggers.

o Learn how to moderate a one to one session smoothly and set objectives.

INTRODUCTION:

Intrinsic motivation is defined as people's innate desire to do well and to have an eagerness for self-control and self-direction in accomplishing objectives. Intrinsic motivation is usually based on deeply engrained values and beliefs, so it greatly influences our personal and professional decisions. It is through recognising potential intrinsic motivation that we will be better able to discover what motivates us and how we can reach our goals in a way that matches our value system, rather than being solely financially based.

The game "Moving Motivators" is an instrument that can be used to identify and analyse the main motivating factors that drive a young person to develop. It can also help observe how these change over time. "Moving Motivators" may be played both on an individual level with each youngster separately or as a group activity, which has its own benefits, such as the ability to engage in group discussions and the ability to get to know how volunteers interact during changing situations. The game may also be used retrospectively, for situations in which change has already occurred. In such cases, the game helps develop a deeper understanding of key factors leading to success and failure behind a certain change and leads to a discovering of good practices and lessons learned during a given change for future changes at hand.

READING:

Additional information on the different ways to present the motivational game "Moving Motivators", as well as the cards themselves, can be found here: *https://management30.com/practice/moving-motivators/*

IMPLEMENTATION:

| **STEP 1** | The facilitator leading the exercise presents the Moving Motivator cards to the participants.
There are 10 Moving motivators cards, each relating to one intrinsic motivator:

o Curiosity – This is related to our desire and interest to discover new things.
o Honour – Our values and the values of my workplace/project I am working on, reflect each other.
o Acceptance – Our inherent internal need for both recognition and acceptance of our personality.
o Mastery – The work that we do/the projects that we are involved in intrigue us but are not so far beyond our competences that we become discouraged. This implies that what we do is a positive stimulus for growth.
o Power – This does not imply strict obedience and authoritarianism, but rather the need for us to be involved as active engagers in that which happens around us and to be able to impact it.
o Freedom – The ability for us to manage our time and opportunities in a way that allows us to reach our goals. This implies independence from others.
o Relatedness – Our need for social engagement with those around us, regardless of whether we are talking in terms of professional or leisure time.
o Order – The need for a detailed description of the process of a given project and the tasks involved. This means that a task is not chaotic, but rather clear and well-structured.
o Goal – The work/project, in which I am involved, is connected to my own goals and embodies them. For example, if I have a goal to become more environmentally conscious/responsible, working on projects or for a company that has the environment in mind will increase my understanding of the issue and will help me be on the path towards environmental responsibility.
o Status – It is important for us to be accepted as valued and seen as someone who may contribute something in the organisation for which we work.

| **STEP 2** | The activity is performed in pairs. One participant (P1) is reflecting on their intrinsic motivation, and the other (P2) is supporting the process by guiding them through the steps.
P2: In front of you, you see ten cards that depict different motivational factors. Please rank the cards from left to right in terms of importance to you. The most important motivation is on the left, and the least important one – one the right.

| **STEP 3** | After P1 is ready, P2 asks them to reflect on the meaning behind each factor. P2 can use one or several of the following questions:

o You have chosen the first three cards to illustrate the three motivating factors that are most important for you. Why did you choose these specific ones?
o How do you interpret each of the motivating factors you have chosen? What are the main aspects of these motivating factors according to you?
o What place do these motivating factors have in your professional life?
o How are these motivational factors connected with your personal development goals?
o Has there been a moment in which other motivators have been more important for you?
o Over time, which motivating factor has become more important for you, and which one has become less important?
o Has any of the factors you now consider less important been a priority for you in the past?
o What caused your priorities to change?

| **STEP 4** | After P1 is done with the reflection, P1 and P2 switch roles and go through the process again.

DEBRIEFING:

Group discussion. All participants gather and share how the experience has been for them.

o Did you gain any new insights in what drives you?
o What caused the most significant changes in motivation you experienced?
o How do you see the practical application of this instrument with youngsters?

Note: This activity can be used directly with young people with slight modifications. The youth worker should support the youngster without switching roles with them. Instead of putting all 10 motivators in order, only the 1-3 most important ones need to be selected. The youth worker might need to take a more active stance in the reflection stage, suggesting patterns the youngster might recognise and use to stimulate their self-exploration. The group phase of the activity should be focused on exchanges based on the questions in STEP 3.

PUTTING THE YOUNG PERSON IN THE CENTER

TIMEFRAME

60 minutes

MATERIAL

Four flipcharts with tasks previously written on them, pens, and markers

LEARNING OBJECTIVES:

o Understand the principles of motivational interviewing.

o Understanding young persons as the primary agents towards their own change

o Explore techniques and behaviours that are likely to build trust and motivate the young person towards change.

INTRODUCTION:

The motivational interview (MI) is an effective way of talking with people about change. It is a technique where the interviewer assists the interviewee in changing a behaviour by expressing their acceptance of the interviewee without judgement. The incorporation of MI can help youngsters resolve their uncertainties and hesitations that may stop them from their inherent want of change in relation to a certain behaviour or habit. MI is a form of collaboration that respects a sense of self and autonomy. It relies on the following main principles:

o The motivation for change is not directly required from the youngster or imposed on them - it is elicited from them.
o The young person is equal with the youth worker in the process and takes responsibility for the resolution of their issues/questions.
o Direct persuasion is not an effective motivational method.
o The willingness of the young person to grow and develop is not a trait of their character - it is rather a result from the interpersonal relationship with the youth worker.

Trust building is one of the most integral parts of the whole process. It takes time and the conscious efforts of the youth worker, so the young person can eventually take their word, believe them, rely on them, and respect their personality and expertise. By building trust, the youth worker can help get the young person started on their way towards the positive change they desire but have not been able to work towards so far.

MI is a highly effective way to talk with people about change and change is often hard because of ambivalence which on the other hand leads to anxiety. The concept lays in the following:

- o Partnership – avoid the expert role
- o Acceptance – respect the other's autonomy, see their strengths and potential
- o Compassion – keep the other's interests and motivators in mind
- o Evocation – the best ideas come from the other

Core skills and techniques in the MI:

- o Open questions - This topic is covered in Module 3
- o Affirmations - awards, accomplishments, positive feedback, achievements, attempts, we are using them to build confidence, provoke change and acknowledge positive improvement.
- o Reflections – statements not questions, we use them to convey empathy and understanding, we are trying to see the world with the other's eyes

Summaries – if a person is at an ambivalence stage, wondering if he/she has to do something or not, your role here is to give him an overview about all his thoughts – negative and positive. In this way you guide the person towards behavioural change, selectively summarising the person's own reasons for change.

READING:

Ken Resnicow, Fiona McMaster, Motivational Interviewing: moving from why to how with autonomy support: *https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3330017/*

IMPLEMENTATION:

| **STEP 1** | The trainer introduces the main principles of motivational interview and has a brief discussion why, in the experience of the participants, it is needed to respect the main principles. What, in their opinion, are the benefits of MI benefits over direct persuasion?

| **STEP 2** | Some of the main components of MI include trust building, using open questions, active listening (refer to Module 3 for more information), effective feedback (Module 3) and showing our appreciation for the young person. But how does one approach those steps? Participants' experience can be helpful towards exploring what works and what doesn't.

The trainer divides the group into four. Each of the small groups will work on one of the four workstations. They will discuss the question written on the chart and select one member to write down their inputs. After 10 minutes, the groups will rotate and move to a new station. Then they will familiarise themselves with what has already been written and continue to work. Groups will rotate stations two more times until everyone has a chance to contribute.

Station 1.
Divide the chart in two columns. Think about the typical questions you would ask a young person during an interview. If it is an open-ended question (requiring a long, meaningful answer), write it on the right side. If it is a closed one (it can be answered by a single word or a phrase), write it on the left side. Think about how you can transform it into an open question, then write it on the opposite side of the chart.

Station 2.
How can we express our appreciation for the young person during an interview? Write on the chart as many examples as you can.

Examples: You managed to overcome a lot of challenges to get to where you are at the moment.
It takes courage to pursue your dreams, like you are doing.
You did really well when you went and presented yourself to the employer.

Station 3.
What can you do to show empathy and trust with the young person during the interview?

Example: Be responsive to what the young person expresses: 'I heard you're frustrated about our lack of progress.'

Station 4.
What kind of behaviour is likely to disrupt the relationship with the young person from the start?

Example: Expressing frustration over the young person's inability to overcome difficulties: 'We've discussed this a dozen times, yet you do nothing!'

DEBRIEFING:

Each group will present the complete progress of the last workstation they were on to everyone. Members of other groups are welcome to discuss any differences they might have.

LET'S PRACTICE MOTIVATIONAL INTERVIEWING

TIMEFRAME

60 minutes

MATERIAL

Printed Checklist for participants, pens

LEARNING OBJECTIVES:

- Deepen knowledge on MI.
- Encourage participants using the approach by expanding their confidence.
- Practice main principles and approaches of MI.

INTRODUCTION:

Use the following checklist in the next activity:

The following 'principles' and 'approaches' towards them describe not only situations you might find yourself in, but they are also a very good representation of the process of motivational interviewing. You can feel confident in the process as long as you follow the steps below.

PRINCIPLE	SPECIFIC APPROACHES	Did the interviewee cover this principle and how
Asking permission	o Do you mind if we talk about [insert behaviour]?" o "Can we talk a bit about your [insert behaviour]?"	
Eliciting a talk on willingness to change and develop	o "What would you like to see different about your current situation?" o "What will be different for you at the end of this mentoring programme?" o "What would be the good things about changing your [insert risky/problem behaviour]?"	
Exploring importance and confidence	o "Why did you select a score of [insert #] on the importance/ confidence scale rather than [lower #]?" o "What would need to happen for your confidence score to move up from a [insert #] to a [insert a higher #]?" o "How would your life be different if you moved from a [insert #] to a [higher #]?" o "What do you think you might do to increase the importance/confidence about changing your [insert risky/ problem behaviour]?"	
Reflective listening	o "It sounds like...." o "What I hear you saying..." o "So, on the one hand it sounds like .... And, yet on the other hand...." o "It seems as if...." o "I get the sense that...." o "It feels as though...."	
Affirmations	o "Your commitment really shows by [insert a reflection about what the mentee is doing]." o "You showed a lot of [insert what best describes the mentee's behaviour – strength, courage, determination] by doing that." o "It's clear that you're really trying to change your [insert behaviour]." o "By the way you handled that situation, you showed a lot of [insert what best describes the mentee's behaviour—strength, courage, determination]." o "With all the obstacles you have right now, it's [insert what best describes the mentee's behaviour—impressive, amazing] that you've been able to refrain from engaging in [insert negative behaviour]."	

READING:

Ken Resnicow, Fiona McMaster, Motivational Interviewing: moving from why to how with autonomy support: *https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3330017/*

IMPLEMENTATION:

| **STEP 1** | The trainer explains once again the benefits of MI or asks participants about them. He/she ensures that each participant has a copy of the checklist and asks them to have a look.

| **STEP 2** | The trainer asks the participants to choose two volunteers who will be in the role of interviewer and mentee. He/she explains that everyone will participate in the next activity, observing the scene happening and giving feedback.

| **STEP 3** | The trainer gives the descriptions of the roles only to the volunteers, and tells to the interviewee that his aim is to obey the principles of MI, trying to provoke behavioural change in his mentee:

> **Mentee:**
> Your name is Kristian – 20 years old, who is a university drop-out, because of family problems. You are asked again to go to your mentor office, but you are annoyed that everyone is telling you what to do. You have a problem being responsible and keeping deadlines.
>
> **Interviewer:**
> You are a social worker in the municipality, who is really dedicated to his work. It is Monday morning, and you received feedback from a potential employer of one of your mentees that he didn't show up at the interview arranged. You immediately call Kristian (your Mentee) and ask him to come to your office.

| **STEP 4** | The trainer gives a start to the role play and reminds the participants that they must carefully observe the scene, after that giving effective feedback to the participants in roles.

DEBRIEFING:

After the scene finishes, the trainer facilitates a short discussion about the added value of MI:

o Which of the principles of MI were covered during the conversation?
o How the interviewer provoked reflection in his mentee?
o Did he manage to give efficient feedback and to be heard?
o What would you think he should change in his approach, in order to be more successful?
o Were there positive conclusions in the conversation and what is the chance for behavioural change?

FINDING OUT ONE'S STRENGTH AND POTENTIAL

TIMEFRAME

60 minutes

MATERIAL

Handouts with guiding questions, pens, and paper

LEARNING OBJECTIVES:

- Know how to empower NEET's by underlining their assets.
- Learn to provoke the creation of realistic self-image.

INTRODUCTION:

The PPCO ((Pluses, Potentials, Concerns, Overcomes Concerns)) analysis is a tool widely used in the context of business needs to identify the best way to make use of a product or service. It is also a great way to analyse individual traits. The PPCO Analysis is derived from the classic SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), which divides qualities/ factors on 2 axes: internal/external, helpful/harmful. The PPCO, on the other hand, divides factors in the following categories:

- Pluses – internal positive
- Potential – external positive
- Concerns – external negative
- Overcoming concerns – how the positive internal and external factors can be mobilised to face the challenge of the negative ones.

Its advantage lies in its focus on the future. Rather than concentrating on the weak aspects of a young person – a subject they undoubtedly dwell upon for too long, it turns its attention to how certain fears may be overcome – helping them find the strength to investigate how they can enact change. This emphasis of the positive aspects is especially important when working with people from disadvantaged backgrounds, who often have a lowered self-image.

The analysis helps young people overcome the fears and doubts that they have in relation to the challenges they are facing on a given labour market. It is good to formulate the whole process in a positive way – for example, if identifying qualities normally referred to as 'weaknesses', to turn them into 'areas for future improvement'. In this way, the focus changes to the ways in which the young person may convert what they find challenging into an opportunity. In addition, it is very important to have all qualities in the analysis properly contextualised by giving proper examples. It is not enough to state one is committed and hard-working – a concrete example is needed where this quality manifests itself and leads to something tangible.

READING:

https://www.creativeeducationfoundation.org/wp-content/uploads/2015/06/ToolsTechniques-Guide-FINAL-web-watermark.pdf
http://bentonkara.weebly.com/ppco.html

IMPLEMENTATION:

| **STEP 1** | The activity starts with a group discussion:

- o Why is it important for young people to know themselves and have a realistic self-image?
- o Does it happen that young people have strengths and potentials they are unaware of? Can you give examples?
- o Does the opposite happen – do they sometimes have ambitions that go far beyond their capabilities?

After the discussion, the facilitator briefly introduces the PPCO analysis model, why it was chosen and what its benefits are.

| **STEP 2** | The activity is performed in pairs. One participant (P1) is reflecting on their own qualities in their professional context as youth workers. The other participant (P2) is supporting the process by using the guiding questions and asking for clarifications and concrete examples. P2 does not need to limit themselves to the questions suggested here, they may build upon them if they feel confident enough.

Pluses

- o What do you do exceptionally well?
- o What do others identify as strong traits in you?
- o Which trait are you most proud of and why?

Potentials

- o Which (professional) opportunities are opening up for you?
- o What professional areas are you more advantaged in than others?
- o How can you transform your strengths into opportunities?

Concerns

- o What could prevent you from making use of your assets?
- o Which of your fears have the potential to expose some of your less desirable traits?
- o What are the things that may harm your professional development?

Overcome concerns

- o What have you done in the past in order to deal with similar problems?
- o Where could you gain experience in order to overcome your fears?
- o Can you turn your fears into a resource for positive change?

| **STEP 3** | After P1 is done with the analysis, P1 and P2 switch roles and go through the process again.

DEBRIEFING:

Group discussion. All participants come together and share how the experience has been for them.

- o What part of the analysis did you find easiest? Which one was the most challenging?
- o Do you think young people will face the same challenges with the model? If not, what do you think will cause difficulties with them?
- o Would you adapt any of the questions? Is something missing? Is something not needed?
- o Now that you know the model, how do you see its application in your work?

Adaptation: The activity can be adapted for use with young people based upon the changes made in the discussion. The facilitator still needs to guide the young person through the questions. Sometimes, he/she might need to suggest some examples in order to help the young person search through their own experience. A reflective discussion on what part of the analysis they found challenging and what they found useful is highly encouraged.

LEARN HOW TO GROW

TIMEFRAME

60 minutes

MATERIAL

Paper, flipchart, pens, and markers

LEARNING OBJECTIVES:

o Understand the difference between fixed and growth mindset.

o Understand how to influence youth behaviour through role-modelling.

o Learn how to use different techniques for provoking growth mindset in NEET's.

INTRODUCTION:

Research by Carol Dweck, Ph.D Professor of Psychology at Stanford, indicates that people's beliefs, both conscious and unconscious, have a great impact on what they consider to be their personality, and that changing even the simplest of them can have profound impact on nearly every aspect of one's life. There are two principal ways of looking at personal ability: the fixed mindset (FM), which sees intelligence and ability as pre-determined qualities that cannot be significantly changed; and the growth mindset (GM), for which intelligence and ability can be developed through effort, strategies, and support. Both mindsets can be contracted through several aspects:

o FM sees ability as a fixed trait that cannot change, while for GM it is malleable and can be developed.

o For FM effort is a negative sign, since a smart person should not have to work hard; for GM effort is the way to get better.

o In FM, looking smart is very important, since it's the way one proves their ability. GM focuses on learning and improving one's ability.

o For FM setbacks are signs of hopelessness, since they prove a lack of an ability, GM sees them as an indicator one needs to work harder or try a new strategy.

o For FM failure is the end of the story, a time to give up; for GM it is the beginning of the story, a time to try again.

The relationship between mindset and effort is mutually dependent. People who recognise the value of challenging themselves see the importance of effort. And people who adapt an active position to problems are more likely to take on the growth mindset. There are many tools and techniques one can use to train how to change one's mindset, resulting in actions that further reinforce the view that change is possible, which prompts more actions, and so on.

READING:

Courtney Ackerman, MSc. Growth mindset vs. Fixed. Key takeaways from Dweck's book. Understand the difference between fixed and growth mindset:
https://positivepsychology.com/growth-mindset-vs-fixed-mindset/

IMPLEMENTATION:

| **STEP 1** | The trainer introduces the two mindsets and how they see the human potential to change and grow.

| **STEP 2** | The trainer divides the group in two smaller groups. Half of the participants need to come up with examples of fixed mindset, the other half – of growth mindset, based on their experience with NEETs. The members of each team discuss the examples and write them down if they agree that the statement truly fits the mindset. The goal is to produce more examples than the other teams.

Examples:
FM: Trying new things is stressful and is best avoided.
GM: The feedback one receives from others, even if negative, is always welcome.

| **STEP 3** | Both teams present their examples to the whole group. Other teams can comment if they think the examples are not fitting. The facilitator may write down the examples on a flipchart for all to see. The team with most correct examples is the winner of the round.

| **STEP 4** | Individual work. Participants need to identify and write down 3 abilities they excel at, and one they find challenging and would like to improve. For each of their abilities, participants need to think of 3-5 behaviours that led them to develop to the stage where they are now. After that, they must put down some actions that would help them develop the skill they don't feel confident at. After all participants are ready, they are invited to share in the group how they would like to improve and if they see any connection with their previous achievements.

DEBRIEFING:

Group discussion. Participants are invited to brainstorm on other techniques that might stimulate one's growth mindset. Successful examples from practice are welcome. It is also helpful to list the most common challenges encountered and jointly search for ways to overcome them.

Adaptation: When working with young people, it might be easier to provide them with lists of the two mindsets rather than eliciting them from the group. What is more important is to focus on the discussion so they can explore how they see their abilities and the possibility to change. Instead of three examples of skills they developed in the past, it might be beneficial to do more – as many as they are able, and as many activities they performed to get there. In that way, they might feel more confident to think about trying out something new.

2.5 CAREER COUNSELLING

The rapid social and economic changes that characterise modern reality in all areas of human activity are unpredictably affecting our careers, our personal and our family lives. In particular, our professional development is characterised by «key transitions» and continuous changes (e.g., completion of studies and transition to the labour market or job loss and search for new alternatives, etc.), so it is very likely that you will find yourself on various career paths on more than one occasion, wondering if you should continue on the path dictated by your initial choices or move in a new direction.

The study of theories of professional development and selection is considered necessary given that these theories provide counsellors with a framework for planning counselling interventions. The purpose of this chapter is to present different theoretical approaches to career selection and development that counsellors can use to manage the affairs of youth workers colleagues.
Various classifications of professional development theories have been proposed, which try to include and classify the variety of different theoretical and practical approaches that characterise this field.

Holland's Typical Theory (1985) accepts that at the time of career choice the individual is the product of the interaction of his genetic inheritance with a range of cultural and personal forces, including his friends, parents, social class, culture and friendly environment. Through this experience the person creates a hierarchy of habits with which he performs his duties.

Career Counselling is the evolutionary course of the individual, in terms of his orientation in the workplace and his\her decisions about the profession, or professions, that he/she wishes or seeks to pursue. The use of this term aims to show that entering a profession is not the result of an instant decision but of a long-term developmental process that is consistent with the psychological development of the individual. In addition, they can use them as a support tool to manage with realism and conscientiousness difficulties, problems, and dilemmas, which may arise on their professional path.

Young people who need to make decisions on their future career are required to acquire skills that allow them to perceive and effectively manage job changes both individually and socially but also to carefully plan their future career. In order to achieve this, they need to have appropriate knowledge of themselves. The purpose of this module is to learn how to make young adults and NEETs develop their self-knowledge, how to use information on employment, education, and training opportunities and how to guide them to make the best choices.

EXPERIENCE LEARNING THROUGH "TO DO" LIST

TIMEFRAME

60 minutes

MATERIAL

Papers, pens

LEARNING OBJECTIVES:

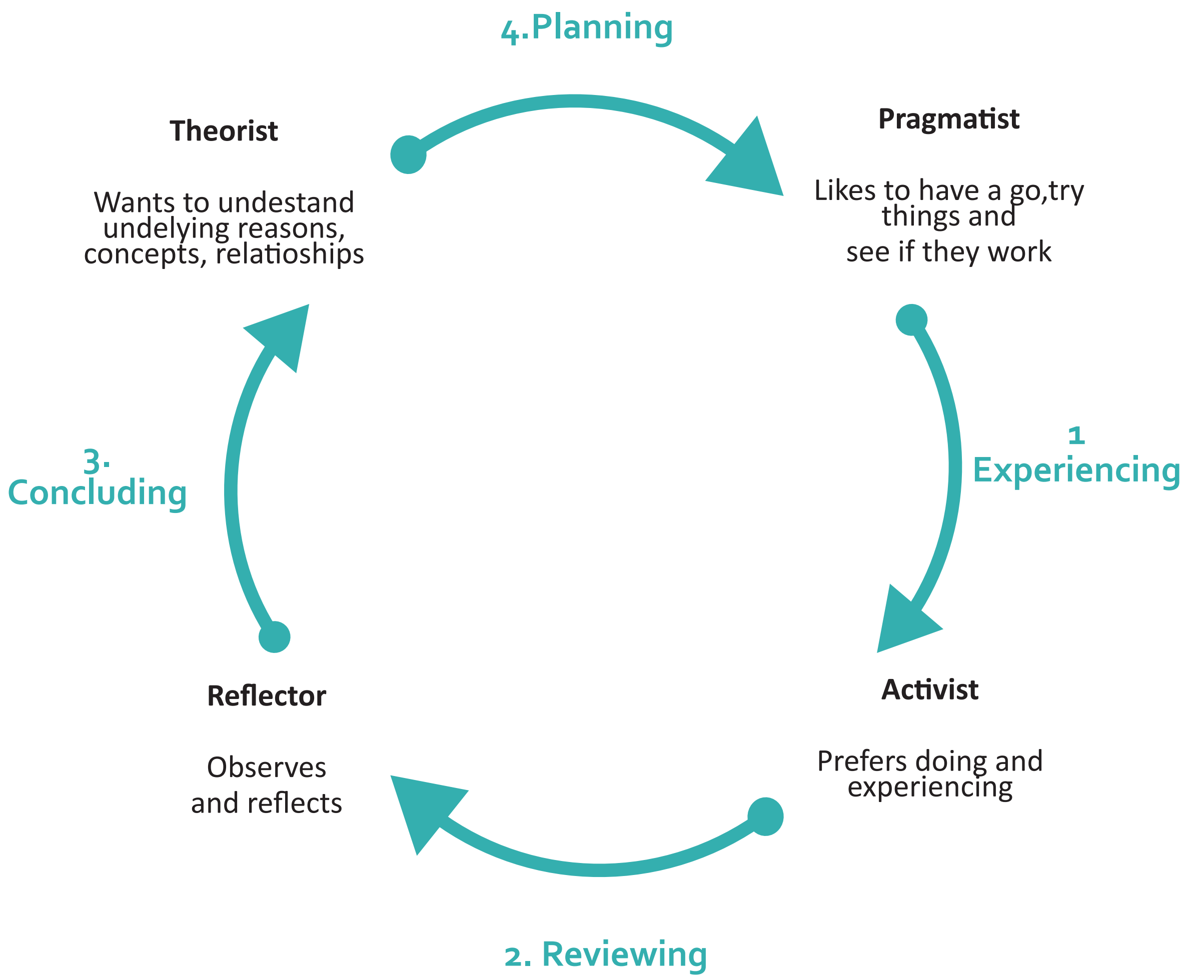
o Know how to analyse NEET's individual situation with creative and innovative methods.

o Learn about different learning styles and the use of non-formal education tools.

INTRODUCTION:

According to David Kolb's Theory along with Ron Fry, in 1970, they developed Model Experiential Learning where during the educational process a learner moves through a spiral of direct experiences (Specific Experience/CE) that lead to observation and reflection of the experience (Reflective Observation/RO). These thoughts are absorbed and linked to prior knowledge which is then translated into abstract concepts or theories (Abstract Theoretical Conception/AC) creating new ways and energies to adapt to experience and to be able to test or explore further (Active Experimentation/AE).

More specifically the Honey & Mumford learning styles (1996), developed by Peter Honey and Alan Mumford, divide people into four learning groups that are supposed to be reflective of someone's general behavioural tendencies. The styles are based on Kolb's Theory and they're designed to help each person focus on what is needed to be a successful learner.



Four Key Learning Styles of the Honey and Mumford Test

A brief presentation of four learning styles that describe preferences in learning differences is below:

Activist Learning Style

They prefer to take direct action in order to gain knowledge. As enthusiastic learners they welcome new challenges and experiences. Their learning style is more adaptable, open-minded and enjoy getting involved and participating in groups with others. Nevertheless, Activists may struggle to learn when the learning involves a passive role or in rotation tasks.

Reflector Learning Style

Reflectors like to be organised; they are thorough and mindful people who choose more passive ways of learning like reading and listening. They analyse before drawing conclusions. However, the Reflector's learning style means that they may find it difficult to learn when forced to become more active/exposed or they are provided with insufficient information to produce results.

Theorist Learning Style

The present learning style prefers to see the overall picture of things. They are logical and objective learners who approach problems more sequentially, with elements of rationalism; they are analytical and perfectionist. On the other hand, it is difficult for them to learn when provided material lacks in methodology or when presented with a vague and uncertain task.

Pragmatist Learning Style

Pragmatists are practical people, they are realistic. They are manual and like using techniques and the opportunity to try out learning. The difficulty with a pragmatist learning style appears when there is complexity, delay or problems during the application of methods and decisions.

READING:

Kolb, D. Experiential Learning. Englewood Cliffs, New Jersey: Prentice Hall, 1984

IMPLEMENTATION:

Over the years we all have probably developed learning «habits» that help us benefit more from some experiences than from others. Since we are probably unaware of this, the current "to do list" will help us pinpoint our learning preferences so that we are in a better position to select learning experiences that suit our style and have a greater understanding of those that suit the style of others.

| **STEP 1** | The facilitator opens a discussion with the group of youth workers. He/she first explains the Four Key Learning Styles of the Honey and Mumford. Then he/she distributes worksheets with a checklist based on Honey and Mumford's Four Key Learning Styles to youth workers and asks them to complete them and summarise with Yes/No in each style.

| **STEP 2** | After the end of the task, youth workers make a small presentation of their preferable "to do list" (with most Yes- we could also have mixed styles, e.g reflector/theorist or theorist/pragmatist, ect).

| **STEP 3** | The facilitator opens a discussion/feedback based on the youth workers' learning styles and how they can perform this exercise to their target group (NEETS) in order to detect their skills.

Check list:

Activists	Yes/NO
I am usually eager to learn something new, i.e., that I didn't know/couldn't do before	
I prefer a wide variety of different activities... (I don't want to sit and listen for more than an hour at a stretch!)	
I don't mind having a go/letting my hair down/making mistakes/having fun	
I prefer to encounter some tough problems and challenges	
I like it when there are other like-minded people to mix with	
Total number:	
Reflectors	**Yes/NO**
I usually need a fair amount of time to consider, assimilate and prepare for something	
I ask for opportunities/facilities to assemble relevant information	
I like it when there are opportunities to listen to other people's points of view - preferably a wide cross section of people with a variety of views	
I don't like to act under pressure, to be slapdash, or to improvise	
I don't come up with fast conclusions	
Total number:	
Theorists	**Yes/NO**
I like it when there are lots of opportunities to question what is said	
Usually, my objectives and programme of events indicate a clear structure and purpose	
I prefer to encounter complex ideas and concepts that are likely to stretch me	
My approaches and concepts are usually 'respectable', that is, they are sound and valid	
I prefer to be with people of similar calibre to myself	
Total number:	
Pragmatists	**Yes/NO**
I like it when there are ample opportunities to practise and experiment	
I prefer to work with lots of practical tasks and techniques	
I'm usually excited about handling real problems which result in action plans to tackle some of my current problems	
I like to observe experts who know how to do things on their own	
I'm keen on trying new ideas, theories and techniques to see if they work in practice	
Total number:	

DEBRIEFING:

Reflection questions:

o What did you get from the exercise?

o What did you understand about the others after the exercise and how it can be implemented in a real situation?

JOB APPLICATION PROCESS

LEARNING OBJECTIVES:

- o Learn to support NEETs in an efficient way (preparation for job interview)
- o Be familiar with techniques to support professional integration.

TIMEFRAME

90 minutes

MATERIAL

Notebook, pens, parkers, colourful pencils, black board.

INTRODUCTION:

The scope of this activity is to discuss and provide methods, tools and guidelines based on the key competences and skills one must adopt when entering the labour market.

The knowledge you will gain after the completion of the following activity is:

- o To understand the importance of career management
- o To identify your personal characteristics, skills, and knowledge
- o To think about your business goals in a structured way
- o To strengthen your job search skills
- o To explore labour market opportunities
- o To prepare your CV and cover letter
- o To prepare yourself for an interview
- o To select job offers based on your qualifications.
- o To create your own job search action plan

READING:

https://ec.europa.eu/eures/public/news-articles/-/asset_publisher/l2zvyxnxk11w/content/5-ti-ps-for-acing-your-interview?

IMPLEMENTATION:

| **STEP 1** | The facilitator introduces 3 pairs of participants; each pair will conduct a potential interview process. Afterwards, the facilitator introduces the 3 potential interview scenarios and each pair chooses the one they prefer to conduct. Those scenarios will be:

o An interview for hiring a general manager of a company that supplies construction materials
o An interview for hiring a secretary that deals with administrative paperwork for a construction company
o A discussion with a potential investor that will support a new entrepreneur's business idea

| **STEP 2** | The interviews take place one by one and the rest of the participants take notes of the most important key topics of the process like:

o Goals achieved in every interview
o Weaknesses of every interview
o What must be done in order to have a successful interview

| **STEP 3** | At the end of all the interviews each of the participants express their views on whether they are satisfied or not with the procedure, mentioning the key points that should be improved and finally, under the coordination of the facilitator, they will come up with their final remarks.

DEBRIEFING:

Reflection questions:

o What did you get from the exercise?
o What did you understand about the others after the exercise and how it can be implemented in a real situation?

CAREER WHEEL

LEARNING OBJECTIVES:

o Discover personal characteristics by taking advantage of all self-exploration activities through the Career Circle sectors.

TIMEFRAME

30 minutes

MATERIAL

Post-it, papers, pens, and coloured markers

INTRODUCTION:

Professional adaptability expresses the perceived ability of the individual to manage and exploit change in the future with new professional tasks, as well as to be able to regain his strength when unforeseen events change his career plans (Rottinghaus, 2005 & Day, Borgen)

Professional adaptability skills include:

o The interest for the career: it is related to issues of orientation in the future and in fact, with a feeling of optimism for the future.
o Control: Refers to the individual's need to exert some influence on the environment and the formation of professional issues concerning him/her.
o Curiosity: emphasises both the search for information related to career and future career plans, as well as exploring oneself and the environment.
o Self-confidence: it is related to the person's self-confidence and that he can achieve what is needed to achieve the course of the professional goal

o The degree of commitment encourages experimentation with new activities and action plans, instead of focusing our interest on a specific career choice thus ignoring other possibilities we may have.

Each profession requires a certain combination of features. Employees who are considered successful in their field are mostly aware of these characteristics. The following activity is designed to help people discover their personal characteristics by taking advantage of all self-exploration activities through the Career Circle sectors, while helping the individual to develop strategies and techniques to achieve his / her goal (finding a job).

READING:

Rottinghaus, P. J., Day, S. X., & Borgen, F. H. (2005). The Career Futures Inventory: A Measure of Career-Related Adaptability and Optimism. Journal of Career Assessment, 13(1), 3–24.

IMPLEMENTATION:

| **STEP 1** | The facilitator gives printed career wheels to each participant. With the help of the facilitator, the participants write a possible professional choice at the center of the circle.

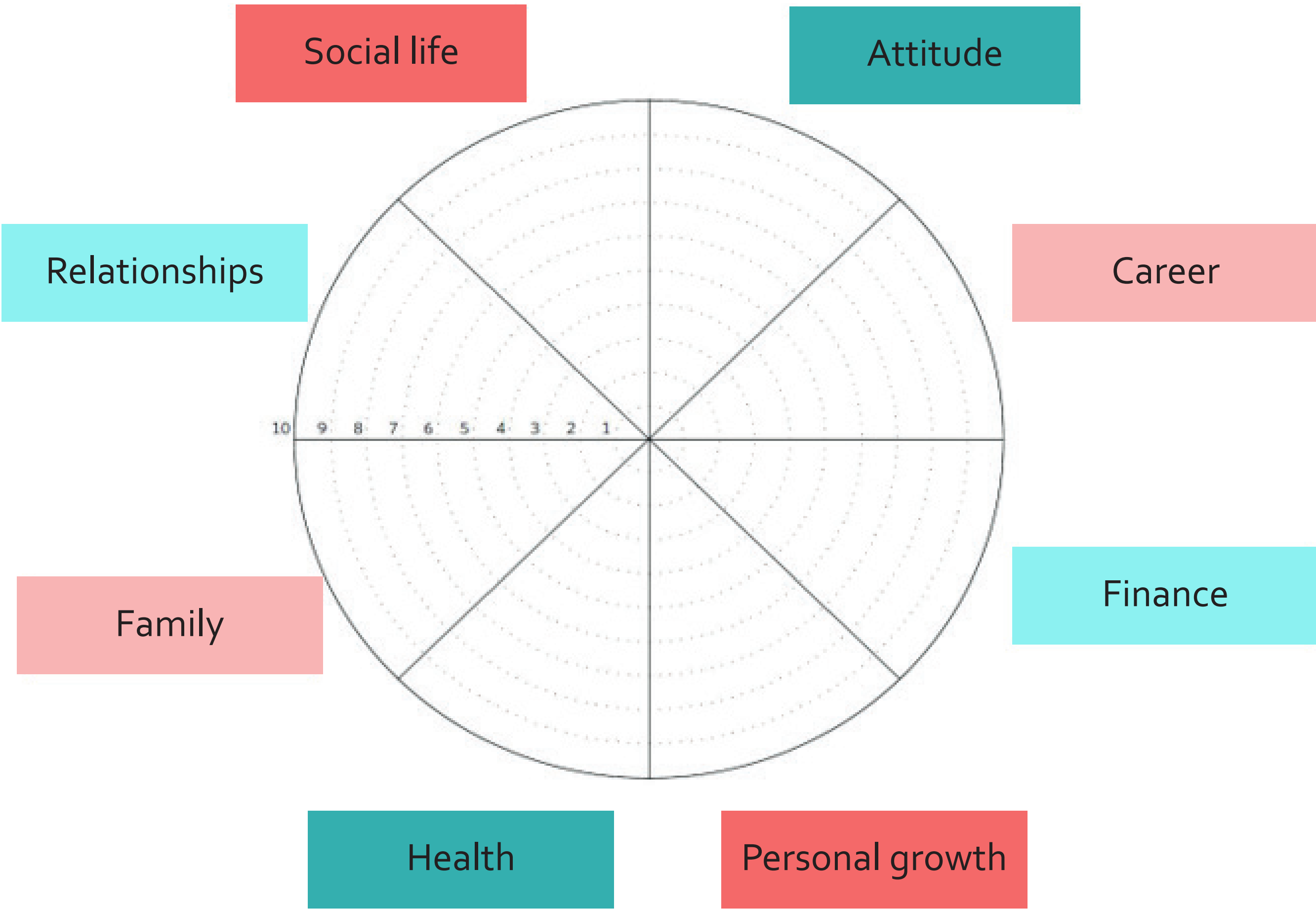
| **STEP 2** | Then they gather information and place them in the appropriate parts around the wheel based on the proposed steps:

o Review the 8 areas of the wheel.
o Determine which area is the most important to you right now.
o Consider how satisfied you are now with these 8 areas. Place your mark that corresponds to your satisfaction level on the scale of the wheelbase.
o Which is the most important area for you right now?
o Spend some time imagining what your ultimate possibilities might be in this area.
o Consider ways to reinforce and nurture your desires and write them down.
o Think about what challenges and obstacles you need to overcome in order to realise your goals.
o Identify the individuals who could act like mentors and help you achieve your goals.

DEBRIEFING:

Review what the participants discovered through this exercise with the facilitator or other participants.

Wheel of life



PERSONAL DIAGNOSTIC

TIMEFRAME

120 minutes

MATERIAL

Post-it, paper, pens, and colour markers, black board.

LEARNING OBJECTIVES:

o Gain knowledge of different mentoring and coaching methods to guide and support NEETs on their professional pathway.

o Empowering people to take ownership of their actions needed in order to reach their goals.

INTRODUCTION:

Mentoring is an intense relationship in which a senior person oversees the career development and psychosocial development of a less-experienced person (Douglas 1997). Mentors impart wisdom about the norms, values, and morals that are specific to the organisation (Craig 1996). They support the well-being of their mentees, providing advocacy, counselling, support, and protection—feedback and information that they would otherwise not have.
Coaching is a form of mentoring but it is more focused and usually shorter in duration. Coaching relies on job-related tasks or skills and is accomplished through instruction, demonstration, and high-impact feedback (Gray 1988). Coaches have a high level of knowledge about specific skills and can teach those skills by breaking them down into behaviours, modelling them, observing them, and then providing feedback. Both mentoring and coaching are important components of leadership development.

Exploring the learning needs of youth workers is of great importance as it determines the successful implementation of the counselling process. Therefore, the diagnosis of their needs is necessary to occupy the corresponding space and time in the design and in the implementation of the counselling phase.

Factors that shape the needs of adult NEETs are multiple and that is why they are difficult to measure. However, the youth worker is able to diagnose those factors which are related to their learning needs.

READING:

o Janet Batsleer, Bernard Davies, What is Youthwork? Empowering youth and community work practice, 2010

o Kate Sapin, Essential Skills for Youthwork practice, 2012
Craig, R. L. 1996. The ASTD training and development handbook. A guide to human resource development. New York: McGraw-Hill

o Douglas, C. A. 1997. Formal mentoring programs in organizations. Greensboro, N.C.: Center for Creative Leadership.

o Gray, W. A. 1988. Developing a planned mentoring program to facilitate career development.

IMPLEMENTATION:

| **STEP 1** | The facilitator draws 2 mind maps (mentoring and coaching) on the black/white board or flipchart.
Each youth worker draws his/her own mind map on a piece of paper with the focus on career counselling of NEETs. In each radius of the circle copies the following:

- o What is mentoring /coaching
- o Principles of mentoring/coaching
- o Process of mentoring / coaching model
- o Benefits of mentoring / coaching

| **STEP 2** | After that, the facilitator continues with brainstorming based on Mentoring and Coaching methods.

| **STEP 3** | The facilitator presents some tips on mentoring and coaching techniques. For example:

Top Tips for Coaching and Mentoring Employees

- o Build an Authentic Connection. A critical step to becoming a great mentor is making your mentee feel comfortable. ...
- o Recognise Their Strengths. As a mentor, it is your job to help your mentees reach their full potential. ...
- o Earn Their Trust. ...
- o Identify and Pursue Stretch Goals.

3 Types of Mentoring

- o Traditional One-on-one Mentoring. A mentee and mentor are matched, either through a program or on their own. ...
- o Distance Mentoring. A mentoring relationship in which the two parties (or group) are in different locations. ...
- o Group Mentoring. A single mentor is matched with a cohort of mentees.

3 General Styles of Coaching

- o Autocratic: is summed up by the phrase "My way or the highway." Autocratic coaching is win-focused and typically features inflexible training structures.
- o Democratic: coaching is exactly the word "democracy". Coaches facilitate decision making and goal setting with input from their members instead of dictating to them.
- o Holistic: or else the "laissez-faire" coaching style. Here, the coach works to create an environment where members feel comfortable exploring and pursuing skills development on their own time and in their own way.

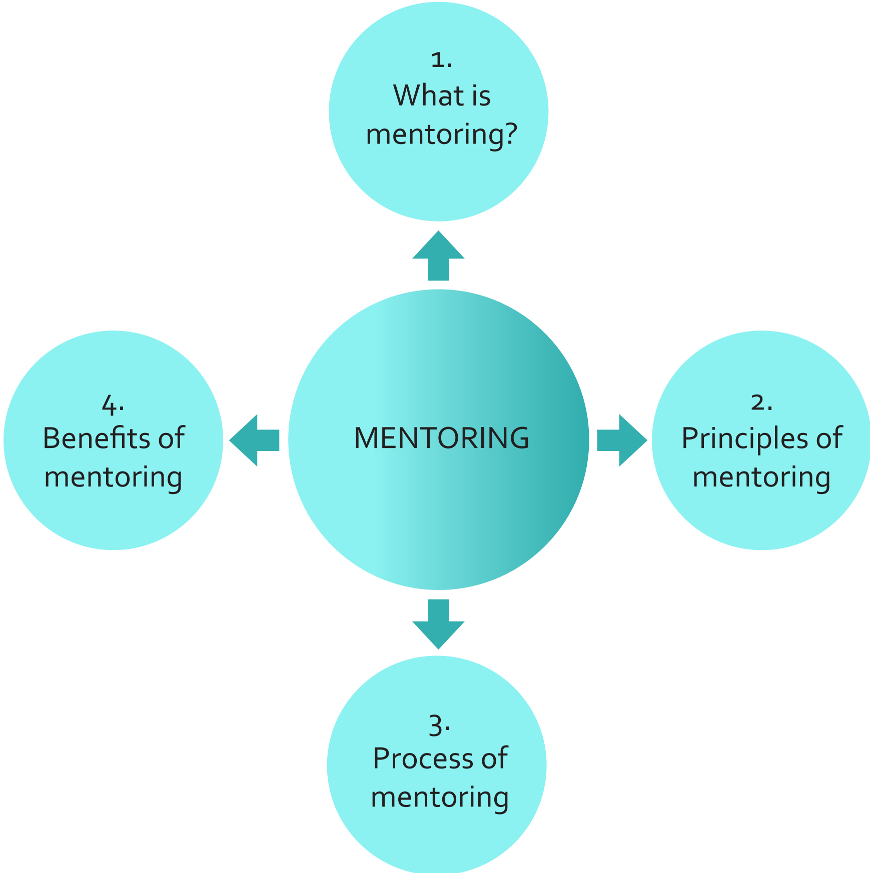
8 Coaching Techniques All Managers Need

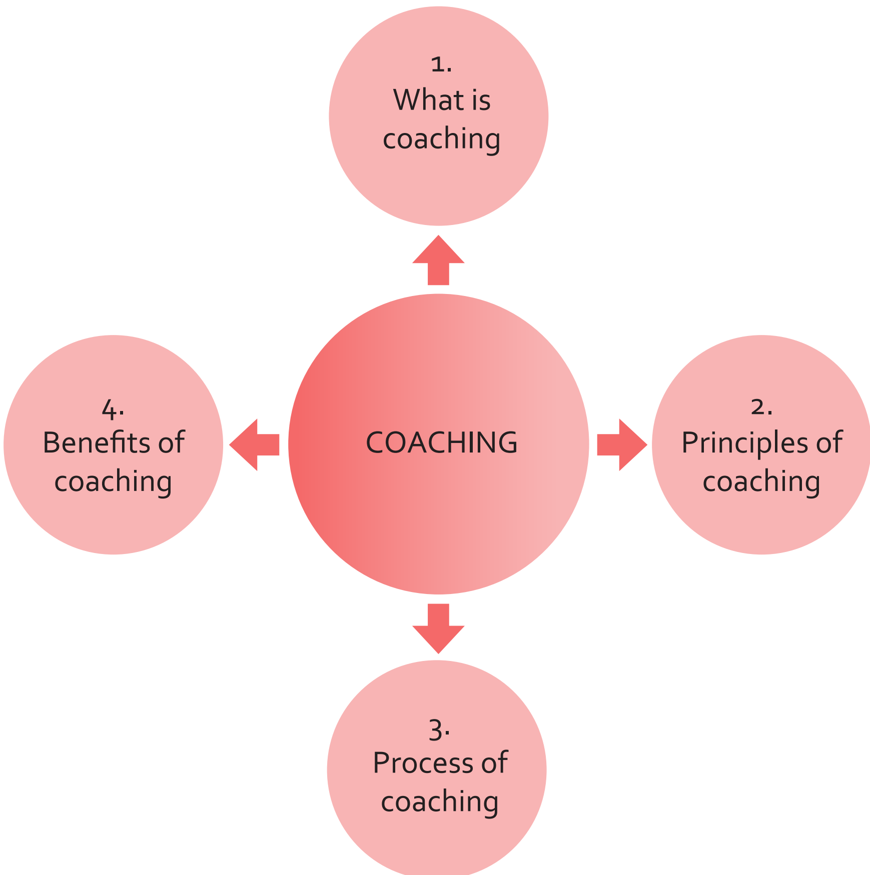
- o Listening. The most important skill to effective coaching is the ability to listen to others. ...
- o Asking open-ended questions. ...
- o Collaborating. ...
- o Making good use of time. ...
- o Establishing teams. ...
- o Developing Emotional Intelligence. ...
- o Communicating. ...
- o Setting SMART goals.

DEBRIEFING:

Reflection questions:

- o What did you get from the exercise?
- o What did you understand about the others after the exercise and how it can be implemented in a real situation?


1.
What is mentoring?
MENTORING
2.
Principles of mentoring
3.
Process of mentoring
4.
Benefits of mentoring


1.
What is coaching
COACHING
2.
Principles of coaching
3.
Process of coaching
4.
Benefits of coaching

PROACTIVE VS REACTIVE

TIMEFRAME

60 minutes

MATERIAL

Paper, pens, colourful markers

LEARNING OBJECTIVES:

o Understand proactive versus reactive.

o Improve the achievement of life goals and other inspirations.

INTRODUCTION:

Stephen Covey talked about two cycles, the cycle of influence and the cycle of concern. The cycle of concern includes elements that may have an effect on us, but we cannot control. So, think. What can these be? The environment? Family? Children? The actions and feelings of other people? Everything that is essentially around us and which we cannot fully control is within this circle. There is also a second circle within the first called the influence circle. This one contains all that we can control.

It is basically our actions, our feelings, the ones that we express to the world along with ones who describe us. These are the only things we have control over if we want it.

If we find more percentage of the time we spend on each cycle, then we will be able to understand where we are focusing on our lives. Are we focussing on things we have no control over? Or are we trying to do something about those that we can really improve?

Consequences

If most of your time is spent complaining about the actions of others, the weather and the economy, the mistakes of others, then you belong to the large percentage of people who do this nowadays. If you wake up in the morning and think about what others will do and what they will cause, then this has consequences on you and your own development. You become oblivious someday, the big 'VICTIM' of the whole affair. After focusing on the outer circle, you feel that you can do nothing, and you become more and more negative. As a result, the cycle you control begins to shrink and your personal growth slows down.

Focus on the things for which you can do something. Fight as much as you can to develop the inner circle and reduce the energy and time you waste unnecessarily on the outside. This will develop you, make you better people, help you create and maintain better relationships with those around you and with yourself. Instead of focusing on the weaknesses of others and creating a negative energy, work on your own areas of improvement. This will increase the inner circle. You may finally be able to do more than you thought.

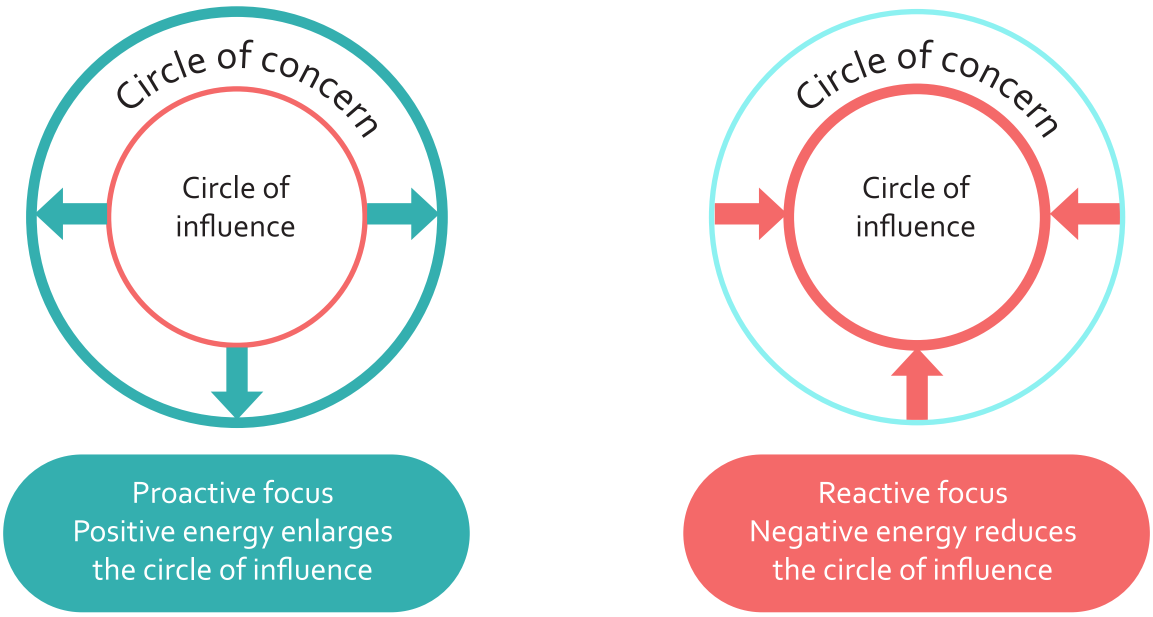


Image 2 : https://www.abrahampc.com/blog/2020/3/16/what-can-i-do-the-circles-of-concern-and-influence

Proactiveness is a behaviour that can be preventive, change-oriented, and self-oriented. A person who is proactive acts in advance. Most proactive people and especially employees do not need to be asked to do anything and they usually require fewer instructions. On the other hand, reactiveness and people who tend to have a reactive mindset deal with things as they come and deal with situations at the last minute, they usually are not good planners.

After the end of this exercise, youth workers will understand the importance of being proactive, which characteristics are required and will be able to distinguish whether they act proactively or reactively and find out how to improve their situation.

READING:

https://www.artofmanliness.com/articles/7-habits-proactive-not-reactive/

https://www.abrahampc.com/blog/2020/3/16/what-can-i-do-the-circles-of-concern-and-influence

IMPLEMENTATION:

| **STEP 1** | The facilitator asks the participants to draw the 2 circles on a piece of paper, inserting the already written issues.
Based on the influence that these facts have on their lives, the circles will be drawn bigger or smaller accordingly.

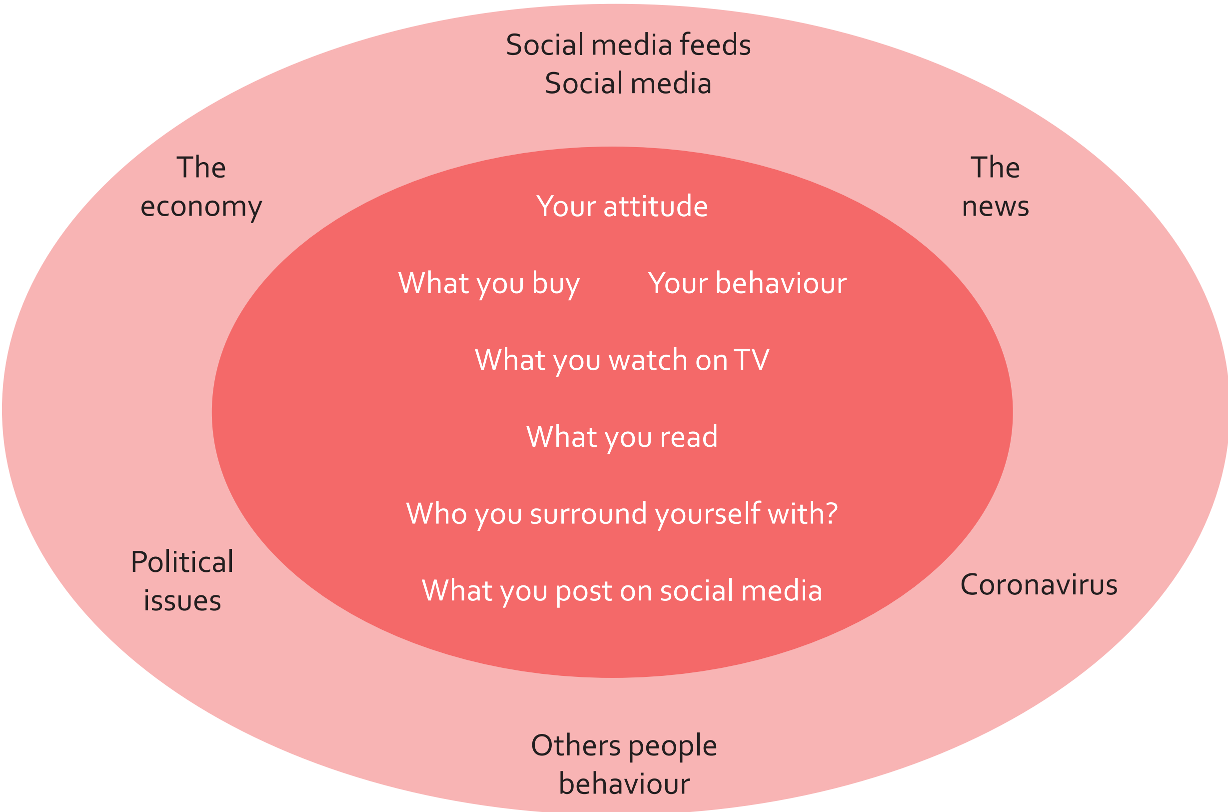


Image 3 circle of influence and circle of concern source: https://forge.medium.com/worried-about-the-coronavirus-this-simple-mind-shift-helps-me-to-re-frame-my-fears-e772a2cbfd8b

| **STEP 2** | Once all the youth workers have finished drawing their circles, the facilitator can begin to present them. The facilitator explains the meaning of the circles by pointing out which is the circle of concern and the one of influence.

After proving the key meaning of Covey's Theory (see introduction), the facilitator opens a discussion with the youth workers about their concerns and influences and gives some tips on being more proactive...

DEBRIEFING:

Reflection questions:

- o What did you get from the exercise?
- o What did you understand about the others after the exercise and how it can be implemented in a real situation?

Tips and hints on how to adopt a proactive mindset and become successful.

o **Focus on the present and the future.** By focusing on the present we can be more aware of our feelings and thoughts as well as our behaviour, while taking more things from each passing moment. It is important to be able to live in the moment that exists, that is, in the NOW, and not constantly spend ourselves thinking about either how the situation could be or how much better the past was. ("to do lists").

o **Take personal responsibility for your success.** Make sure that you focus on your personal skills and capabilities and take responsibility for your success than on what others can do for you. (use verbs like "I will..." "I want..." "I can...").

o **Imagine the big picture.** Always prioritise and think of achieving your goals. There are always going to be times where you will be disappointed and have things to worry about, but you should never lose track of what you are trying to accomplish (don't judge... first watch...)

o **Prioritise.** It is obvious that you can't do and deal with everything, and if you try you will drift, bouncing from one item to the next. Try focusing on a few big goals that will lead you to success (mindfulness techniques)

o Think through scenarios. Focus on future achievable scenarios and create your plan. Of course, with time the plan can change based on your needs but considering your plan in advance increases your chances of becoming successful and focused. (analyse your mistakes...)

o Make things happen. Don't sit on the side-line and wait to see what happens. When you are proactive and take the initiative and dive into the unknown, you may fail, but you will win more. (make commitments...)

2.6 NETWORKING AND RELATIONSHIP BUILDING

It is a well-recognised fact that a cross-sectoral approach works best in the field of youth work, especially when we focus on young NEETs. In order to best serve their interests and to be able to provide them with an all-encompassing plan of action, a youth worker might need to use the knowledge, relations and resources of other colleagues, but most importantly to create partnerships with other actors involved in the fields of education, employment services, social services, local businesses and others. When setting up these collaborations, it is essential to consider the level of involvement each partner is able to commit to, as well as to discuss each partner's responsibilities and specific roles, since they should bring stability to the young people's pathway, and not create a feeling of being passed on from one organisation to another.

The youth worker should look for the missing links on a young person's pathway in the context of other long-standing partners. These can be education and training providers, local businesses offering internships or on-the-job training, other NGOs active in the same field, as well as local institutions involved in the process. However, they should not hesitate to contact new potential partners, who might be able to answer a young person's specific need.

He/she should always be on the lookout for events and contexts where they can interact with other actors in the field, searching for opportunities to connect and collaborate in the future and trying to learn about other resources they might be able to make available to the young people they work with.

The competence of networking and building relationships is often overlooked in the training of most professionals. However, it plays an essential role not only in the youth workers' development, but also in their ability to effectively find and connect key resources to the young people they work with, as well as in their ability to teach them how and where to look for opportunities and to encourage them to take initiative in their turn.

HUMAN BINGO / THE AUTOGRAPH GAME

TIMEFRAME

60 minutes

MATERIAL

Printed Bingo style sheets (HUMAN BINGO file), PPT presentation (if necessary)

LEARNING OBJECTIVES:

o Understanding the benefits of quality networking and collaboration in the field of youth employment and training

o Getting to know strategies on building a professional support network on the interest of NEETs.

INTRODUCTION:

Strategies for building professional networks:

o Use existing networks in order to gain access to people working in your professional field,

o Find events related to your activities and join them whenever possible,

o Don't be afraid to attend networking events on your own,

o Remember to give more than you ask for: listen closely, ask insightful questions, support and help others develop their network as well,

o Follow professionals on social platforms and participate in the conversation,

o Set specific, achievable goals to guide your networking journey.

Resources for preparing this part of the presentation:

https://www.dataroom24.com/top-networking-strategies-for-young-professionals/
https://www.youtube.com/watch?v=7p1dVbuq-7Y
https://mdchamber.org/networking-101-tips-tricks-for-young-professionals/
https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=19983&printable=1

READING:

Zack, Devora, Networking for People Who Hate Networking: A Field Guide for Introverts, the Overwhelmed, and the Underconnected, 2010

IMPLEMENTATION:

| **STEP 1** | The facilitator provides all participants with their Bingo-style sheets. They will begin to wander around the room and mingle, while trying to find others to whom the facts listed on their Bingo sheet apply, so they can sign their name. Most of these facts will be related to youth work, training and community engagement, but the facilitator can throw in a few unexpected ones, to keep things fun.
The aim of the game is to obtain five signatures in a row, either vertically, horizontally, or diagonally.

| **STEP 2** | Short presentation on strategies youth workers can employ in building professional support networks.

DEBRIEFING:

Group discussion with possible conversation prompts:

o Have you used any networking strategies in the past?

o Which worked best for you, and which didn't?

o If you have more experience in the field, how did you develop your professional network?

o Starting with what you have found out during the Bingo game, do you think you might be interested in getting to know more about the work of the other participants?

COMPASS

HUMAN BINGO

-

Find someone who:

Likes working with others	Went camping last year	Has been a volunteer	Can whistle	Checks Facebook daily
Is a visual learner	Likes at least one sport	Receives more than seven emails per day	Has read at least two books during the past six months	Has worked with people from more than three countries
Has a pet	Has attended at least one webinar last year	FREE	Has felt they made a difference in someone's life	Speaks more than one language
Has held a presentation in front of more than 70 people	Can spell the name of their organisation backwards (ex. noitasinagro)	Has had trouble finding volunteers for a project	Is very patient	Has been to at least one training course last year
Is left-handed	Works for an organisation founded the same year as yours	Baked something during quarantine	Plays a musical instrument	Likes to plan things

MY DREAM JOB AT 14

TIMEFRAME

60 minutes

MATERIAL

Post-it, and markers, PPT presentation (if necessary)

LEARNING OBJECTIVES:

o Discovering strategies to identify job opportunities for NEET's

o Learning how to find innovative opportunities with creative problem-solving methods (e.g. social entrepreneurial or business ideas)

INTRODUCTION:

Discuss possible employment strategies to help to stimulate young people:

o Identify existing skills and experience and ways in which they can be used in other fields/contexts.

o Provide personalised coaching and mentoring sessions in order to set up goals and a way to track progress.

o Identify obstacles to successful employment and ways to mitigate them: lack of interview skills, lack of childcare options, etc.

o Identify interests and further training opportunities.

o Join events related to the young person's field of interest.

o Put them in contact with local partners: schools, training centres, businesses, organisations.

o Identify financing opportunities that could allow the young person to set up their own enterprise.

Materials that can be helpful for the introductory presentation:

https://www.coursera.org/lecture/interview-preparation/identifying-your-opportunities-dT3Ff

https://www.oecd-ilibrary.org/sites/soc_glance-2016-4-en/index.html?itemId=/content/component/soc_glance-2016-4-en

https://lmic-cimt.ca/publications-all/lmi-insights-report-no-17-finding-their-path-what-youth-not-in-employment-education-or-training-neet-want/

https://neetsinaction.eu/wp-content/uploads/2018/12/COMNETNEET_IO1_Synthesis_IO_1_A4_FINAL.pdf

READING:

"Effective outreach to NEETs – Experience from the ground". Available at:
https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8136&furtherPubs=yes

Fishbein, Mike, Business Networking: How to Build an Awesome Professional Network: Strategies and tactics to meet and build relationships with successful people, 2014

IMPLEMENTATION:

| **STEP 1** | The trainer provides the participants with post-its, asking them to write down at least five skills necessary for their dream job at the age of 14. They will place the post-its on their clothes and walk around the room, finding other people who shared the same ones.

| **STEP 2** | The participants create groups of 2-3 people with similar skills and ask them to talk about whether the jobs they were thinking of are the same, discuss possible career paths they

might have pursued, which additional skills and training would be necessary for them to pick up those careers at their current age.

| **STEP 3** | Short trainer-led presentation on innovative employment strategies

DEBRIEFING:

Group discussion to draw conclusions, provide further resources.
Possible conversation prompts:

- o How did you fall upon your current career path?
- o Which resources and contexts did you find helpful?
- o What is the current NEET activation pathway in your country/in your city?
- o Can you mention any national strategies or local organisations which play a role in this?

WHO INSPIRES YOU ?

TIMEFRAME

60 minutes

MATERIAL

PPT presentation (if necessary)

LEARNING OBJECTIVES:

o Learn about methods on how to collect and organise relevant information (e.g. about local organisations, events, training opportunities, non-formal activities...).

o Learn how to share good practice and relevant information between colleagues, stakeholders and international partners to provide better support for NEETs.

INTRODUCTION:

The advantages of sharing best practices:

o Learning from other organisations who might have faced the same obstacles and found solutions to overcome them, adapting successful strategies to our context instead of having to create new ones from scratch, thus improving efficiency and focus.
o Creating an environment of collaboration within our organisations and our community, where people will feel comfortable to ask questions, ask for feedback or guidance, present their process to others for debate or replication.
o Making sure that useful ideas and successful strategies become sustainable, by making them visible to other people who can bring them further.

Creating contexts for sharing best practices:

o During meetings, encourage team members to share related ideas and projects they have come up with/run into,
o Invite specialists or members of other organisations to share their experience related to the relevant topic.
o Encourage team members to bring their contribution to a blog/newsletter/social media posts related to a specific topic.

Further information: *https://www.youtube.com/watch?v=wNCrLRR2qGw*

Examples of successful projects focusing on NEET activation, which can serve as conversation starters:

o *https://neetsinaction.eu/*
o *https://eneet-project.eu/*
o *https://neets-entrepreneurship.org/*

READING:

"Respond to Your NEETs!". Available at *https://www.salto-youth.net/downloads/toolbox_tool_download-file-1432/Respond%20 to%20your%20NEETs%20Booklet.pdf*

"Good Practices in Dealing with Young People Who Are NEETs: Policy Responses at European Level". Available at: *http://www.pass.va/content/scienzesociali/en/publications/acta/participatorysociety/ mascherini.html*

IMPLEMENTATION:

| **STEP 1** | Trainer-led introduction on sharing best practices in the field.

| **STEP 2** | The trainer splits the participants into 2 or 3 groups and has them choose a youth organisation or project together that they have found truly inspiring. If the others are not familiar with a specific project, they will have to describe it in such a way as to convince them (while also using external sources, such as photos, videos and so on). The goal is that by the end, the group will be able to briefly introduce (in five minutes) one project/organisation together, in front of the other group/s, focusing on solutions and strategies which can be useful to other people facing the same issues.

DEBRIEFING:

Feedback session focused on the presentations. Conversation prompts:

o Did you find some new ways in which a specific project responded to challenges that you are facing as well?
o Can you think of ways in which to incorporate some of these strategies or solutions in your work?
o Do you know of any platforms where we can find more about the best practices in youth work?

CAREER FORUM CAFE

TIMEFRAME

60 minutes

MATERIAL

Large sheets of paper, pens, and markers; tables and chairs.

LEARNING OBJECTIVES:

o Learn about strategies to create settings for gathering employers and youngsters.

o Learn how to organise and promote networking events targeted towards youth employment and education in order to motivate NEETs to attend them.

INTRODUCTION:

Organising a career forum – essential aspects:

o Studying other job fairs in your community, identifying what they lack and why they might be inaccessible for your target group, finding ways in which you can bridge the gap.

o Planning ahead, setting up a timeline for organising the event.

o Identifying potential partners, organisations, locations that might be open to collaboration,

o Setting up a promotion strategy, ways in which to make the event visible both to employers, as well as to the target group.

o Identifying ways to maximise impact: incorporate networking events, workshops, conferences, Q&As, company visits.

o Consider holding workshops and training in collaboration with other organisations and target groups ahead of the job fair, in order to prepare the young people for the experience.

Resources that might be helpful in customising the event to a specific context: *https://careertrend.com/how-4927734-organize-successful-job-fair.html*

https://www.kuder.com/blog/downloads-resources/ask-the-kuder-coach-any-tips-on-organizing-a-high-school-career-fair/

https://www.betterteam.com/virtual-career-fair

READING:

"Practitioner's toolkit: Sustainable activation of young people not in employment, education or training (NEETs)". Available at: *https://op.europa.eu/en/publication-detail/-/publication/bce2914b-ec37-11e6-ad7c-01aa75ed71a1/language-en*

"On Track. Different Youth Work Approaches for Different NEET situations". Available at: *https://www.salto-youth.net/downloads/4-17-3266/OnTrack.pdf*

"Four Network Principles for Collaboration Success". Available at: *https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1009&context=tfr*

IMPLEMENTATION:

Organising a career forum – using the world café method. Adapted from: *http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf* - (more detailed explanations and ideas) .

Before the session begins, the trainer sets up tables (or chairs, sitting areas on the floor etc.) in a way that will encourage conversation, so that later he/she will be able to split the participants into three or more groups.

| **STEP 1** | The trainer introduces the main topic – organising career forums – and mentions some essential aspects in this process.

| **STEP 2** | The trainer briefly introduces the world café method and explains its principles. There will be three or more groups (not more than five people in each group) and three rounds of conversation. They will each discuss, and exchange ideas related to organising a job fair directed at their target group, making notes on large sheets of paper placed in the centre of their table/seating area. They can use doodles, key words, mind maps, anything that might be helpful in visualising the ideas that appeared during the conversation. After the initial 10 minutes, one person will remain at the table as a "table host", while the others will be

“ambassadors of meaning”, travelling to the next table and taking the key ideas into their next conversation. There will be three sessions, each lasting 10 minutes. During these activities, they will be able to look at the key ideas left on the table by the previous groups, and they will bring their own ideas and conclusions.

| **STEP 3** | During the first session, the conversation topics will be:

- o What is missing from the existing job offer in your community?
- o What are the obstacles that your target group is facing when it comes to joining existing job fairs?

During the second session:

- o Who might be able to help you organise an event that will bridge these gaps, and help connect the young people with the employers?

During the third session:

- o How could you enrich such an event, which related activities might be helpful both to the target group as well as to the employers?

DEBRIEFING:

The trainer brings the entire group together, focuses on sharing the conclusions that were reached during the activities within each separate group, identify patterns, common ideas, possible avenues for action.

WHO DO YOU FOLLOW

TIMEFRAME

60 minutes

MATERIAL

PC, internet connection, PPT presentation

LEARNING OBJECTIVES:

o Understand the role of social media platforms/networking within NEET's youth work.

o Get to know the different social media tools and how to use them for promoting vocational education, training or mobility programmes or non-formal activities.

INTRODUCTION:

DSome of the advantages of using social platforms as part of our outreach strategy:

o They allow us to reach a truly diverse audience (young people, community partner organisations and supporters, employers), as well as to create a community of followers.

o We can get immediate feedback to the content we present.

o Increased visibility of our activities and projects.

o Lower costs than traditional promotion strategies.

Several tips for using social media as part of our strategy:

o Decide on a specific goal, create a promotion strategy and specific steps.

o Focus on the platforms which are most popular and relevant to your target audience, and customise your content to the specifics of each.

o Become familiar with the tools provided by each platform and use them in order to discover more about your audience members and the type of content they interact most with.

o Stick to your plan and be consistent in your posts and the general vision, schedule posts in advance in order to take advantage of time intervals when most people are active on the platform.

o Engage your audience, prompt them to interact with your posts, and interact with the content of other pages (partner organisations, etc.).

More resources useful for drafting this part of the presentation:
https://proposalsforngos.com/social-media-for-ngos/

https://www.sendible.com/insights/social-media-for-nonprofits

https://www.fundsforngos.org/featured-articles/using-social-media-enhance-ngo-visibility/

READING:

"Youth Work and Social Networking. Final Research Report". Available at:
https://www.researchgate.net/publication/233911484_Youth_Work_and_Social_Networking_Final_Research_Report

IMPLEMENTATION:

| **STEP 1** | The trainer asks the participants to login to the social platform they most often use in their profession, looking at their list of contacts (it can be LinkedIn or Facebook or others). He/she asks each participant to think of the fields their contacts are active in, and how diverse these are. If it's only one or two, they might need to gradually step out of that comfort zone.

| **STEP 2** | The trainer introduces a few tips on using social media in order to best represent and promote our activities and organisations, providing specific examples relevant in your context.

DEBRIEFING:

Group discussion. Possible conversation prompts:

o What do the presented pages have in common?
o Can you share something from your personal experience of using social media for promoting the organisation's activities?
o In which ways are social platforms different from traditional media and how can we adapt our strategies accordingly?

CH. 03

EVALUATION TOOLS

3. EVALUATION TOOLS

The pre-and post-assessment form contains the same questions in order to allow the comparison of learning and skills development before and after the training. This evaluation tool can also help to analyse the learning needs of the youth worker before choosing the training modules or units. They are indicated in the first column (M1/U1 = EMOTIONAL INTELLIGENCE/Resilience and self-care). Modules or units for which the corresponding questions are answered with 4 or 5 may possibly be less relevant for the trainee than those answered between 1 and 3.

PRE/POST-ASSESSMENT FORM

(1= to a low degree/5= to a high degree)

M1/U1	To what extent do you understand the role of resilience and self-care in youth work?	1 | 2 | 3 | 4 | 5
M1/U1	How do you assess your knowledge about resilience and self-care strategies?	1 | 2 | 3 | 4 | 5
M1/U2	How realistic are you in terms of self-awareness and self-assessment?	1 | 2 | 3 | 4 | 5
M1/U2	How do you assess your knowledge about how to identify assets, personal interests, and values?	1 | 2 | 3 | 4 | 5
M1/U3	To what degree are you able to understand the impacts of moods and emotions on others?	1 | 2 | 3 | 4 | 5
M1/U3	How do you assess your knowledge about the techniques to manage one's own emotions to control moods and impulses?	1 | 2 | 3 | 4 | 5
M1/U4	How much do you know about self-motivation methods and about how to define clear and realistic goals?	1 | 2 | 3 | 4 | 5
M1/U4	To what extent do you know how to adopt positive attitudes in face of failure or upcoming problems?	1 | 2 | 3 | 4 | 5

M1/U5	To what extent do you understand the significance of empathy in the work with young people?	1 | 2 | 3 | 4 | 5
M1/U5	To what extent do you know how to use empathy for relationship building and to respond adequately in conflict situations?	1 | 2 | 3 | 4 | 5
M2/U1	To what extent do you understand the concept of self-actualisa-tion?	1 | 2 | 3 | 4 | 5
M2/U1	To what extent are you familiar with innovative methods and use-ful digital tools for the work with NEETs?	1 | 2 | 3 | 4 | 5
M2/U2	How much do you know about time management strategies for efficient planning and task prioritising?	1 | 2 | 3 | 4 | 5
M2/U2	How much do you know about analysing the efficiency of your own schedule?	1 | 2 | 3 | 4 | 5
M2/U3	To what extent do you understand the importance of teamwork and team building strategies?	1 | 2 | 3 | 4 | 5
M2/U3	How much do you know about team role assessment tools?	1 | 2 | 3 | 4 | 5
M2/U4	To what degree are you familiar with problem analysis and pro-blem definition?	1 | 2 | 3 | 4 | 5
M2/U4	To what degree are you sure to always ask the right questions to stated problems?	1 | 2 | 3 | 4 | 5
M2/U5	How much do you know about approaches handling crisis situa-tions in a proactive way?	1 | 2 | 3 | 4 | 5
M2/U5	To what extent do you share experience and good practice with colleagues about crisis management in youth work?	1 | 2 | 3 | 4 | 5
M3/U1	How much do you know about the principles of communication?	1 | 2 | 3 | 4 | 5
M3/U1	To what extent are you aware of your own communication beha-viour?	1 | 2 | 3 | 4 | 5
M3/U2	How much do you know about visual aspects and the importance of clear instructions and messages?	1 | 2 | 3 | 4 | 5
M3/U2	To what extent are you sure to have a positive body language?	1 | 2 | 3 | 4 | 5
M3/U3	How much do you know about the main communication styles and how to overcome communication barriers?	1 | 2 | 3 | 4 | 5
M3/U3	How familiar are you with the principles of nonviolent communi-cation?	1 | 2 | 3 | 4 | 5

M3/U4	To what extent are you familiar with question techniques and how to use them?	1 | 2 | 3 | 4 | 5
M3/U4	To what extent did you develop your active listening skills?	1 | 2 | 3 | 4 | 5
M3/U5	To what extent do you understand the principles of effective feedback giving?	1 | 2 | 3 | 4 | 5
M3/U5	To what degree are you aware that feedback is about behaviour and not about personality?	1 | 2 | 3 | 4 | 5
M4/U1	How much do you know about the skills that make you more effective as a mentor?	1 | 2 | 3 | 4 | 5
M4/U1	To what extent do you know how to build trust with your mentees?	1 | 2 | 3 | 4 | 5
M4/U2	How do you assess your knowledge about how to provoke the curiosity of youngsters?	1 | 2 | 3 | 4 | 5
M4/U2	Are you able to use different instruments to understand the real motivational triggers?	1 | 2 | 3 | 4 | 5
M4/U3	To what extent do you understand the principles of motivational interviewing?	1 | 2 | 3 | 4 | 5
M4/U3	To what degree do you know how to use feedback giving as a tool following up the accomplishment of the already set goals?	1 | 2 | 3 | 4 | 5
M4/U4	To what extent do you know how to empower NEETs by underlining their assets?	1 | 2 | 3 | 4 | 5
M4/U4	To what extent are you able to provoke the creation of realistic self-images?	1 | 2 | 3 | 4 | 5
M4/U5	How much do you know about the difference between fixed and growth mindset?	1 | 2 | 3 | 4 | 5
M4/U5	To what extent are you aware about how to influence youth behaviour through role-modeling?	1 | 2 | 3 | 4 | 5
M5/U1	How much do you know about different learning styles?	1 | 2 | 3 | 4 | 5
M5/U1	How familiar are you with the use of non-formal education tools?	1 | 2 | 3 | 4 | 5
M5/U2	How efficient are you to support NEETs technically to prepare for a job interview?	1 | 2 | 3 | 4 | 5

M5/U2	How well do you know professional integration tools?	1 | 2 | 3 | 4 | 5
M5/U3	How much do you know about professional adaptability in career planning?	1 | 2 | 3 | 4 | 5
M5/U4	How familiar are you with different mentoring and coaching methods?	1 | 2 | 3 | 4 | 5
M5/U4	To what degree do you know how to empower people to take ownership of their actions needed to reach their goals?	1 | 2 | 3 | 4 | 5
M5/U5	To what extent do you understand the difference between proactiveness and reactiveness?	1 | 2 | 3 | 4 | 5
M6/U1	How much do you know about quality networking and collaboration in the field of youth employment and training?	1 | 2 | 3 | 4 | 5
M6/U1	To what extent are you familiar with strategies on how to build a professional support network on the interest of NEETs?	1 | 2 | 3 | 4 | 5
M6/U2	Are you familiar with strategies to identify job opportunities for NEETs?	1 | 2 | 3 | 4 | 5
M6/U3	How much do you know about methods to collect and share relevant information to provide better support for NEETs?	1 | 2 | 3 | 4 | 5
M6/U4	How do you assess your knowledge about how to organise and promote networking events targeted towards youth employment and education in order to motivate NEETs to attend them?	1 | 2 | 3 | 4 | 5
M6/U5	How familiar are you with social media platforms and networking within NEETs youth work?	1 | 2 | 3 | 4 | 5
M6/U5	To what extent do you know the different social media tools for promoting vocational education, training or mobility programmes or non-formal activities?	1 | 2 | 3 | 4 | 5

CH. 04

REFERENCES

EMOTIONAL INTELLIGENCE

- https://files.eric.ed.gov/fulltext/ED383424.pdf
- https://positivepsychology.com/emotional-resilience/
- http://youthpartners.ca/2014/02/edith-grotberg-i-have-i-am-i-can/
- Activity adapted from "ROBIN - Reinforcing Competencies to Build Inclusion through a New learning methodology" project's Handbook (https://en.danilodolci.org/project/robin/)
- http://www.danielgoleman.info/daniel-goleman-how-self-awareness-impacts-your-work/
- https://www.linkedin.com/pulse/self-awareness-foundation-emotional-intelligence-daniel-goleman/
- https://www.guelphtherapist.ca/blog/stopp-and-be-mindful/
- https://www.getselfhelp.co.uk/stopp.htm
- https://positivepsychology.com/albert-ellis-abc-model-rebt-cbt/
- https://www.habitsforwellbeing.com/cognitive-behaviour-therapy-abc-model/
- https://www.skillsyouneed.com/ps/self-motivation.html
- https://noeliabermudez.com/inteligencia-emocional-automotivacion/ https://employabilityskills2.weebly.com/initiative-and-self-motivation-skills.html
- https://liderazgocreativo.com/08/2009/%C2%BFa-que-estoy-comprometido/
- https://www.skillsyouneed.com/ips/empathy-types.html

YOUTH WORKER EFFICACY

- https://www.hubgets.com/blog/lifelong-learning-self-actualizing/
- https://scottjeffrey.com/self-actualization/#Are_You_Self-Actualizing
- https://mind-development.eu/maslow.html
- http://www.public.asu.edu/~kvanlehn/ITScourse2009/Readings/Burleson%202005.pdf
- Digital Education Review - Number 30, December 2016- http://greav.ub.edu/der/ "The Power of Digital Storytelling to Support Teaching and Learning" by Bernard R. Robin
- https://www.ict4youthwork.eu/
- http://www.digitup.cloud/
- http://www.instituteapis.org/facing-the-street-digital-stories-in-youth-work-with-vulnerable-groups/
- https://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=3947&context=capstones
- https://www.landsiedel.com/en/coaching/time-management.html
- https://toggl.com/blog/12-time-management-strategies
- https://blog.rescuetime.com/time-management/
- https://toggl.com/blog/10-quick-ways-to-improve-teamwork-in-the-workplace
- https://blog.trainerswarehouse.com/time-management-activities
- https://www.mindtools.com/pages/article/newTMM_84.htm
- https://diversityicebreaker.com/
- https://www.discprofile.com/what-is-disc/how-disc-works
- https://discvalueprofiles.com/blog/what-are-the-disc-personality-types-a-deeper-look-at-12-styles/
- https://www.123test.com/disc-personality-test/index.php
- https://www.youtube.com/watch?v=B-M3YIA2KDg&feature=emb_logo
- https://innovationmanagement.se/2010/06/02/the-basics-of-creative-problem-solving-cps/
- https://www.toolshero.com/problem-solving/problem-definition-process/
- Training Frontline Workers - Young People Alcohol and Other Drugs - Perspectives on working with young people, Facilitator's guide, Australia 2004
- https://www.salto-youth.net/rc/inclusion/archive/archive-resources/inclusiongroups/inclusionoffenders/InclusionOffendersConflict/

EFFECTIVE COMMUNICATION

– Paul Watzlawick: Pragmatics of Human Communication: A Study of Interactional Patterns, Pathologies and Paradoxes (1967)

– Dawn Braithwaite: Engaging Theories in Interpersonal Communication: Multiple Perspectives (2014)

– https://www.bluecoding.com/post/5-axioms-of-communication-communicating-better-at-work

– https://viaconflict.wordpress.com/2013/01/15/watzlawicks-axioms-and-conflict-resolution-part-1/

– http://neoscenes.net/teach/cu/2012_2/atls2000_mit/pdfs/Watzlawick-1967-Some_Tentative_Axioms_of_Communication.pdf

– http://www.wanterfall.com/Communication-Watzlawick's-Axioms.htm

– https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/images/Conf14_FourCommStyles.pdf

– https://soulsalt.com/communication-style/

– Paul Endress: The Magic of Communication Styles: Understanding yourself and those around you (2016)

– https://www.skillsyouneed.com/ips/communication-skills.html

– https://www.lifehack.org/articles/work/7-tips-how-give-clear-understandable-instructions-staff.html

– https://www.uibk.ac.at/peacestudies/news/ma-programme/marshall-rosenberg.html.en

– https://www.nonviolentcommunication.com/wp-content/uploads/2019/07/4part_nvc_process.pdf

– Marshall B. Rosenberg: Living Non-violent Communication: Practical Tools to Connect and Communicate Skillfully in Every Situation (2012)

- Marshall B. Rosenberg: Non-violent Communication: A Language of Life (2015)

- Oren Jay Sofer: Say what you mean: A mindful approach to non-violent communication (2015)

- Fred Jandt: An Introduction to Intercultural Communication: Identities in a Global Community (2020)

- James Neuliep: Intercultural Communication: A Contextual Approach (2017)

- Stella Ting-Toomey: Understanding Intercultural Communication (2012)

- Michael Nichols: The Lost Art of Listening: How Learning to Listen Can Improve Relationships (2009)

- Nixaly Leonardo: Active Listening Techniques: 30 Practical Tools to Hone Your Communication Skills (2020)

- https://www.typetalk.com/blog/the-8-essential-questioning-techniques-you-need-to-know/

- Trey Gowdy: Doesn't Hurt to Ask: Using the Power of Questions to Communicate, Connect, and Persuade (2020)

- https://www.mindtools.com/pages/article/newTMM_98.htm

- Douglas Stone: Thanks for the Feedback: The Science and Art of Receiving Feedback Well (2015)

- John Hattie: Visible Learning: Feedback (2018)

MOTIVATING AND EMPOWERING NEETS

- Mentoring Guide - A Guide for Protege from Center for Health Leadership & Practice, Public Health Institue, Oakland: https://www.rackham.umich.edu/downloads/more-mentoring-guide-for-proteges.pdf

- The Mentee's Guide - How to have a successful relationship with a mentor - Linda Phillips-Jones, Ph.D, from The Mentoring Group: https://mentoringgroup.com/books/mentees-guide.pdf

- 10 ways to be a good mentor. (2008). Retrieved 2017, from http://www.blueskycoaching.com.au/pdf/v4i10_mentor.pdf

- An introduction to Motivational Interviewing by Bill Matulich, Ph.D (video): https://www.youtube.com/watch?v=s3MCJZ7OGRk

- An example of Motivational Interview in a clinical context (video): https://www.youtube.com/watch?v=67l6g1l7Zao

- Ken Resnicow. Fiona McMaster. Motivational Interviewing: moving from why to how with autonomy support: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3330017/

- Courtney Ackerman, MSc. Growth mindset vs. Fixed. Key takeaways from Dweck s book. Understand the difference between fixed and growth mindset: https://positivepsychology.com/growth-mindset-vs-fixed-mindset/

- Carol Dweck. The power of believing that you can improve (TED talk): https://www.youtube.com/watch?v=_X0mgOOSpLU

- Examples of the fixed and growth mindsets: https://millennial-grind.com/18-fixed-mindset-vs-growth-mindset-examples/

CAREER COUNSELLING

- Holland, J. L. (1985). Making vocational choices: A theory of vocational personalities and work environments. Englewood Cliffs, NJ: Prentice-Hall.

- https://elearningindustry.com/using-kolbs-learning-styles-engaging-custom-elearning-courses

- Kolb, D. Experiential Learning. Englewood Cliffs, New Jersey: Prentice Hall, 1984

- https://www.researchgate.net/publication/254338739_The_Kolb_Model_Modified_for_Classroom_Activities

- https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1027&context=podimproveacad

- https://www2.le.ac.uk/departments/doctoralcollege/training/eresources/teaching/theories/honey-mumford

- https://ec.europa.eu/eures/public/news-articles/-/asset_publisher/L2ZVYxNxK11W/content/5-tips-for-acing-your-interview?inheritRedirect=false

- https://www.themuse.com/advice/interview-questions-and-answers

- https://www.europelanguagejobs.com/blog/CV-Formats-resume-in-different-European-countries

- https://europa.eu/europass/en

- https://www.youtube.com/watch?v=_fP43gcBywU&ab_channel=StandOutCV

- Rottinghaus, P. J., Day, S. X., & Borgen, F. H. (2005). The Career Futures Inventory: A Measure of Career-Related Adaptability and Optimism. Journal of Career Assessment, 13(1), 3-24.

- https://ec.europa.eu/info/sites/info/files/file_import/better-regulation-toolbox-16_en_0.pdf

- https://www.youtube.com/watch?v=yux_m8AdzwY&feature=emb_logo&ab_channel=MindToolsVideos

- Janet Batsleer, Bernard Davies, What is Youthwork? Empowering youth and community work practice, 2010

- Kate Sapin, Essential Skills for Youthwork practice, 2012

- Craig, R. L. 1996. The ASTD training and development handbook. A guide to human resource development. New York: McGraw-Hill

- Douglas, C. A. 1997. Formal mentoring programs in organizations. Greensboro, N.C.: Center for Creative Leadership.

- Gray, W. A. 1988. Developing a planned mentoring program to facilitate career development.

- https://www.mindmeister.com/blog/tony-buzan-tribute/

- https://books.google.gr/books?hl=el&lr=&id=4C7g0SmSuCsC&oi=fnd&pg=PP1&dq=mentoring%20and%20coaching&ots=wrBGKISa_S&sig=Fxc11NWOIBTEIByrdOL7TYrS_Gc&redir_esc=y&fbclid=IwAR2Nph46EBSEKruLqQ4ODp9T252b5VLgNoay69yY7Dt-F_AaNUu1CgI5fiQ#v=onepage&q=mentoring%20and%20coaching&f=false

- https://onlinesportmanagement.ku.edu/community/styles-of-coaching

- https://www.artofmanliness.com/articles/7-habits-proactive-not-reactive/

- https://www.lifehack.org/articles/productivity/are-you-proactive-or-reactive.html

- https://www.abrahampc.com/blog/2020/3/16/what-can-i-do-the-circles-of-concern-and-influence

NETWORKING AND RELATIONSHIP BUILDING

– "Networking. Mastering Soft Skills for Workplace Success". Available at https://www.dol.gov/sites/dolgov/files/odep/topics/youth/softskills/networking.pdf

– "Partnerships and Networks in Work with Youth People". Available at https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=19983&printable=1

– Zack, Devora: "Networking for People Who Hate Networking: A Field Guide for Introverts, the Overwhelmed, and the Underconnected" (2010)

– https://www.dataroom24.com/top-networking-strategies-for-young-professionals/

– https://www.youtube.com/watch?v=7p1dVbuq-7Y

– https://mdchamber.org/networking-101-tips-tricks-for-young-professionals/

– https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=19983&printable=1

– https://www.coursera.org/lecture/interview-preparation/identifying-your-opportunities-dT3Ff

– https://www.oecd-ilibrary.org/sites/soc_glance-2016-4-en/index.html?itemId=/content/component/soc_glance-2016-4-en

– https://lmic-cimt.ca/publications-all/lmi-insights-report-no-17-finding-their-path-what-youth-not-in-employment-education-or-training-neet-want/

– https://neetsinaction.eu/wp-content/uploads/2018/12/COMNETNEET_IO1_Synthesis_IO_1_A4_FINAL.pdf

– "Effective outreach to NEETs – Experience from the ground". Available at:

– https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8136&furtherPubs=yes

– Fishbein, Mike, Business Networking: How to Build an Awesome Professional Network: Strategies and tactics to meet and build relationships with successful people, 2014

– https://www.youtube.com/watch?v=wNCrLRR2qGw

– "Practitioner's toolkit: Sustainable activation of young people not in employment, education or training (NEETs)". Available at: https://op.europa.eu/en/publication-detail/-/publication/bce2914b-ec37-11e6-ad7c-01aa75ed71a1/language-en

– "On Track. Different Youth Work Approaches for Different NEET situations". Available at: https://www.salto-youth.net/downloads/4-17-3266/OnTrack.pdf

– "Four Network Principles for Collaboration Success". Available at https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1009&context=tfr

– https://careertrend.com/how-4927734-organize-successful-job-fair.html

– https://www.kuder.com/blog/downloads-resources/ask-the-kuder-coach-any-tips-on-organizing-a-high-school-career-fair/

– https://www.betterteam.com/virtual-career-fair

– http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf

– https://proposalsforngos.com/social-media-for-ngos/

– https://www.sendible.com/insights/social-media-for-nonprofits

– https://www.fundsforngos.org/featured-articles/using-social-media-enhance-ngo-visibility/

– "Youth Work and Social Networking. Final Research Report". Available at https://www.researchgate.net/publication/233911484_Youth_Work_and_Social_

– Networking_Final_Research_Report

Project No.

2019-2-BG01-KA205-062645

Erasmus+

This project has been funded with support from the European Commission.
This publication [communication] reflects the views only of the author, and the
Commission cannot be held responsible for any use which may be made of the
information contained therein.