



INnovative and New Solutions for Sustainable Employability

TRAINING PROGRAMME

TRANSITION COACH

ARE YOU INTENSED?



Co-funded by the
Erasmus+ Programme
of the European Union

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Version 1.0.1 by the INTENSE consortium - release date: 28.6.2018

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INTRO

The key aspect is acting in the sense of a multiplier by using the **TRAIN THE TRAINER** concept.

The Train the Trainer model is a training strategy widely used in the **WORKPLACE**. The trainer, a subject-matter expert, trains other **EMPLOYEES** and simultaneously teaches them how to train others in the use of the program. The method offers distinct advantages over other training models because trainees typically learn faster and **RETAIN** the information better than in other teaching models.

We want to prepare you as transition coaches to present information effectively, to lead activities that reinforce **LEARNING**.

That includes

- ✓ To lead discussions,
- ✓ Listen and make accurate observations.
- ✓ To help participants to relate the training to their jobs and experience.
- ✓ To keep things in mind when using the **TRAIN THE TRAINER** approach.

1. Choose the right candidates to be trained
2. Be prepared for mistakes
3. Be prepared for constructive criticism

In this way, understand the following programme together with a lot of exercises and activity as proposal in order to implement and apply it according to your individual, organisational and environmental needs.

DAY 1 INTRODUCTION	<ul style="list-style-type: none"> • Introduction - description of 5 days program • Rules - definitions for the Coach, NEET, coaching - consulting methods • Knowledge - skills and experience - goal for professional development - learning type
DAY 2 CONCEPTUAL BACKGROUND	<ul style="list-style-type: none"> • Conceptual background - relate the theory to the practice of coaching • Recognise the differences about advising, counselling, coaching, mentoring and therapy • Use motivation and experiential learning in coaching • Be able to describe usability these theoretical models
DAY 3 COMMUNICATION	<ul style="list-style-type: none"> • Communicate in a positive and productive way. • Communicate thoughts, feelings and ideas • Be an active listener - motivation in communication - communication barriers • directive and non-directive - empathy - body language
DAY 4 CONFLICT MANAGEMENT TOOLS, GOALS, LMS	<ul style="list-style-type: none"> • Understand different conflict types • Negotiation skills • Use techniques for problem-conflict solving • Use LMS - GROW & SMART models
DAY 5 ETHICS, STAKEHOLDER & COACHING TOOLS	<ul style="list-style-type: none"> • To know the Ethical Principles from the European Mentoring and Coaching Council • Understand, use and apply all ethical issues related with coaching • Importance of stakeholders • Use different coaching material

DAY 1 - INTRODUCTION

SESSION PLAN

SESSION 1: 9.00 – 12.45

SESSION 2: 14.00 – 16.00

DAILY OBJECTIVE: By getting to know each other as well as the idea of transition coaching, the trainers to become aware of themselves and their future role. The participants shall understand the background of the INTENSE project and realise the importance of coaching. Further, the participants shall be able to define and distinguish the concept of coaching from other counselling and consulting models.

LEARNING OUTCOMES:

- ✓ At the end of day one, the future transition coaching trainers will be able to:
- ✓ Explain the purpose of the INTENSE project and its workshops
- ✓ Describe the idea, background and objectives of the transition coaching training
- ✓ Share their previous knowledge in the field of coaching with their fellow trainees
- ✓ Set goals for their professional development as a transition coaching trainer
- ✓ Understand and define the terms transition coaching, coach, NEET and client
- ✓ Define the concept of coaching and divide it from counselling, psychotherapy, consulting, advising and mentoring

Time	Subject	Trainer Proposed Activity	Trainee Activity	Resources	Assessment
9.00-10.30	<p>Introduction Project Back-ground and purpose of the project</p> <p>Discuss aims of workshops and desired outputs and outcomes</p>	<ol style="list-style-type: none"> 1. Welcome the trainees. Get to know each other. Give Exercise 1*: Ice Breaker Activity in groups and discussion at the end of the activity. (25min) 2. Then give Exercise 2: Expectations & Contract with the team (personal level) and share it with others. Write important points on a flip chart. (20min) 3. PP Presentation: Inform the group about the aims and objectives of the 5-day training and the use of worksheets. Explain about the first and last activity of each day that is always the same. This is done in order to recap and make a bridge from one day to the other. In addition the trainer will emphasize the importance of using and completing their workbook in order for the trainees to have a complete workbook at the end of the training that it could be used afterwards as a tool. Discuss aims of workshops and the different themes for the 5-day programme. Explain the first day session. (25 min) 4. Then give Exercise 3 that is an opportunity for the trainees to get to know with other better as they will share 5 days together! (20min) 	<p>EXERCISE 1: Icebreaker activity</p> <p>EXERCISE 2: Expectations & Contract</p> <p>EXERCISE 3: About ME! Listen, make notes and Q and A</p>	<p>Work & Exercise Sheets Flip chart paper Markers PPT</p>	<p>Q and A</p> <p>Q and A</p>
10.30-11.00	<p>Introduce rules of discussion and establish agreement on how the group will work together</p>	<ol style="list-style-type: none"> 1. Explain what is meant by rules of discussion. (5min) 2. Ask the participants to write down some rules in small groups and after to share with others. (10 min) 3. Write them up on flip chart paper. Discuss about those rules with the group. Sort presentation explaining the importance of making 	<p>EXERCISE 4: Rules In groups write down rules of discussion and then discuss as whole group. One member can scribe the agreed rules, write them out on flip chart and place on wall.</p>	<p>Flip chart paper Markers Work & Exercise Sheets PPT</p>	<p>Q and A</p>

		and following rules with the Transition Coaches. (15min) **EXERCISE 4: Debriefing.			
11.00-11.15	Coffee Break				
11.15-12.00	The ideal Transition Coach	<ol style="list-style-type: none"> 1. Each learner to write a 5-minute note for the ideal INTENSE Transition Coach. (5min) 2. Then they become group of 3-5 (depends on the number of the group) share what they have written and they make the same exercise on a flip chart paper (A3) as a group. They can write, paint, etc. (15min) 3. Each group share with others (15min) 4. Make a presentation for the ideal Transition Coach! (10min) 	EXERCISE 5: The ideal coach. Complete exercise on the work sheet. Then become small groups share what you have written and take a A3 prepare to make the ideal Transition Coach. You can write, paint, etc. Share with other groups.	Flip chart paper Markers Work & Exercise Sheets PPT	Q and A
12.00-12.45	Definition of Coach, Coaching, Coaching Techniques and NEETs	<ol style="list-style-type: none"> 1. PP Presentation(15min): Introduction to definitions used in general and in terms of the project. Answer any questions. 2. Tell learners that they have 15min to become small groups (2-5) persons, better in national groups and do exercise 6. 3. Share with other groups (10min) 	PP Presentation Listen, make notes and questions Discussion Complete exercise in work-book EXERCISE 6: Terminology & NEETs (Better to work in national groups) Write the important terminology Discuss and write how and where they could find an approach for NEETs in their country. Share with other groups. Discussion	PPT Presentation Work & Exercise Sheets	Q and A
12.45-13.30	Lunch Break				

13.30-14.30	The importance of human diversity & learning types	<ol style="list-style-type: none"> 1. Introduction about the theme and explain exercise 6. The trainees will complete the exercise in personal level and read the results below according to their score. (25 min) 2. Then they will be urged to discuss their results with the rest of the group. (15 min) 3. The trainer will explain the importance of using different learning methods for better results in the case of group work. From the other hand it is important to be aware of the learning style of their learner(s). Discussion with the group (20 min) 	EXERCISE 7: Learning styles. Complete the exercise in personal level and read the results below according to your score. Then discuss it with the group.	PPT Work & Exercise Sheets	
14.30-15.15	Introduction to basic theories related with the background of the project	<ol style="list-style-type: none"> 1. PPT Presentation: Go through of all theories and holistic vision, humanistic psychology approach, Maslow hierarchy of needs, Theory of Change as a base for developing the project idea and terminology used in the training (15min) 2. In pairs they will do exercise 7 in their Work & Exercise Sheets (10min) 3. Share their results and the trainer will write the theories on the flipchart so the trainees could correct in their Work & Exercise Sheets (10min) 	The trainee will do the EXERCISE 7 in the Work & Exercise Sheets. EXERCISE 8: Theories related with the background of the project	PPT Work & Exercise Sheets Flip chart Markers	
15.15-16.00	Recap	<ol style="list-style-type: none"> 1. Revise the aim and objectives of the session and check understanding through Q and A (10min) 2. Complete the Individual Development Plan after the day (15min) 3. Discussion about + & - of the day or/and written assessment (15min) 4. Brief introduction for the next day session. (5min) 	Complete emergent IDP	Discussion Work & Exercise Sheets	Q and A

WORK- & EXERCISE SHEETS

Exercise 1: Icebreaker the 10min challenge

Become teams of five to eight persons. Try to get in groups where you don't know the other members. Read the numbered list of tasks. You have ten minutes to collect as many points as possible. You must be safe and you only have ten minutes to perform your tasks and enjoy the show! After ten minutes, add up their points using your pre-designed matrix and announce the winner. Keep the list of tasks; you may want to tape it to the wall.

1. Do a lap around the room (5 points)
2. Create something for the instructor to wear, such as a hat or tie (10 points; bonus 5 points if the instructor actually wears it)
3. Find out something unique about each person on the team (5 points)
4. Sing a song together (15 points)
5. Make a paper airplane and throw it from one end of the room to another (10 points)
6. Get everyone in the room to sign a single piece of paper (5 points)
7. Count the number of pets owned by your group (20 points)
8. Assign a nickname to each member of the team (5 points)
9. Create name cards for each team member (5 points; bonus 5 points if you use your team nicknames)
10. Make a tower out of the materials owned by your group (10 points)
11. Convince a member of another team to join you (20 points)
12. Name your team and come up with a slogan (5 points for the name, 5 points for the slogan)
13. Re-create the sounds of the Amazon rainforest with the sounds of your voices (10 points)
14. Make a list of what your team wants out of the workshop (15 points)
15. Form a conga line and conga from one end of the room to another (5 points; bonus 10 points if anyone joins you)

Exercise 2: Expectation & contract with the team

This is a personal contract for the 5 days training, with the other people involve in the training. Write your expectation but also the expectation that you think the other could have from you. (10 min)

Contract between		
	&	
What I expect from	What I think you expect from me	

Exercise 3: About ME

Think about you and your work as coach or in relation with coaching (or in general). Each learner to fill out their personal square and feedback their choices to the group. (10min)

Proud achievement	A Dream for future
A core value	Personal motto

Exercise 4: Rules

In small groups discuss, decide and write down rules for the 5 day training. Then discuss with the group.

RULES

✓	✗
✓	✗
✓	✗

Exercise 5: The ideal INTENSE Transition Coach

What is the ideal INTENSE Transition Coach in your opinion?

In relation with qualification and knowledge
In relation with attitude and beliefs
In relation with the NEETs
In relation with the organisation (employer)

Exercise 6: NEETs & Terminology

Build groups (3-5 persons). After the PP Presentation now you are ready to discuss and write...

The important terminology

how and where you could find and approach NEETs in your country

Share it with other groups!

Exercise 7: Learning Style Questionnaire

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. Please respond to all questions.

1	2	3
It never applies to me.	It sometimes applies to me.	It often applies to me.

★ Section one - visual

Statement	Score
I enjoy doodling and even my notes have lots of pictures and arrows in them.	
I remember something better if I write it down.	
I get lost or am late if someone tells me how to get to a new place, and I don't write down the directions.	
When trying to remember someone's telephone number, or something new like that, it helps me to get a picture of it in my mind.	
If I am taking a test, I can "see" the textbook page and where the answer is located.	
It helps me to look at the person while listening; it keeps me focused.	
Using flashcards helps me to retain material for tests.	
It's hard for me to understand what a person is saying when there are people talking or music playing.	
It's hard for me to understand a joke when someone tells me.	
It is better for me to get work done in a quiet place.	
Total	

★ Section two – auditory

Statement	Score
My written work doesn't look neat to me. My papers have crossed-out words and erasures.	
It helps to use my finger as a pointer when reading to keep my place.	
Papers with very small print, blotchy dittos or poor copies are tough on me.	
I understand how to do something if someone tells me, rather than having to read the same thing to myself.	
I remember things that I hear, rather than things that I see or read.	
Writing is tiring. I press down too hard with my pen or pencil.	
My eyes get tired fast, even though the eye doctor says that my eyes are ok.	
When I read, I mix up words that look alike, such as "them" and "then," "bad" and "dad".	
It's hard for me to read another people's handwriting.	
If I had the choice to learn new information through a lecture or textbook, I would choose to hear it rather than read it.	
Total	

★ Section three – kinaesthetic

Statement	Score
I don't like to read directions; I'd rather just start doing.	
I learn best when I am shown how to do something and I have the opportunity to do it.	
Studying at a desk is not for me.	
I tend to solve problems through a more trial-and-error approach, rather than from a step-by-step method.	
Before I follow directions, it helps me to see someone else do it first.	
I find myself needing frequent breaks while studying.	
I am not skilled in giving verbal explanations or directions.	
I do not become easily lost, even in strange surroundings.	
I think better when I have the freedom to move around.	
When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."	
Total	

★ Scoring

Now, add up the scores for each of the three sections and record below. The maximum score in any section is 30 and the minimum score is 10. Note the preference next to each section.

Section one – visual	Section two – auditory	Section three – kinaesthetic

★ Evaluating the Learning Style Questionnaire

Modality	visual	auditory	kinaesthetic
Preferred learning style	Learns by seeing or watching demonstrations	Learns through verbal instructions from self or others.	Learns by doing and direct involvement.
Spelling	Recognizes words by sight; relies on configurations of words.	Uses a phonics approach has auditory word attack skills.	Often is a poor speller; writes words to determine if they “feel” right.
Reading	Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.	Prefers stories where action occurs early; fidgets while reading; not an avid reader.
Handwriting	Tends to be a good, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly.	Good initially, but deteriorates when space becomes smaller; pushes harder on writing instrument.
Memory	Remember faces, but forgets names; writes things down; takes notes.	Remembers names, but forgets faces; remembers by auditory repetition.	Remembers best what was done, but not what was seen or talked about.
Imagery	Vivid imagination; thinks in pictures; visualizes in detail.	Sub-vocalizes; imagines things in sounds; details are less important.	Imagery not important; images that do occur are accompanied by movement.
Distractibility	Unaware of sounds; distracted by movement.	Easily distracted by sounds.	Not attentive to visual or auditory presentation so may seem distracted.
Problem solving	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.	Attacks problem physically; impulsive; often selects solution involving greatest activity.
Response to periods of inactivity	Stares or doodles; finds something.	Hums, talks to self, or talks to others	Fidgets or finds reasons to move.
Response to new situations	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Tries things out; touches, feels or manipulates.

Exercise 8: Background of the project

Get in pairs and in 10 minutes, try to discuss and write what you understand about the following:

Humanistic Psychology	
Holistic vision	
Maslow's hierarchy of needs	
Learning styles	
Theory of change	

Share results with the group

Day one reflection

At the end of the first day of training

What do you think about the	Is it		
	Too little	Just right	Too much
Amount of material that is being covered			
Amount of time for questions and discussion			
Amount of structure in the workshop			
Amount of time spent on practicing skills			
Amount of time allowed for breaks and lunch			
Amount of time watching demonstrations			
Amount of time the trainers are talking			
Amount of explanation given for each method			
Write your personal feelings, ideas or anything else you want to mention, regarding your experience today:			

Emerging ideas for your Individual Development plan (IDP)

Individual Development Plan Objectives-Actions	How will you do this

DAY 2 THEORETICAL BACKGROUND

SESSION PLAN

SESSION 1: 9.00 – 12.45

SESSION 2: 14.00 – 16.00

DAILY OBJECTIVE: The participants shall comprehend the psychological framework which transition coaching is based on. Moreover, the participants shall be able to apply the techniques to the NEET target group

LEARNING OUTCOMES:

At the end of day two, the future transition coaching trainers will be able to:

- ✓ Grasp Carl Rogers' theory of personality and the humanistic approach towards coaching
- ✓ Relate the theoretical background to their practice of coaching
- ✓ Use systemic interviewing techniques, such as circular questioning and reflective questioning

Time	Subject	Trainer Proposed Activity	Trainee Activity	Resources	Assessment
9.00-10.30	Recap on previous day	Discuss with group the key learning objectives of the previous day, clarify and refresh purpose of IDP Objectives and the IDP plan. Description of Day 2 program	Listen, make notes and Q and A Exercises Recap	Work & Exercise Sheets Previous days learning aim IDP review	Q and A
9.30-11.00	Theories and objective behind	Make a presentation on: 1. Rogers Theory of Personality 2. Theory of Change	Listen and make questions Discussion Exercise for client-centred interviewing with role play in groups/pair of two	Work & Exercise Sheets PPT	Q and A
11.00-11.15	Coffee Break				
11.15-12.00	Theories and objective behind	Continue presentations	Continue above mentioned setting	Work & Exercise Sheets PPT	Q and A
12.00-12.45	Knowledge and differences about different interviewing Techniques	Make a presentation on Interviewing Techniques (definitions and differences)	Listen and make questions- Discussion Exercise in groups Complete work sheets	PPT Presentation Work & Exercise Sheets	Q and A
12.45-13.30	Lunch Break				
13.30-14.30	Knowledge and differences about different interviewing Techniques	Continue presentations	Continue above mentioned setting Complete work sheets	PPT Work & Exercise Sheets	Q and A
14.30-15.15	Relate their background to the coaching practice	The trainer explain and coordinate the self-activity	Complete work sheets Personal Exercise	PPT Work & Exercise Sheets	
15.15-16.00	Recap	Revisit the aim and objectives of the session and check understanding through Q and A. Complete the Individual Development Plan Brief introduction for the next day session.	Complete emergent IDP	Discussion Work & Exercise Sheets	Q and A

WORK- & EXERCISE SHEETS

Reflection of previous day - Recap exercise

Looking over the work from the previous day and the exercises, identify the key areas of interest for a brief review and clarification.

Theme	Further Thoughts

Role-Plays

Break participants into groups of two and have them role-play a coaching session utilizing a client-centred approach. One person will start out as the coach and the other person will be NEET client, and then invite participants to switch roles. Participants playing NEETs regarding their life situation.

This way, they will get a real sense of how it feels to be listened in a client-centred way. While participants playing trainer should focus on the spirit of the client-centred approach.

This spirit is rooted in Rogers's belief in the positive nature of human beings, so trainer should try on this belief and let it guide their way of being in the session. Begin by letting go of any agenda, and focus on just being present with the NEET, without trying to accomplish or fix anything. Follow the NEET's lead and stay with the NEET as much as possible, as opposed to asking any leading questions or making any interpretations. Focus primarily on the three core conditions of the client-centred approach: congruence, unconditional positive regard and empathic understanding. The emphasis here is on being with the NEET rather than doing anything to the NEET. You may use the active listening technique of repeating back or summarizing what you hear the NEET saying, but again, the emphasis should be on really hearing the NEET rather than on what you say to him or her.

★ *Debriefing*

After the role-plays, have the groups come together to discuss their experiences. What did participants learn about the client-centred approach? Invite the NEETs to talk about what it was like to be listened to in this way. Did they feel accepted and understood? Did they sense that their coaches were being genuine? Did they feel that the coaches were attempting to see the world through the NEET's eyes? What did they observe about the coaches that contributed to or detracted from them tapping into their own inner resources for self-understanding and change?

Then, invite the Coaches to talk about their experiences: How did it feel to focus on the spirit of the client-centred approach? Was it difficult to connect with Rogers's belief in the positive nature of human beings? How was it to let go of any attempts to "fix" the NEET or problem-solve? Did they notice any blocks to unconditional positive regard for their NEETs?

If so, how did they work with that? What about refusals to congruence and empathic understanding? What were their favourite ways of conveying their empathic understanding to the NEETs, and what was challenging about this? Did it feel mechanical?

Finally, open up a general discussion of what participants learned about the challenges and rewards of a client-centred approach.

Alternatively, you may have the exercise done in triads, with a coach, a NEET and an observer and each party shares aspects during the debriefing. Another option is to do

the role-play in front of the whole group with one coach and one NEET the rest of the group can observe, acting as the advising team to the Coach. Before the end of the session, have the Coach take a break, get feedback from the observation team, and bring it back into the session with the NEET. Other observers might give their feedback too. Follow up with a discussion on what participants learned about the challenges and rewards of a client-centred approach.

Rules for non-directive interviewing

★ Don'ts

Start the interview by explaining what you would like to learn about – e.g., “find out how you feel about our services and whether there are things that might be done to improve them.” The initial part of the interview is often the most difficult. If the general type opener does not draw a response, try something a little more specific – e.g., “perhaps you could tell me about the things you found most useful about ... x.”

1. Don't evaluate what the interviewee says. If he feels he is being judged, he will be careful about what he says.
2. Do let the interviewee know that you're interested in what he says and that you understand. To find out more about a particular subject that is mentioned by the interviewee, ask for an elaboration – e.g., “that's interesting, tell me more” or “I'm interested in why you felt that way.” Or you may use a reflection of the interviewee's comments – “you felt upset by ...” or “You seem concerned by ...,” often picking up the last few words used by the interviewee. These requests help to provide more information and they also let the interviewee know that you are interested in what he/she is saying. Also, you should take notes, unless the replies are highly sensitive.
3. Don't interrupt. Let the interviewee carry the conversation once he gets going. He'll talk about what he thinks is important.
4. Don't bring in your own ideas during the interview.
5. Don't worry about pauses in the conversation. People may get a bit uncomfortable during pauses. Don't pressure the interviewee – e.g., you can look out the window – but don't be in a hurry to talk if it is likely that the interviewee is thinking.

RECOMMENDATIONS: Practice these rules. Start with a friend. A tape recorder is also useful as you will be able to pick out the problems with your procedure.

A NOTE OF CAUTION: Non-directive interviewing can lead people to tell you more than you have any right to know. So, you should be selective when you use it and you should not use the information you obtain in a way that could harm someone.

The curious paradox is that when I accept myself just as I am, then I can change. Carl Rogers

Self-awareness worksheet

I am strong in these areas
I struggle with
My favourite thing about working is
In order to make working really good for me, I need
The most stressful thing I do every day is, that
I would like to have some help with
When I need help I am comfortable asking for it in the following ways
My dream is

Change Plan Worksheet

The trainees/coaches could practice this worksheet for themselves, in order to have a personal experience and be able to understand when and where could be useful for them to use it.

★ *Let's make a Change!*

What are the most important reasons for me to make this change?	
1.	
2.	
3.	
What do I want most from making this change?	
1.	
2.	
3.	
Other times that I've been successful (name them):	
1.	
2.	
3.	
How did I do that? What steps did I take then?	
1.	
2.	
3.	
What similar steps can I use this time?	
1.	
2.	
3.	

DEBRIEFING: Many people find it helpful to use a worksheet like this one to help them sort through their reasons for change. Sometimes it's also hard to see what progress we have made as change often happens slowly. This worksheet can act as a kind of journal to help you see how far you have come especially if you become discouraged, which is normal. It's good for the trainees to practice it but keep in mind that they should be free to use it or not, in any way that might be useful for them. This material could be used also as a guide for motivational interviewing. Based on William R. Miller & Stephen Rollnick, 2002.

Day two reflection

At the end of the second day of training

What do you think about the	Is it		
	Too little	Just right	Too much
Amount of material that is being covered			
Amount of time for questions and discussion			
Amount of structure in the workshop			
Amount of time spent on practicing skills			
Amount of time allowed for breaks and lunch			
Amount of time watching demonstrations			
Amount of time the trainers are talking			
Amount of explanation given for each method			
Write your personal feelings, ideas or anything else you want to mention, regarding your experience today:			

Emerging ideas for your Individual Development plan (IDP)

Individual Development Plan Objectives-Actions	How will you do this

DAY 3 COMMUNICATION

SESSION PLAN

SESSION 1: 9.00 – 12.45

SESSION 2: 14.00 – 16.00

DAILY OBJECTIVE: The participants shall acquire appropriate communication techniques that are crucial for coaching NEETs. Amongst others, these techniques are active listening, rephrasing and reflecting emotions in a positive way. In comparison to the communication methods the future transition coaches are already experienced in, the participants learn how to apply Transactional Analysis, the Four Sides of a Message and Non-Directive Interviewing in the process of coaching NEETs. Thus, the participants shall learn how to motivate clients and conduct a coaching process productively.

LEARNING OUTCOMES:

At the end of day 3, the future transition coaching trainers will be able to:

- ✓ Communicate appropriately on the verbal as well as the nonverbal level
- ✓ Communicate in a positive and productive way
- ✓ Express about thoughts, feelings and ideas
- ✓ Listen actively and empathically
- ✓ Non-directive interviewing
- ✓ Enhance client's motivation

Time	Subject	Trainer Proposed Activity	Trainee Activity	Resources	Assessment
9.00-10.30	Recap on previous day	Discuss with group the key learning objectives of the previous day, clarify and refresh purpose of IDP Objectives and the IDP plan. Description of day 3 program	Discussion Writing Exercises Recap	Work & Exercise Sheets previous day learning aim IDP review	Q and A
9.30-10.30	Introduction to Communication	Introductions to basic Communication models/ verbal as well and nonverbal level Description of Communication Process Positive Communication	Interactive exercise with role play in groups of 3. Experiencing the good listener, the speaker and the indifferent communicator Listen, make notes	Learning Exercise given from the trainer Work & Exercise Sheets PPT	Q and A
10.30-11.00	Communication enhancer & barriers - verbal & non-verbal	PP presentation Presentation and explanation about the importance of body language & intercultural diversity	Complete work sheets Exercise in pairs using body language to express different needs	Work & Exercise Sheets PPT	
11.00-11.15	Coffee Break				
11.15-12.45	Active Listening	Presentation of the importance of being an active listener	Listen, make notes and Q and A	Work & Exercise Sheets PPT, flip chart	Q and A
12.45-13.30	Lunch Break				
13.30-14.30	Active Listening & Empathy	Importance of being a good listener/Explain and coordinate the exercise Presentation about: The empathy as a fundamental skill for a coach	EXERCISE active listening Principles Role play, practicing empathy and discussion	PPT Work & Exercise Sheets, flip chart	Q and A
14.30-15.15	open and closed questions-directive and non-directive coaching	Presentation of the use of open and closed questions Relate it to the coaching process	Interactive exercise with pictures on the back of each person and use of open and closed questions	PPT Work & Exercise Sheets pictures	
15.15-16.00	Recap	Revisit the aim and objectives of the session and check understanding through Q and A. Complete the Individual Development Plan Brief introduction for the next day session.	Complete emergent IDP	Discussion Work & Exercise Sheets	Q and A

WORK- & EXERCISE SHEETS

Reflection of previous day - Recap exercise

Looking over the work from the previous day and the exercises, identify the key areas of interest for a brief review and clarification.

Theme	Further Thoughts

Interactive Exercise with role playing

The trainer set the participants in groups of 3 and gives different role in each person in the group. For example, person n. 1 is the sender (the one who talks), person n. 2 is the active listener, person n. 3 is the “bad” listener. Each person knows his/her own role and not the others. The exercise starts with person n. 1 and when all participants knows their role. Person n. 1 starts with describing something that would like to share with others (a moment of his/her life, something that happen in his/her daytime, work, home, etc.).

The trainer gives them about 5-10 minutes to experience their roles in the groups and he/her observes what happens in the groups.

Debriefing: Ask the participants to describe what happened in each group and how they felt and why. What makes them feel comfortable and what not. If they enjoy their conversation and why. Talk about the importance of positive/productive communication.

Worksheet active listening

What is active listening?
How do you recognise if someone is listening actively to you?
How do you feel when others do not listen to you?
Why is active listening important?
Write at least 3 aspects that are related to active listening!

Important information for trainers to remember – tips for active listening

- ✓ Face the speaker and have eye contact
- ✓ “Listen” to non-verbal cues
- ✓ Try to send a clear message
- ✓ Don’t interrupt
- ✓ Listen without judging, or jumping to conclusions
- ✓ Don’t start planning what to say next
- ✓ Show that you’re listening
- ✓ Stay focused
- ✓ Ask questions
- ✓ Paraphrase and summarize

Exercise Active Listening principles

In small groups focus on the statement:

Active Listening is a structured way of listening and responding to others it focuses the attention on the person speaking. You stop your own thoughts judgment so that you listen fully to the speaker.

Think about this statement, what do you think are the main principles of being an 'active listener'?

See if you can list at least 10 aspects!	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Exercise for non-verbal communication

The trainer tells to the participants to become pairs. Give to the one participant of each couple a number of statements and ask him/her to give/pass the message to his/her partner with non-verbal communication.

Example of statement:

I am thirsty and I want to drink water

It's time to eat my sandwich

I feel very sorry because my dog died yesterday

I don't have work and I feel very unpleasant for that

I need money to buy food

The trainer can make his/her own statement and share the to the participants. Both participants to each couple will try to do the same. After that the trainer will ask them to speak about that experience and tell the difficulties about transferring a message with body language.

Exercise open and closed questions/guessing games

Play simple guessing games to help participants learn to ask good questions.

Play a version of "20 Questions" where employees have only that many questions to guess the object, celebrity name or movie title written on an index card.

For a more interactive game, place a card containing half of a famous couple or pair of objects or words on each employee's back and have the employee ask questions to figure out what the card says and then find the other half of the pair. Ideas for pairs include Romeo and Juliet, salt and pepper, yes and no or popular celebrity couples.

Allow participants to act as investigative journalists during a training session. Pretend they are interviewing a candidate for a job with the company and must come up with a series of questions to determine whether that candidate will fit the job. Give employees a set time period to interview one another and provide the rest of the group with a brief overview of the life of the employee being interviewed. Invite an employee to tell a story, but instead of telling it in the traditional way, share information from the story based only on the questions employees ask.

DEBRIEFING: Encourage participants to develop a criteria for good questions. For example, good questions are brief, relevant and easy to understand. Share examples of poor questions with employees and ask them to use their criteria to determine how the question could be improved. You may want to provide participants with questions and have them analyze what the questioner wants to know by asking the question. If the goal of the question being asked cannot be determined easily, it is probably a bad question.

Exercise open and closed questions

In an interview you will ask both open and closed questions. Open questions require a longer answer and closed question require a shorter specific answer.

ACTIVITY 1: Read the question and identify if is open and closed.

Questions	Open	Closed
What experience do you have with dealing with customers?		
Can you use a computer?		
Have you got a driving license?		
How do you manage a stressful day at work?		
Can you work shifts?		
What is your work experience?		
Can you start early in the morning?		
What are your strengths?		
Are you able to work weekends?		
Why are you interested in this job?		

Discuss about the importance and the need of use of open and closed questions in the group

ACTIVITY 2: build pairs of two, create some more open questions and practice asking and answering in mock interviews.

Day three reflection

At the end of the third day of training

What do you think about the	Is it		
	Too little	Just right	Too much
Amount of material that is being covered			
Amount of time for questions and discussion			
Amount of structure in the workshop			
Amount of time spent on practicing skills			
Amount of time allowed for breaks and lunch			
Amount of time watching demonstrations			
Amount of time the trainers are talking			
Amount of explanation given for each method			
Write your personal feelings, ideas or anything else you want to mention, regarding your experience today:			

Emerging ideas for your Individual Development plan (IDP)

Individual Development Plan Objectives-Actions	How will you do this

DAY 4 CONFLICT MANAGEMENT, GOAL SETTING AND LMS

SESSION PLAN

SESSION 1: 9.00 – 12.45

SESSION 2: 14.00 – 16.00

DAILY OBJECTIVE: First, the participants shall learn how to manage and solve conflicts throughout the coaching process. Second, the participants shall be able to set and follow up goals with NEET clients. Third, the participants shall learn to use the learning management system, as they need information during the training and coaching process.

LEARNING OUTCOMES:

At the end of day4, the future transition coaches will be able to:

- ✓ Understand different conflict types
- ✓ Utilise negotiation techniques in coaching
- ✓ Help their clients to solve problems and conflicts
- ✓ Make clients setting themselves SMART goals and follow them up according to the GROW model
- ✓ Use the LMS for their purposes

Time	Subject	Trainer Proposed Activity	Trainee Activity	Resources	Assessment
9.00-10.30	Recap on previous day	Discuss with group the key learning objectives of the previous day, clarify and refresh purpose of IDP Objectives and the IDP plan. Description of Day 3 program	Listen, make notes and Q and A Exercises Recap	Work & Exercise Sheets Previous days learning aim IDP review	Q and A
9.30-11.00	Conflict Resolution	Introductions to basic definitions for Conflict resolution. Conflict styles Steps to effective conflict resolution Negotiation Skills	Group work- Study Case Resolving a Conflict as a coach using negotiation skills, Listen, make notes, Complete work sheets	Work & Exercise Sheets PPT Exercises	Q and A
11.00-11.15	Coffee Break				
11.15-12.45	GROW Coaching Model Setting smart goals The SMART way & the 3 P's	PP Presentation of GROW Model & SMART Goals	Continue above mentioned setting	Work & Exercise Sheets PPT	Q and A
12.45-13.30	Lunch Break				
13.30-15.15	Demonstrate and explain the material and use LMS of the project	Demonstration from the trainer	Work through the LMS of INTENSE after the demonstration,	Demonstration,	Practice
15.15-16.00	Recap	Revisit the aim and objectives of the session and check understanding through Q and A. Complete the Individual Development Plan Brief introduction for the next day session.	Complete emergent IDP	Discussion Work & Exercise Sheets	Q and A

WORK- & EXERCISE SHEETS

Reflection of previous day - Recap exercise

Looking over the work from the previous day and the exercises, identify the key areas of interest for a brief review and clarification.

Theme	Further Thoughts

Work sheet conflict process

Conflict is...

Causes of conflicts are...

Conflict resolution is...

Negotiation skills are...

The four types of Conflict

Follow the example and write more in the following empty spaces

Person vs. person	Person vs. self	Person vs. society	Person vs. nature
When a character is having problems (mental or physical) or conflict with another character/external	When a character is having problems with themselves, usually psychological/internal	When a character isn't fitting in with what the society considers as normal, or the character isn't following the rules/external	When a character is having problems with nature/external
EXAMPLE: The little boy yelled at his friend for hitting him in the arm. The conflict caused is by the boys friend affecting the little boy.	EXAMPLE: Jordan couldn't decide between the blue dress and the purple dress for homecoming. The conflict is between Jordan and herself because she can't decide what colour dress to wear	EXAMPLE: The teenage boy doesn't fit in with the rest of the kids at school. The conflict caused is between the teen and the rest of high school society because he doesn't fit in with the "social norm"	EXAMPLE: The hurricane reached land and crushed all the houses in its path. The conflict caused is one of nature that affects man

Conflict Resolution Rules and Steps

- ✓ Work to resolve the conflict.
- ✓ Treat each other with respect.
- ✓ Be clear and truthful about what is really bothering them and what they want to change.
- ✓ Listen to other participants and make an effort to understand the views of others.
- ✓ Be willing to take responsibility for their behaviour.
- ✓ Be willing to compromise.

★ *Three Golden Rules of Engagement:*

1. Listen and respond with empathy
2. Be involved; ask for the other person's opinions, ideas, feelings and thoughts
3. Maintain and affirm self-esteem

★ *Six Steps to Conflict Resolution*

1. Discuss the situation in a respectful manner. Example: "I noticed you've been late with the project targets a number of times this month, which seems out of character for you - you're always so reliable!" Don't say, "You are always late meeting deadlines." This just gets the person's back up.
2. Be specific. If you say, "I noticed that on Tuesday the 15th, as well as Monday and Friday of last month you were several days late submitting your portion of the project brief," the person realizes you are aware of the situation and that they have to address the issue. Their explanation is a perfect opportunity for you to listen and respond with empathy. Remember: you do not necessarily have to agree with someone to empathize with them. You are simply attempting to put yourself in that person's shoes - if only for a moment — not condemning or condoning the behaviour.
3. Discuss how a conflict (or problem) impacts you, the work group, or the project. "I am not sure you are aware of the full impact of the conflict between you and your team. The other associates are witnessing this, and it is making them uncomfortable... what do you feel is going on?" Remember, you are asking not telling.
4. Ask for the specific cause of the conflict. "From your perspective, what is happening here? You get along well with most everyone here so what is causing the conflict?" Remember to empathize again after their response, rather than say, "Yes, but you've got to get along." The word "but" negates everything positive you just said. If you have to fall on a conjunction, pick "and." "Yes, I can imagine the challenge this presents — and we need to come up with a solution. What ideas might you have?"
5. Ask for the solution. For instance, "What do you think you need to do to help solve this situation? What is your next step?" This brings in accountability.
6. Agree on the action to be taken. This step is often missed and it's the most important one. Think of it as a recap. "So what I am hearing you say is that you are

going to talk this through with your team members (discuss details). By when were you thinking of doing that?" The last step is to close on a positive note and ask them to get back to you on the outcome.

★ **Key Conflict Resolution skills**

The ability to successfully manage and resolve conflict depends on four key skills. Together, these four skills form a fifth skill that is greater than the sum of its parts: the ability to take conflict in stride and resolve differences in ways that build trust and confidence.

Conflict resolution skill: Quickly relieve stress

The capacity to remain relaxed and focused in tense situations is a vital aspect of conflict resolution. If you don't know how to stay centred and in control of yourself, you may become emotionally overwhelmed in challenging situations. The best way to rapidly and reliably relieve stress is through the senses: sight, sound, touch, taste, and smell. But each person responds differently to sensory input, so you need to find things that are soothing to you.

Conflict resolution skill: Recognize and manage your emotions

Emotional awareness is the key to understanding yourself and others. If you don't know how you feel or why you feel that way, you won't be able to communicate effectively or smooth over disagreements. Although knowing your own feelings may seem simple, many people ignore or try to sedate strong emotions like anger, sadness, and fear. But your ability to handle conflict depends on being connected to these feelings. If you're afraid of strong emotions or if you insist on finding solutions that are strictly rational, your ability to face and resolve differences will be impaired.

Conflict resolution skill: Improve your nonverbal communication skills

The most important information exchanged during conflicts and arguments is often communicated nonverbally. Nonverbal communication includes eye contact, facial expression, tone of voice, posture, touch, and gestures. When you're in the middle of a conflict, paying close attention to the other person's nonverbal signals may help you figure out what the other person is really saying, respond in a way that builds trust, and get to the root of the problem. Simply nonverbal signals such as a calm tone of voice, a reassuring touch, or a concerned facial expression can go a long way toward defusing a heated exchange.

Conflict resolution skill: Use humour and playful way to deal with challenges

You can avoid many confrontations and resolve arguments and disagreements by communicating in a playful or humorous way. Humour can help you say things that might otherwise be difficult to express without creating a flap. However, it's important that you laugh with the other person, not at them. When humour and play are used to reduce tension and anger, reframe problems, and put the situation into perspective, the conflict can actually become an opportunity for greater connection and intimacy.

Conflict resolution

The dos	The don'ts

I message – asking for change	
1. I feel
2. When you
3. Can you please
4. and then I / we can
Response – active Listening	
1. You should
2. That/because
3. Next time I will
4. And I

Role play – scenario for conflict resolution

★ *Divide participants into Pairs.*

Have participants count off 1-2, 1-2. If you have an odd number of people, you can do one group of three--but this activity works best when the conflict scenarios can be simplified to two distinct sides.

★ *Prepare to Act.*

Pass out the ROLE-PLAY GRAPHIC ORGANIZER worksheet and encourage participants to follow the instructions to complete it as a pair. Remember, the goal here is for both parties--regardless of their respective roles--to work together to come up with a civil conversation starter that addresses the problem head-on.

Exercise: In pairs of two you will prepare to act out a common conflict scenario following the steps below.

Role play graphic organiser

1. Choose your scenario that cause a conflict

--	--

2. Decide about the roles/who will play each role

Role 1	
Role 2	

3. Now decide who will initiate the conversation to resolve the conflict and work together, following the steps below to come up with a script. Try to put yourself in the shoes of that person/empathy

A) How do I feel? (sad, angry, confused, etc.)

--

B) Why do I feel that way? (state your point of view about what happen)

--

C) What do I need to hear to move forward?

--

I feel (A)..... because (B).....

I want to know (C).....

Now listen to the other person's point of view and go **FORWARD**

Sheet: My feelings

I feel _____ because _____

MAD	SAD	UNCOMFORTABLE
ANGRY	DEPRESSED	GROUCHY
AGGRESSIVE	CRABBY	EXCITED
UPSET	TIRED	BOUNCY
HAPPY	SICK	SILLY
DISTRACTED	NERVOUS	WORRIED

This is what I did:

This is how it made the other person feel:

Things, that I could have done:

take a break

tell a teacher

deep breathing

ask for help

work on the floor

get headphones

Worksheet: S M A R T Goals

Specific, Measurable, Achievable, Realistic, Timely

Goal statement:

--

What do you need to reach your goal?

--

Where are you currently on your way to reach your goal?

--

things that stop you from reaching your goal?

Solutions for your obstacles?

--	--

Worksheet: G R O W

How to use GROW Model in INTENSE Coaching

Having a well-planned and clear structure is essential for ensuring that both parties get the most from a coaching session. Use this framework, based on the GROW model of coaching, to structure your coaching sessions.

Remember, GROW is a question-based framework – help the client to find the answers on his/her own rather than telling them what to do.

stages	prompts and notes
GOAL Agree on a goal for the coaching assignment and a target for progress in this session.	
REALITY Assess the current situation, including constructive feedback and specific examples of performance.	
OPTIONS Explore the various opportunities and actions that might solve the problem and achieve the overall goal.	
WILL Create commitment to an action and agree to an implementation and review plan, that includes any support that will be given.	

Day 4 reflection

At the end of the fourth day of training

What do you think about the	Is it		
	Too little	Just right	Too much
Amount of material that is being covered			
Amount of time for questions and discussion			
Amount of structure in the workshop			
Amount of time spent on practicing skills			
Amount of time allowed for breaks and lunch			
Amount of time watching demonstrations			
Amount of time the trainers are talking			
Amount of explanation given for each method			
Write your personal feelings, ideas or anything else you want to mention, regarding your experience today:			

Emerging ideas for your Individual Development plan (IDP)

Individual Development Plan Objectives-Actions	How will you do this

DAY 5 ETHICAL PRINCIPLES AND COACHING TOOLS

SESSION PLAN

SESSION 1: 9.00 – 12.45

SESSION 2: 14.00 – 16.00

DAILY OBJECTIVE: First, the participants shall familiarise themselves with acknowledged ethical principles and implement them into their way of coaching NEETs. Second, the participants shall learn how to find and apply coaching tools that are suitable for the specific NEET client and the transition coach. The future transition coaches shall be able to do this by sharing their experience, networking, as well as by own research.

LEARNING OUTCOMES:

At the end of day 5, the future transition coaches will be able to:

- ✓ Work in line with acknowledged ethical principles of coaching
- ✓ Research coaching tools and apply them in the individual process of coaching NEETs
- ✓ Use a new network of fellows

Time	Subject	Trainer Proposed Activity	Trainee Activity	Resources	Assessment
9.00-10.30	Recap on previous day	Discuss with group the key learning objectives of the previous day, clarify and refresh purpose of IDP Objectives and the IDP plan. Description of Day 5 program	Listen, make notes and Q and A Exercises Recap	Work & Exercise Sheets Previous days learning aim IDP review	Q and A
9.30-11.00	Ethical Issues in Coaching (European Mentoring and Coaching Council-EMCC)/Part A	Code of Ethics Terminology Working with clients Context Contracting Integrity Confidentiality Inappropriate interactions Conflict of interest Terminating professional relationships & on-going responsibilities Professional conduct Maintaining the reputation of coaching and mentoring Recognising equality and diversity Breaches of professional conduct Legal and statutory obligations and duties Excellent practice Ability to perform On-going supervision Continuing professional development and reflection	PP Presentation Group work- A variety of Study Cases practising different Ethical Issues Work in groups preparing a role playing	Work & Exercise Sheets PPT	Q and A participation
11.00-11.15	Coffee Break				
11.15-12.45	Ethical Issues in Coaching (European Mentoring and Coaching	Moderate the presentation of role playing and discussion	The groups present their study case in a role play	demonstration	

	Council-EMCC)/Part B				
12.45-13.30	Lunch Break				
13.30-15.15	Use of Material	A package of proposed material will be handed to each participant. Present and explain the use of each of it. Coordinate the practice of material.	Practicing the material in-individual or/and in pairs.		
15.15-16.00	Recap	Revisit the aim and objectives of the session and check understanding through Q and A. Complete the Individual Development Plan Brief introduction for the next day session.	Complete emergent IDP	Discussion Work & Exercise Sheets	Q and A

WORK- & EXERCISE SHEETS

Reflection of previous day - Recap exercise

Looking over the work from the previous day and the exercises, identify the key areas of interest for a brief review and clarification.

Theme	Further Thoughts

Activity for the ethical principles for coaching

Visit the: EMCC/European Mentoring and Coaching Council website:

www.associationforcoaching.com

The trainer could divide the participants in small groups and give them different parts of the GLOBAL CODE OF ETHICS/for coaches and mentors. Give them time to all participants work in their groups and finally present their results to the others.

Discussion will follow in order the Ethical Code, to be understood and respected.

Activity-Case Study

Make small groups and choose one of the ethical issue, (from the website above), that could become a problem in the daily practice of a coach. Discuss in your small group and create a case study based on what you have chosen.

Follow the template below and after that create a role play, if the time allows.

Case study template	
TITLE	
STATEMENT of the situation	
BACKGROUND of the client and the situation	
ISSUES that need to be re-solved	e.g. 1. How to deal with... 2. How to respond to... 3. What kind of communication, 4. How to reinforce and help ensure that the code of ethics of ...? 5. Review...etc.
PROCEDURES	
OUTCOMES	
SUMMARY	
COMPETENCIES demonstrated (con-fronting ethical is-sues)	
GROUP OPINION	

Day 5 reflection

At the end of the fifth day of training

What do you think about the	Is it		
	Too little	Just right	Too much
Amount of material that is being covered			
Amount of time for questions and discussion			
Amount of structure in the workshop			
Amount of time spent on practicing skills			
Amount of time allowed for breaks and lunch			
Amount of time watching demonstrations			
Amount of time the trainers are talking			
Amount of explanation given for each method			
Write your personal feelings, ideas or anything else you want to mention, regarding your experience today:			

Emerging ideas for your Individual Development plan (IDP)

Individual Development Plan Objectives-Actions	How will you do this

Activity-Final Personal IDP

Give some time to the participants to review their notes as far as it concerns their IDP and make a final version of the 5 days. Tell them that each participant will have 3-5 minutes to present it to the group.

Evaluation Form-For participants in the Training Course

In order for us to ensure that our training courses are maintained at the highest standards we ask all training course participants to complete a brief evaluation form.

Please take just a few minutes to complete this evaluation form, your feedback is essential, please be honest and open with your feedback.

Where a score is requested please circle the score 0 to 5; 5 being the highest score that you can give and 0 the lowest.

1. How useful did you find this training?

score

--	--	--	--	--	--

0 1 2 3 4 5

0 = not useful at all <-> 5 = very useful

comments

2. What do you think of the content/level of the training?

score

--	--	--	--	--	--

0 1 2 3 4 5

0 = too easy / too hard <-> 5 = just about right

comments

3. What did you think of the pace/speed of the training course?

score

--	--	--	--	--	--

0 1 2 3 4 5

0 = too slow / too fast <-> 5 = just about right

comments

4. How useful did you find the work sheets with the training?

score

--	--	--	--	--	--

0 1 2 3 4 5

0 = not at all useful <-> 5= very useful

comments

5. How useful did you find the slides with the training?

score

--	--	--	--	--	--

0 1 2 3 4 5

0 = not at all useful <-> 5= very useful

comments

6. Do you feel that the course has prepared you to work as a NEET Coach?

☐

yes

☐

no

☐

I don't know

I am not sure

comments

7. Do you think this Training covered all the learning outcomes sufficiently?

☐

yes

☐

no

☐

I don't know

I am not sure

comments

8. Thinking about the training as a whole, what area(s), do you feel you have understood better? Please write below:

9. Which area do you find the easiest to be used from you as a professional and why?

10. Which area do you think was the most difficult to understand and why?

11. Are there any areas that you think should be included in the training that have been missed? If your answer is yes, please tell us what they are?

☐ yes ☐ no

comments

12. What overall score would you give the training?

score

0	1	2	3	4	5

0 = very poor indeed <-> 5= excellent – just what support staff need

comments

13. **AS A PROFESSIONAL WHO HAS SUCCESSFULLY COMPLETED THE TRAINING I FEEL EQUIPPED TO WORK AS A NEET COACH.**

Please mark the extent to which you agree or disagree with this statement.

score

0	1	2	3	4	5

0 = very poor indeed <-> 5= excellent – just what support staff need

comments

14. Would you recommend this training course to other workers or colleagues? If Yes, please explain.

<input type="checkbox"/>	yes	<input type="checkbox"/>	no
--------------------------	-----	--------------------------	----

comments

15. If you have any other comments or feedback please write below

Thank you for taking the time to complete this evaluation!

Your cooperation is greatly appreciated!

