



INnovative and New Solutions for Sustainable Employability

TRANSITION GUIDE

A GUIDE TO ENSURE A SUCCESSFUL TRANSITION

ARE YOU INTENSED?



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

Index

INTRO	2
LEVEL 1.....	2
LEVEL 2.....	4
LEVEL 3.....	8

Version 1.0 by the INTENSE consortium - release date: 29-8-2018



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INTRO

INTENSE is based on Humanistic Psychology combined with a Holistic point of view. The project has four different outputs:

- ✓ client-centred approach
- ✓ transition management
- ✓ training and
- ✓ evaluation

As the project is coming closer to its end, this document sets out to give a contribution on how to change the mindset of coaches in the guidance of NEETs. Such a contribution is needed, because the 'old' employment centred approach of NEETs has been proven not to be effective. "The classic approach of NEETs by coaches or supervisors is employment-centred, which is assessed by experts in Europe as being ineffective." See page 4 of the Charter.

The following Transition Plan is based on Output 2 of the Erasmus+ application and on chapter 6 of the INTENSE Charter. A lot of background information on transition can be found in the Learning Management System (LMS). Transition is a concept that can be worked out at different levels.

1. CLIENT-CENTRED COACHING
2. ORGANIZATIONAL CHANGE
3. URBAN AND REGIONAL CHANGE

To avoid ambiguity, the terms Transition and Transition Plan are defined as follows:

- ★ ***Transition is the psychological reorientation that people go through as they come to terms with events of a new situation.***
- ★ ***A Transition Plan is a document that describes how the current situation is converted into a new situation with the help of a step-by-step strategy.***

Thus, INTENSE Transition Plans are to be worked out at three different levels:

LEVEL 1

THE FIRST STEP OF THE TRANSITION IS TO CHANGE THE APPROACH UNDERGONE IN THE COACHING OF NEETS FROM AN EMPLOYMENT-CENTRED TO A CLIENT-CENTRED ONE.

The consortium arranged a training on how to become a Transition Coach for all the coaches involved, coming from the participating countries. See Output 3. The three training sessions will take place in Berlin (Schmöckwitz) in May 2018, November 2018 and December 2018. So, 36 coaches are trained to become Transition Coaches during a

total of three weeks of practical training. An essential part of the training is the methodology of humanistic psychology, especially non-directive interviewing according to Carl Rogers. Other parts of the training program are inter alia the three big schools of psychology (Sigmund Freud's Depth Psychology, Behaviourism and Humanistic Psychology), the Transactional Analysis according to Eric Berne, a concept on how to Train the Trainer, Holism, Ethical principles in coaching, as well as how to involve stakeholders.

Back home, the trained Transition Coaches are expected to put their new skills from the INTENSE training into practice; this means following a client-centred approach of the NEETs they work with or they are going to work with.

It is very important to recognize that a five-day practical training on many skills, such as non-directive interviewing, communication techniques, conflict management, ethical principles, etc., can only be seen as the initial point of a transition process.

In order to spread the idea of INTENSE throughout the organisation, we recommend the Transition Coaches to consult with the management of the organisation and to conduct additional training sessions on top of the basic training provided by INTENSE. Further, we recommend liaising with the Learning and Development department and the Human Resources department respectively and/or seeking external advice in order to initiate a transition strategy for the organisation.

At the end of January 2019, after conducting all courses a European network of Transition Coaches will have been brought into place. This network will tackle the process of coaching NEETs differently than before and hence it will influence their organisations. This influence aims at shaping the organization/school in a way that it works in line with the concepts of Holism and Humanistic Psychology as described in the Charter of INTENSE.

In line with what has been outlined above, there are numerous questions at an individual level, a Transition Coach can advise on throughout the process of transforming the organisation, such as:

- ✓ How do I go on with my own process of change?
- ✓ How can I assure a non-directive approach in my team?
- ✓ How can I measure my personal improvement?
- ✓ How can I reflect on my client's willingness to improve?

Please note that undergoing a transition is a continuous process that most probably will not be an easy one, as traditional as well as internalised ways of thinking and acting have to be thrown overboard.

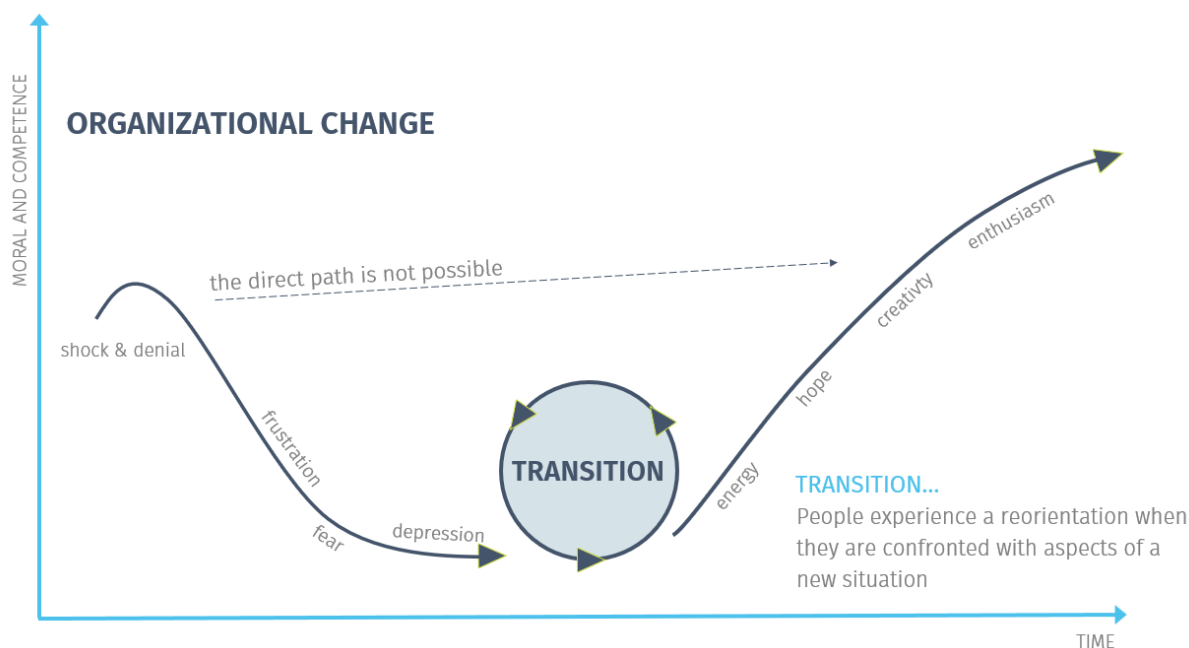
After informing management and colleagues about the INTENSE approach, many decisions have to be made within the organisation; most importantly, the Transition Coaches shall train other members of the organisation. Thus, the knowledge of INTENSE is spread throughout the organisation and it can ignite further processes of organisational change.

LEVEL 2

THE SECOND STEP OF THE TRANSITION IS TO MULTIPLY THE KNOWLEDGE INTENSIVELY THROUGH TRAINING IN THE ORGANIZATION.

Organisational change can be perceived as an integral concept concerning the way the organisation works as well as the way the organisation interacts with its stakeholders. The concept is also flexible in its form and pace, because it applies to the change process in a large organization such as SBH Südost in Germany or the Spinaker in the Netherlands, as well as it works for small and independent organisations, like LCEducational in Cyprus, who will change the way of working together in their existing network and/or create new networks.

Transition is about change and managing change may be not easy and even tend to become painful sometimes. The diagram below shows what phases people have to go through when they are in a transition process. First of all: the direct path is not an option, because such a method only scratches on the surface and therefore it is a recipe for failure. Using this shortcut, people would only be able to grasp the new ideas on cognitive level, but they would not be given the chance to work through the affective and conative levels of understanding, what is very likely to result in a lot of resistance.



When an organization goes through a process of transition, its members undergo an intensive process with many strong emotions that reach from denial, fear, frustration and stress to on the one end to creativity, acceptance, hope and enthusiasm on the other. Following the curve of change management mentioned above, the change process is likely to cause the mood in an organisation to go down before it goes up again to a new high, which is a sign that the process of managing **CHANGE** has been accomplished successfully.

(adapted from William Bridges, Managing Transitions: Making The Most Of Change, Da Capo Press, 1991)

The INTENSE project wants to support organisations in creating and conducting a transition plan, individually tailored to their needs. This is in line with the gist of chapter 6 of the INTENSE charter:

“[...]in the opinion of the consortium a training of a limited number of Transition coaches does not offer sufficient guarantee for a development in the own organization. That is also the reason why the consortium developed in Output 2 a Method of Transition Management, because Transition is a process characterized by the emergence of new structures, cultures and practices.”

As mentioned above the training of Transition Coaches per partner during the project phase is an important part of the new solutions for sustainable employability that INTENSE introduces. Yet, a phenomenon that often occurs in educational projects such as INTENSE is that a separate, selective training makes developments being stuck at the level of individuals:

“The change stays with a few (trained) employees and does not find the way within the own organization. That is what we want to avoid in INTENSE.”

It is obvious that a transition process demands a lot from an organisation and that participation in a project such as INTENSE is only the beginning of a process of change. A transition process ultimately demands the involvement and commitment of all those involved in the organization.

What is change management?

Change Management, how we live it, is a situational approach supporting the movement/ alteration/ transition of individuals, teams, or organizations from a current state to a desired future state.

“People Processes” focus on managing inter and intra people dynamics, which naturally arise in a changing business environment.

On an organizational level Change Management summarizes all tasks, measures and actions that are designed and implemented to support profound, cross-functional and far-reaching, substantive changes (Business Change Process) related to organizations.

Source:



Our Way of Change Management by bridging positions (J. Geuder, V. Piattelli) is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License <https://www.bridging-positions.com/about-us/change-management/>

Change in six key steps:

The systematic plan is a manageable and obvious way of working with transition management. In the following, it will be explained briefly step-by-step with one or more key questions that are regarded crucial for the evaluation of the INTENSE project.

1. Show clearly what change is intended and adjust the change to educational goals.

It may seem obvious, but practice shows that many organisations skip this first important step, not showing the intended change and educational goals. On the one hand, it is easy to indicate what needs to be changed in an organisation. On the other hand, the task of critically analysing the organizational goals and thereby ensuring that the change will move the organization in the right direction cannot be underestimated.

Questions for transition canvas:

- ✓ What do we need to change?
- ✓ Why is this change required?

2. Think about the influence on the employees involved.

In case it is perfectly clear for everyone, what you want to achieve and why, the impact of the change must be determined at different organisational levels. What effects are there for employees? This information determines the decision where training and support are most needed to reduce negative consequences of the impact.

Questions for transition canvas:

- ✓ What are the impacts of the change?
- ✓ Who will be most affected by the change?
- ✓ How will the change be received?

3. Progress a communication approach.

All colleagues must eventually become part of the change process. However, the first two steps of the change process have defined to which employee or group of employees the change will have a major impact. It must become explicit what the most effective way of communication will be to keep a group or person involved.

Questions for transition canvas:

- ✓ How will the change be communicated?
- ✓ How will feedback be succeeded?

4. Offer operative training.

While the change is clear to everyone, employees need to know that they will be trained, to acquire the skills and knowledge needed to work efficiently as the change is implemented.

Questions for transition canvas:

- ✓ What skills are required to achieve results?
- ✓ What training methods will be most effective?

5. Utilise a support structure.

Providing a support structure is essential to help employees adapt to change and to build up knowledge that is needed to achieve the desired results. Some changes may be of such a nature that consideration can be given to providing support.

Questions for transition canvas:

- ✓ Where is support most required?
- ✓ What types of support will be most effective?

6. Evaluate the change process.

During the process of change, a structure must be set up to measure the impact of the changes and ensure that the changes are permanent.

Questions for transition canvas:

- ✓ Did the change support in achieving organisational goals?
- ✓ Was the transition process successful?
- ✓ What could have been done in a different way?

The staffing of the Transition Plan

In principle, the management of an organisation is responsible for the Transition Plan. The effectiveness of the work of those involved depends on the vision and/or the goals of the organisation as well as internal possibilities and limitations.

It is clear, however, that the trained Transition Coach who can also act in a Train the Trainer model should play a crucial role.

It may also be an option to develop an internal network at a certain point in the change process, possibly supplemented with important stakeholders with expertise. We cannot become more concrete than what is mentioned above, because each organisation determines the speed, the intention and the size of the process itself.

Make your own Transition Plan and use the SWOT analysis.

Strengths	Weaknesses
Organisational context	Leadership
Relevant external and internal aspects for organisation's strategy	Planning
Interested parties and their needs and expectations	Support
	Commitment
	Evaluation

Organisational knowledge	Improvement
Opportunities	Threats
Leadership Top management involvement Leadership best practice	Identify risks Assess impact Implement risk prevention
Objectives Set quality related objectives on all organisational levels	
Train the trainer Quality awareness training	

At the end of the second level (organisational change), it is important to have a plan, developed before and during the transition phase. The above detailed steps, including the key questions, can serve as a guideline.

Making a Transition Plan is part of the INTENSE project. Creating such a plan may be based on the following components:

- ✓ **S**trengths
- ✓ **W**eaknesses
- ✓ **O**pportunities
- ✓ **T**hreads (Risks)

The change levels 1 and 2 are dedicated to the limited goal of INTENSE, which is to achieve innovative and integrated results within the partner organisations. This shall be applied especially to the relationship between client (NEET) and coach.

Sources:

https://en.wikipedia.org/wiki/SWOT_analysis

<https://www.praxisframework.org/en/knowledge/change-management>

Govender, V., & Rampersad, R. (2016). Change management in the higher education landscape: A case of the transition process at a South African university. Risk governance & control: financial markets & institutions, 6(1), 43-51. <http://dx.doi.org/10.22495/rgcv6i1art5>

LEVEL 3

THE URBAN AND REGIONAL CHANGE

The third goal of the INTENSE project is to reach beyond the own organisation and to operate as well as urban as regional. To achieve the effect described above, more is needed. The Train the Trainer concept is part of the Transition Coach training program. It is important for the Transition coaches because Train the Trainer is a concept to create a network of trainers in the own organisation, the city and the region.

Another important issue is the creation of a network of stakeholders and a strategy to bring them together in their involvement in the (new) goals of the organisation. (You will find more information on this in the Charter and the LMS.)

The way in which this concept is implemented very much depends on the situation on the spot and is independent of the developments in the own organization. The most

essential part is the role of the Transition coach who learned about the Train the Trainer concept during the INTENSE training.

In the following, we limit ourselves to a brief overview of the resources that can be used, again depending on the situation on the spot:

- ✓ Organize a presentation to introduce INTENSE
- ✓ Present the possibilities of INTENSE
- ✓ Talk about changing the mindset
- ✓ Develop a network of coaches.
- ✓ Organise a training about non-directive coaching
- ✓ Develop a network of stakeholders
- ✓ Introduce Theme Centred Interaction (TCI) as a system to develop your network.
(See chapter 6 of the Charter)

