

THE JUNIOR JOB COACH PROJECT



TOOLKIT

www.juniorjobcoach.eu

COACHING

EXPERIENCE

GUIDANCE

WORK PLACEMENT



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INTRODUCTION TO THE JUNIOR JOB COACH TOOLKIT

Context

The Junior Job Coach Programme was developed with funding from the Erasmus + programme funded by the European Union. It is an initiative that is designed to reduce drop out from apprenticeships & vocational programmes that offer work placements.

The JJC Toolkit has been produced to provide information for employers on the JJC Programme when they accept placements from VET schools & college. The Toolkit should assist employers in getting the best out of the programme & to integrate any features of the JJC Programme into their own support systems.

The development of the Toolkit was based on structured questionnaires & interviews with companies in order to identify the existing measures they have in place to support trainees and to propose measures they might require to improve performance.

Introduction

This Toolkit is designed to introduce the Junior Job Coach Programme to companies who guide & support trainees in the vocational sector. The Junior Job Coach (JJC) Programme aims to engage employers and inform them of the benefits of peer support as a method for providing additional supervision to trainees on work placements. Junior Job Coaches are highly experienced students, equipped and certificated to give special support to other students.

Employers who have already designed measures and practices to improve internal support systems can strengthen these by joining the JJC Programme. The Toolkit shows how to integrate the JJC Programme into your existing systems to improve performance.

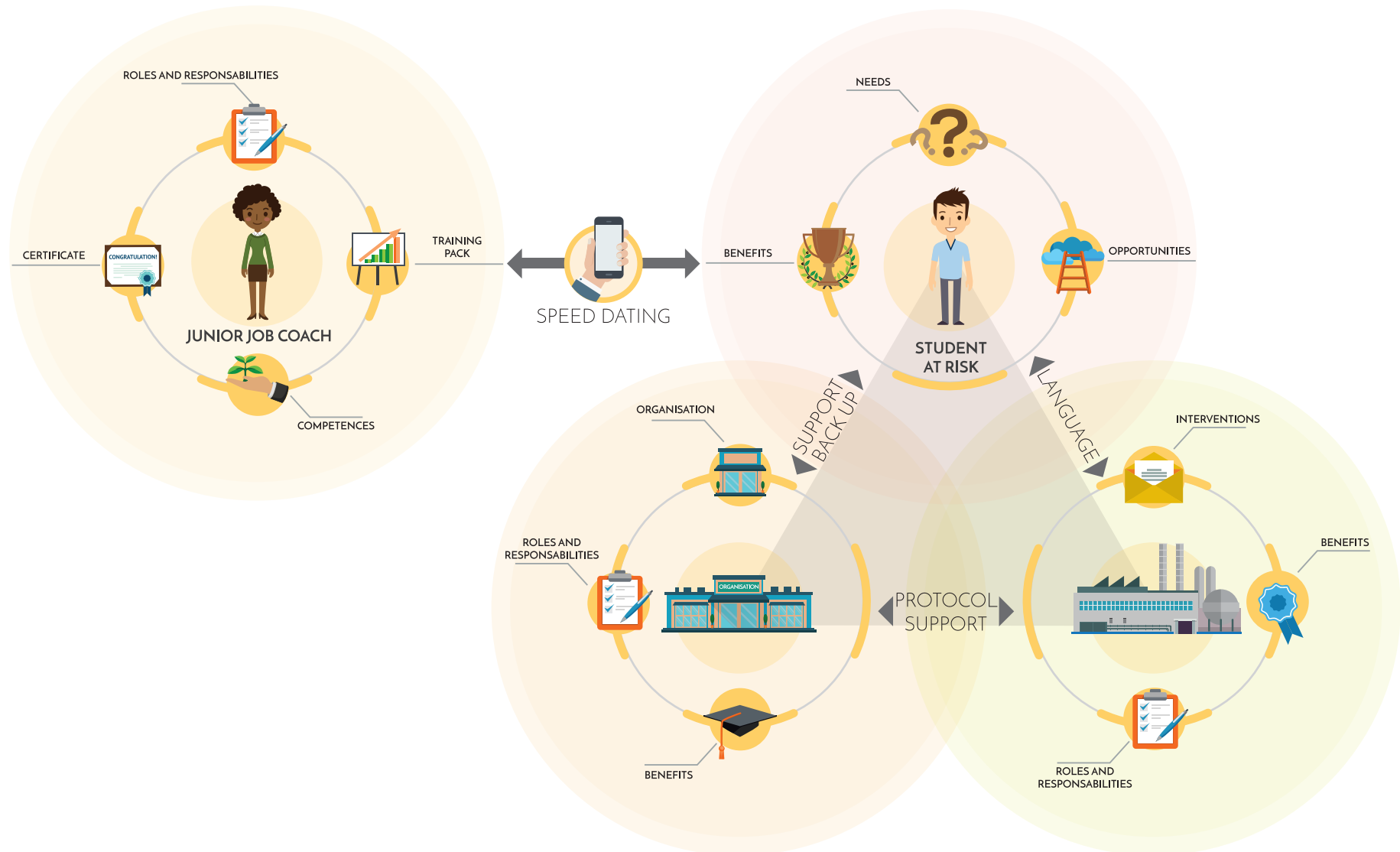
The JJC Programme was primarily developed to give special support to vulnerable students or so called student at risk. Junior Job Coaches aim to give prompt and targeted support to trainees who might be at risk of performing poorly or leaving the work placement before completion.

In particular the Toolkit is designed to familiarise employers in the vocational sector with the phenomenon of the student at risk on work placement. The Vocational Education Training sector would like to encourage companies willing to accept students at risk and offer this special JJC Programme to support them. In general any student can become a student at risk at any time.

The focus of the JJC Programme is to improve the overall performance of the trainee & this has proved to be of wide interest to both trainees & employers.

The Toolkit contains information of the Junior Job Coach Programme:

1. Introduction to the Junior Job Coach Programme
2. Roles & Responsibilities for Schools/Colleges & Companies
3. Benefits for Companies, Trainees, and Junior Job Coaches
4. Description of how to identify & support the student at risk
5. Important procedures like Safeguarding and Coordination protocols
6. Coordination Protocol School-Company'
7. The Junior Jobcoach Competence framework



1. INTRODUCTION TO THE JUNIOR JOB COACH PROGRAMME

What is a Junior Job Coach?

A Junior Job Coach is a student in any vocational sector who has been well prepared and certificated to give special support to other students who may be at risk of leaving early from apprenticeship or work placements. The Junior Job Coach always aims to provide support that will prevent drop out & increase self confidence & motivation.

What is the Junior Job Coach Method?

Junior Job Coach (JJC) is a peer support method for providing additional supervision to trainees in apprenticeships or work placements. The goal is to improve performance or prevent students from leaving school or work place. The method matches young people at risk in work placements with a higher-level student (Junior Job Coach) from the same vocational education course or programme.

Speed Dating matches trainees with their Junior Job Coaches - peers who have already gained experience working as a trainee in the professional field. By completing the JJC Training Programme the coaches possess the right competences (see the Competence Framework) to support their trainee in the work place.

The Training programme is based on the Junior Job Coach Competence Framework. During the placement with the employer the Junior Job Coach establishes a special help line using social media that is accessible to the trainee. The Junior Job Coach operates & provides support from another learning or working location.

Social media

Social media plays an important role. Via social media, trainees can request assistance from their JJC at any time and receive a direct response. The JJCs can also call on the school/college project coordinator for help, advice or feedback.

After the matches have been made at school, JJC's and their trainees meet to decide how best to work together. Evaluation meetings during the guidance/mentoring period and an final meeting complete the whole Junior Job Coach programme at school.

Roles & Tasks of the Junior Job Coach

The Junior Job Coach

- ▶ is the more experienced peer who can help at any time the trainee is feeling insecure
- ▶ is the contact for any questions concerning assignments given by school
- ▶ makes regular contact once or two times a week
- ▶ provides feedback on the trainee's actions and attitude
- ▶ provides the answers to practical questions concerning daily work, basic routine matters, and working environment
- ▶ can support the trainee by giving advice on how best to work with colleagues at the work placement & by helping the trainee to understand the way things work in the company or within the corporate culture
- ▶ can signal any dissatisfaction or frustration that can be resolved before any conflict arises.

Roles and Responsibilities of the School/College & Company

School/College role & responsibilities

Schools or vocational education training centres should provide companies with the necessary policies and procedures. They have to deliver a Coordination Protocol between the school and company, designate a school Contact Person & put in place Health and Safety procedures. Safeguarding procedures are especially important for companies who willingly accept students at risk.

The school/college needs to introduce the Junior Job Coach method in the company. Companies must be clear about the goals and procedures of the Junior Job Coach method and understand the Junior Job Coach is experienced and a trained fellow student who operates from another working or learning location.

It is important that companies know that the programme is primarily designed to support at risk/vulnerable trainees & also be aware that any trainee can suddenly become at risk.

The school/college must offer assistance to give companies the confidence they require to accept and support a trainee at risk. The Toolkit is designed to offer this assistance and make employers familiar with the conditions to support trainees at risk with information, instruments and procedures. Employers need a coordination protocol with the school/college to establish measures and sanctions when necessary.

The Company's role & responsibilities

Formal agreement:

Companies need a confirmed formal written agreement that details the responsibilities of the company, trainee and training provider. Each agreement should differ in content. The coordination protocol between the school/college and company will detail the school/college contact person, health and safety procedures & a safeguarding procedure. Most companies have some kind of welcoming programme or introduction for new trainees and mentors/tutors/supervisors.

Measures and instruments to record and improve performance:

Performance assessment measures are employed in many companies. Performance appraisals, evaluations, self – assessments and fixing goals are regular practices. Mostly they are digital methods. Companies should identify what measures they require to support trainees at risk and what measures they need for improving performance. Supervision is often provided with some guidance or training, by means of an assigned supervisor/mentor. They usually know to what extent they are alert to the vulnerabilities of trainees & changes in attitude or behaviour. They will usually have a hosting plan and be dedicated to apprentices. Methods or instruments to record the progress in performance of trainees are available, along with how best this is communicated to the trainee. Personal appraisal sessions are recommended.

Conditions to feel confident about accepting a student at risk:

Employers should consider in which conditions they would be happy to accept trainees at risk. They might think about risk factors such as interest & motivation, attitude & social skills, personal problems, or absenteeism.

Companies can ask the school/college for advice on how best to prepare to accept and support a vulnerable trainee. Supervisory staff should be asked where they most need help to support trainees at risk. The Junior Job Coach Toolkit is designed to deliver the support along with documentation to check the conditions where help might be needed.

Most companies are able & willing to accept trainees at risk when there is good coordination between the company & school/college and students are well prepared for work placement or apprenticeship.

2. BENEFITS OF JUNIOR JOB COACHING

Early school and college leaving (ESL) is a big problem across Europe. Too many students drop out of their vocational programme (VET) during their work placement. The Junior Job Coach programme aims to improve performance and promote retention of the student at risk.

The Junior Job Coach peer support method has been developed to improve the effectiveness and success of work-based learning and apprenticeships by offering students at risk with practical help & advice. It also offers leadership opportunities to higher-level students and targeted support for employers to get the best out of work placements and apprenticeships.

Trainees get extra help at critical moments during their internship; Junior Job Coaches strengthen their CVs and job opportunities with the JJC certificate; employers value the commitment of the JJC's and are more willing to seek new ways to maintain work placements, vocational education centres, & support the guidance of the on-site supervisors.

Junior Job Coaching increases job satisfaction and develops more loyalty through all the partners involved in the guidance of trainees at the working place.

Equipped with relevant coaching qualities and skills and matched with a student in placement, the Junior Job Coach becomes a very effective means of tackling early leaving and non-completion of courses.

Benefits for the student at risk

- ▶ Minimises the risk of dropping out
- ▶ Encourages positive behaviour change through role modelling and peer support
- ▶ Improves performance and competence
- ▶ Presents opportunities to learn from a peer or role model
- ▶ Enables the student to acquire new skills, take up more responsibilities and helps with career progression
- ▶ Helps to build confidence and job satisfaction
- ▶ Enables the student to perform better and be more responsible
- ▶ Helps the student to be more independent;

Benefits to the company

- ▶ Improves productivity and absence rates
- ▶ Promotes organisational culture
- ▶ Improves employee retention
- ▶ Offers inspiring workplace experiences to more able trainees
- ▶ Helps the college & the company to train and retain together well qualified employees for the future
- ▶ Confirms and strengthens peer relationships in the company and helps the student at risk to build good social relationships for future employment.
- ▶ Raises employers awareness of students at risk before they experience difficulties
- ▶ Supports employers in their quest for better qualified apprentices

Benefits for the Junior Job Coach

- ▶ Develops leadership skills as part of their qualification and personal development
- ▶ Awards a certificate to evidence newly acquired skills invaluable in seeking employment.
- ▶ Helps enhance their Curriculum Vitae
- ▶ Increases their self-confidence and self esteem
- ▶ Gives them higher status during their training and subsequently increases their motivation

3. WHAT IS A “STUDENT AT RISK”?

What is a student at risk?

- ▶ A student who is at risk of underperforming or leaving early & not completing their placement or apprenticeship.
- ▶ Any student who for many unforeseen reason becomes a risk. Risk factors might include family & relationship issues; financial problems; health & housing problems.
- ▶ Any student can become a student at risk

What performances or behaviour issues can be expected?

Profile of	Student at risk
Learning and information processing	Responsive to encouragement and achievement experiences.
	Requires clarity and structure
	Has short attention span and is easily distracted.
	Overconfident in their own proficiency and information processing.
	Has practical mind-set
	Is very direct in communicating feedback; both verbally and physically.

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and teacher education*, 20(2), 107-128.

²Groeneveld, M.J. & Steensel, K. van (2009). Kenmerken mbo: een vergelijkend onderzoek naar de kenmerken van mbo, vmbo-leerlingen en de generatie Einstein. Hilversum: Hitteq, Aetos i.s.m. Kenteq, Platform Betatechniek,

Profile of	Student at risk
Personal and vocational image	Limited to average insight into their own capacities
	Low self-image and career opportunities/ employment perspective
	Limited/ less realistic view on career opportunities due to either attitude or background
	Reactions based on personality traits rather than knowledge
	Needs feedback on own behaviour and how it can interfere with achievements.

4. HOW TO SUPPORT STUDENTS AT RISK: WHAT DO THEY NEED?

Introduction: engaging students and the value of personal attention

The support provided to employers in respect of vulnerable young people needs to be more than an agency making one phone call per week. Rather, the young trainees need support, counselling and mentoring and the employers need support in recognising the issues confronting vulnerable young people and how to deal with them in a timely and effective way.

Students at Risk usually have a combination of difficulties with learning, personal problems and/ or behavioural issues. The best way to achieve positive results is by establishing a good relationship and giving them the proper attention. When it comes to coaching, it is all about motivating the trainees and encouraging their confidence and their feeling of safety. This will positively influence their behaviour and achievements. **Building up a personal relationship is therefore very important in supporting students at risk.** The company's instructor ideally should use a pedagogical approach towards the apprentice who could be at risk.

Building a personal relationship with the trainee requires individual attention, which should not cost any extra time. It is all about using a personal approach. At risk students benefit more from personal relationships with tutors or colleagues. The instructor's commitment and interest in the trainee's progress impacts positively on their learning. This positive relationship leads to a healthy learning environment where positive behaviour and improved performance of trainees prevails. It is important that the apprenticeship is a pleasant experience for both the trainee and the company.

Work-based learning is a vital component of vocational education for at risk students because it suits their educational and personal needs. Successful traineeships are therefore a prerequisite for achieving qualifications and securing employment.

<i>Profile of</i>	<i>Student at risk</i>
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5. HOW TO IDENTIFY STUDENTS AT RISK: HOW TO RECOGNISE BEHAVIOUR THAT CAUSES THINGS TO GO BADLY?

<i>Problem</i>	<i>Possible Solutions</i>
Lack of interest/Lack of motivation	<p>Make room for a personal relationship to develop with the JJC</p> <p>Check up on trainee's understanding of the reason after taking improvement measures; let the intern rephrase their understanding of the reasons for lack of interest.</p> <p>Make concrete agreements on what needs improving and how to make better progress. *Note, Don't say: your behaviour needs to change. Do say: when I</p>
Expected improvements for the coachee do not occur	<p>Talk about the company, its code of conduct, and ask about the trainee's opinion and expectations of the company.</p> <p>Reward positive achievements or positive behaviour every time/ often within each evaluation period.</p> <p>Take appropriate measures if the trainee does not follow through with agreed course of action; ask about the cause if you think there is a reason for it.</p>
Lack of personal relationship between instructor and trainee	<p>A good personal relationship enables the recognition of changes in behaviour.</p> <p>Make room for social processes when necessary.</p>
Absenteeism	<p>Give as much as feedback as possible on the trainee's behaviour.</p> <p>Talk about the company, its code of conduct, and ask about the intern's opinion and expectations of the company.</p>
Behavioural Changes (Personal problems)	<p>Take time to ask about home-situation and how they are spending their free time.</p>

6. WHAT TO DO IF YOU ARE WORRIED ABOUT YOUR TRAINEE/APPRENTICE'S WELFARE:

1. Safeguarding procedures

Safeguarding refers to the actions a company takes to protect young people from risk of significant harm due to their contact with corporate actors, business partners, products or services. Safeguarding is taking action to prevent abuse and to ensure that employees' safety is not compromised.

Physical abuse may include a company employee hitting a young person at work to instil discipline or control.

Sexual abuse includes sexual activity with a person under 18 years. This may also include an employee soliciting under age employees for sex or downloading child sexual abuse images on a computer.

Commercial exploitation involves employees engaging in commercial sexual exploitation of young people including using young people as unpaid employees or promoters of commercial content.

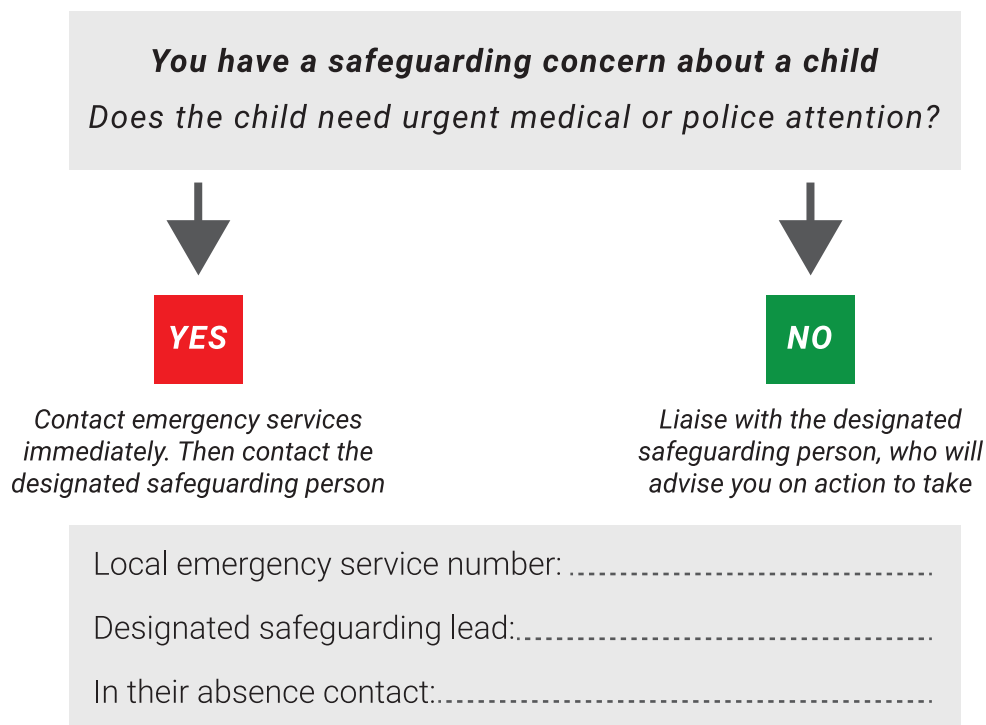
Online abuse includes online grooming or bullying, exposure to inappropriate content or contact through online chat rooms or video games, or inadequate data protection.

Emotional abuse or ill-treatment includes repeatedly conveying to a young person that they are worthless or inadequate. This includes employee making hurtful or discriminatory statements to a young person.

Neglect includes inadequate care or supervision, such as a company's employment policies that unintentionally result in young people being neglected.

(Source: UNICEF, 2018)

Reporting safeguarding concerns - flow chart for employers



(Source: UNICEF, 2018)

Reference

UNICEF, 2018. A step-by-step guide to identifying and preventing risks, *Child Safeguarding Toolkit for Business to children who interact with your business*, Catherine Rutgers (ed), United Nations Children's Fund [online] https://www.unicef.org/csr/files/UNICEF_ChildSafeguardingToolkit_FINAL.PDF [Accessed 17 March 2019]

7. JUNIOR JOB COACH COORDINATION PROTOCOL

	<i>Student responsibilities</i>	<i>School responsibilities</i>	<i>Company responsibilities</i>	<i>Comments/ Agreements</i>
Matching and preparation	<ul style="list-style-type: none"> Looks up information about the work placement Orients themselves on work placement and companies and learning opportunities Is motivated Introduces themselves properly to the work placement 	<ul style="list-style-type: none"> Prepares the student practically for the work placement Supports the student in the search for a work placement, helps finding a matching placement. Provides orientation, presentation and job application skills regarding and job application skills Provides information on responsibilities and obligations of the Internship company and school at the start of work placement period. Makes concrete agreements with the company on the form and content of the internship, the way and frequency of guidance by school by means of a contract. Provides insight on the required core tasks, work placement and method of evaluation, and assessment Ensures equal cooperation with the company 	<ul style="list-style-type: none"> Observes whether the student's and the company's expectations are in line with another Makes concrete arrangements with the school and the student about form, content, and assessment of the contract Confirms the agreements in the contract which the school provides Cooperates in an equal partnership with the school 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
Guidance	<ul style="list-style-type: none"> Is well prepared and motivated to start the work placement Adheres to the agreements made in the practical agreement Follows instructions given by the work placement tutor Links back to the BPV-supervisor of the school 	<ul style="list-style-type: none"> Ensures that the student and the tutor know whom their contact is at the school and when they are available Ensures that the Junior Job Coach project coordinator is known at the work placement/company of the student at risk Ensures that the Junior Job Coach of the student at risk is introduced in the company Provides sufficient guidance in accordance with the agreements in the contract Monitors the progress and connection of the student's learning objectives to the learning opportunities in the company Provides a competent and dedicated internship-Supervisor 	<ul style="list-style-type: none"> Ensures the daily supervision and training of the student on the work floor Provides a qualified, motivated and accessible work placement tutor Conducts conversations on guidance and progress with the student and the internship tutor of the school Commits to the guidance of the student at risk 	<p>School Contact:</p> <p>Phone number</p> <p>Accessible on</p> <p>.....</p> <p>Company Contact:</p> <p>Phone number</p> <p>Accessible on</p> <p>.....</p> <p>Project Coordinator Junior Job Coach:</p> <p>Phone number</p> <p>Accessible on</p> <p>.....</p>
Assessment	<ul style="list-style-type: none"> Ensures that all parts of the internship programme are completed and delivered 	<ul style="list-style-type: none"> Ensures an objective assessment of the student Ensures internship companies are up to date with the assessment methods of the apprenticeship and takes the initiative to evaluate the work placement period Takes the judgement of the company about the student into consideration during the assessment Gives the company feedback on the assessment 	<ul style="list-style-type: none"> Assesses the student at the end of the work placement period based on the agreements in the contract Has contact with the school about the student's assessment 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

8. THE JUNIOR JOB COACH COMPETENCE FRAMEWORK

COMPETENCE AREA WORK PROCESS

FINAL STAGE OF DEVELOPMENT

ENGAGEMENT

The capacity to demonstrate willingness & initiative in undertaking learning activities in professional circumstances in order to execute:

- ▶ The ability to be unbiased/non-judgemental.
- ▶ The ability to motivate somebody else.
- ▶ The ability to build a strong relationship with the coachee.

Able to determine, develop & achieve corporate targets internationally, promote projects by consistent use of online networks & social media sites, & also:

- ▶ Operate in a professional manner.
- ▶ Take into account wider business circumstances & their impact on client's requirements.
- ▶ Demonstrate awareness of new opportunities that arise due to business environment changes.
- ▶ Develop ways of working; demonstrate confidence & initiative in achieving goals with excitement.

CONFIDENTIALITY / RELIABILITY

The ability to act consistently in a professional manner whilst conscientiously assessing all work related matters & supporting other colleagues or students effectively.

The ability to act in a confidential, empathic and sensitive way with other persons.

Able independently to:

- ▶ Identify activities that successfully enhance the path of the coachee whilst maintaining professionalism & independence in managing unforeseen circumstances & their impact on others.
- ▶ Recognise opportunities that may arise due to changes, in the pursuit of achieving mutually beneficial objectives for a range of stakeholders.
- ▶ Think laterally around collated research in order to apply it in the context of their chosen profession.

PERSONAL DEVELOPMENT

The ability to demonstrate an awareness of different values, beliefs and behaviours. The ability to use this self-awareness to manage the effectiveness in meeting different objectives.

Able independently to:

- ▶ Synthesise insights derived from extensive exploration of theoretical models and personal evidence.
- ▶ Reflect and review clearly their client interactions and coaching.
- ▶ Critically reflect on practitioner paradigms and their impact on the coaching systems.

COMMUNICATION

The ability to recognise objective verbal & written feedback & new forms of information, relating to an activity they are involved with, in order to manage changes in circumstances & to find innovative solutions relating to their specific vocational environment.

Able independently to:

- ▶ Accept, analyse & apply complex forms of aural information, both from internal & external parties, to inform changes to circumstances affecting a collaborative task in relation to the wider social, political & cultural context of own occupational area to:
 - ▶ overcome problems.
 - ▶ predict the need for new skills & products whilst independently adjusting & implementing their own learning plans in relation to these changes.
 - ▶ develop innovative solutions independently.

REASSURANCE / AFFIRMATION

The ability to make colleagues, peers and coaches feel comfortable in facing their professional and personal challenges.

Able independently to:

- ▶ Enable peers or colleagues to develop strategies which suit the formal environment of an organization or company.
- ▶ Let peers and colleagues develop an overall resilience in order to navigate changes in their professional or working place environment.

ANALYSIS AND PROBLEM SOLVING

The ability to make colleagues, peers and coaches feel comfortable in facing their professional and personal challenges.

Able independently to:

- ▶ Overcome any barriers in the context of language, cultural practice and modes of behaviour.



ROC Midden Nederland

Brandenburchdreef 20
3562 CS Utrecht, The Netherlands
info@rocmn.nl



Kent & McGill

Bowling Green House
Fox Street Great Gransden
Cambridgeshire, SG19 3AA, UK
iainstrath@aol.com



Cambridge Regional College

Kings Hedges Road
Cambridge CB4 2QT, UK



Gobierno de Navarra

Departamento de Educacion
C/ Santo Domingo nº 8
31001 Pamplona, Spain
fpeuropa@navarra.es



Berufsförderungsinstitut Oberösterreich

Muldenstraße 5
4020 Linz, Austria
service@bfi-ooe.at



Centrul Pentru Promovarea Invatarii Permanente

Aleea Inului no.2 et.4, ap 13
Timisoara- 300415, Romania
contact@cpip.ro