


# Competence Framework with Development Steps



## Profile Junior Job Coach:

- The JJC is a senior student with experience in the educational and professional field of work of coachee
- The JJC focuses on the interests of the coachee in achieving his/her goals
- The JJC approaches situations with an open mind and from different angles, but always positive and development-oriented
- The JJC provides leadership directions and also sets boundaries
- The JJC has an eye for contextual factors and focuses on the influencing possibilities of the coachee.
- The JJC can deal with challenges and is able to withstand stress
- The JJC handles information carefully and confidentially

## Competency Grid JJC:

Competence Area Work Process 	EQF Steps of Competence Development			
	1	2	3	4
	Work or study under direct supervision in a structured context.	Work or study under supervision with some degree of autonomy.	Take responsibility for completion of tasks in work/study; adapt behaviour to circumstances when solving problems.	<b>The Junior Job Coach</b> Self-manage & supervise within changing guidelines of routine work/ study contexts; take responsibility for evaluation & improvement of work/study.

Engagement	1	2	3	4
The ability to be unbiased / non-judgmental	...recognises individual and cultural differences and accepts them as such.	...explains the added value of cultural or individual differences for the organisation culture.	...is willing and able to handle cultural differences in the workplace effectively.	Promotes respect and appreciation for diversity and individual differences in the workplace.
The ability to motivate the coachee	...is ambitious, goal-oriented, creative and motivated and is aware of his/her own qualities and weaknesses.	...knows the importance to encourage others to be ambitious and to learn from their own successes and mistakes.	...shows respect for the ambition, motivation and dedication of the coachee and supports coachee to use his/her talents and to overcome mistakes	Able to encourage the ambition, motivation and dedication of the coachee.

Being capable of building a strong relationship with the coachee.	...is aware of his own role as JJC and the role of different actors involved in supporting the coachee.	...understands the objectives of the different actors involved and the preconditions for cooperation.	... works to establish strong relationships with the coachee and other relevant actors involved.	Able to build an effective relationship with coachee and other relevant support persons at school and at the workplace. ...can also set limits to his/her support: knowing who to refer to if coachee is unable to solve the problems or has problems outside the workplace.
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<b>Confidentiality/ Reliability</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Confidentiality, empathy, sensitivity	..respects the ethical principles regarding any information obtained as part of the coaching activities.	... knows what is expected of the way in which a coach deals with confidential information.	... supports the coachee in a reliable and appropriate way with attention to his/her needs.	Able to build an empathic, trusting relationship with the coachee as best basis for guidance.
Reliability	...is aware of the specific requirements related to the role of a coach.	...understands a coach has to be available on request of coachee.	... responds to questions of the coachee by being cooperative and available.	Able to provide a reliable helpline for coachee during the practice in the workplace.
Punctuality	...understands the importance to help coachee to fulfil his or her duties on time.	... knows the agreements with employer and the assignments related to the education program of the coachee.	... indicates timely deadlines of agreements and assignments regarding education program or the workplace.	Able to support coachee to fulfil the agreements made and accept the consequences.

<b>Analysis and Problem solving</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Negotiation, advocacy and mediation skills	...Identifies main negotiating points of a given issue.	...understands the most important themes that form a source for conflict in the workplace.	...assists the coachee in handling conflicts in the working environment.	Able to assist coachee to solve conflict in the workplace.
Openness to ideas / Creativity	... recognises the value of other points of view and ways of doing things.	... understands how to communicate with openness for ideas of others.	... maintains continuous, open and consistent communication with others.	Able to shows openness to ideas and creativity in communication with coachee.

Has the knowledge of working conditions and responsibilities and the ability to transfer experiences	...has experience in the educational an professional field.	...knows what is expected from coachee at his practice in the professional field.	... transfers own experience to coachee if applicable.	Able to transfer own experiences and knowledge of educational assignments and working conditions and responsibilities.
The ability to track progress	...knows what is expected from coachee during his assignments in the workplace.	... recognises coachee's needs, interests and problems.	... helps coachee in making progress.	Able to track progress in view of the tasks coachee has to perform.
Critical thinking skills	... distinguishes between critical and irrelevant pieces of information.	...gathers information from a variety of sources if coachee is confronted with problems.	...uses this information to assist coachee to reach a conclusion.	Able to use critical thinking skill to support coachee to solve problems.

<b>Reassurance / Affirmation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The ability to empower the coachee	...recognises the importance to avoid worrying and to reduce non specific anxiety and to develop strategies to build self-esteem.	...knows how to assist coachee to reach his/her individual and learning targets and goals effectively.	...assists coachee in using his/her talents and skills and to develop self-awareness.	Enables coachee to develop successful strategies to cope in the formal environment of an organisation or company.
The ability to value success	...recognises the importance to value success.	...knows how to avoid worrying or reduce non specific anxiety and value success.	...works to support coachee to identify what is going well in the workplace and his/her contribution to positive outcomes.	Able to support coachee to evaluate and qualify own results in the workplace and what has been learned during the work.
Has the patience of discussing the coachee's uncertainties	...recognises the importance to let coachee overcome uncertainties whilst looking for possibilities instead of holding on to embarrassment or insecurity.	...knows how to let coachee overcome problems whilst reaching solutions for work processes.	...helps coachee to learn to accept refusals from the organisation or company who do not wish to participate in their proposals or solutions.	Able to let coachee develop an overall resilience in order to navigate changes in their professional or working place environment.
Guidance	...recognises that an empathic, trusting relationship between JJC and coachee is the basis for guidance.	...makes arrangements with the coachee about what it takes to be able to complete the course and practice training in the company successfully.	...helps coachee to solve work- or study related problems or changes.	Able to support coachee to develop an overall resilience in order to navigate changes in their professional or working place environment.

<b>Communication</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Giving feedback and criticism	...endorses the importance of giving feedback in a positive way.	...knows the rules and effects of positive and negative feedback.	...can give feedback to coachee in a safe, comfortable and productive way.	Able to give (and receive) feedback and criticism.
Communication skills (Verbal and non-verbal language, Writing skills)	...recognises that there are diverse ways of communication (verbal and non-verbal language, writing skills, social media).	...knows the importance of understanding the other persons way of communication.	... uses diverse communication skills and the most effective ways to communicate with coachee.	Able to use diverse communication skills (verbal and non-verbal language, writing skills, social media).
The ability to establish contact	...understands the importance of networks and contacts with people in to the professional field.	...knows how to build and maintain a network.	...assists coachee establish contact with people in the professional field and to build his/her own network.	Able to build and maintain networks and contacts with people who are, important to achieve work-related goals.
Coaching techniques	...understands that there are specific expectations with regard to how the coach deals with a coachee.	.. knows how to define ambitious, but realistic, personal goals with coachee.	... assists coachee to efficiently achieve personal goals and to complete work assignments.	Able to use coaching techniques tailored to the coachee in question.
The ability to ask the right questions and help the coachee reach his/hers own potential	... identifies that the way a question is asked (partly) determines the answer.	... knows different ways of asking questions (open and closed questions), their characteristics and effects.	...uses open questions to assist coachee in reaching his/her goals.	Able to ask the right questions and help the coachee reach his/hers own potential.