

Handbook “TeamCoaching”

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1. Foreword

1.1. What is TeamCoaching?

1.1.1. What is TeamCoaching? Methodology

TeamCoaching is an innovative training methodology which is geared towards teamwork. The participants take over different roles and fulfill various tasks in interactive teams. The training environment takes the form of a simulation of an organization or a business. The goal is to promote and strengthen employability and self-knowledge/personal development, as well as key skills such as cooperation, leadership responsibility, problem solving skills and entrepreneurial skills, etc.

Some educational goals of team coaching are:

- To increase employability
- Supporting integration into the labour market
- To develop a sense of responsibility and taking responsibility
- Personal development
- Self-confidence and gain self-confidence
- To become a team player
- To develop problem-solving skills
- To encourage initiative and creativity
- Communication
- Lifelong learning skills
- Etc.

Through the application of the TeamCoaching concept unemployed young people deal intensively with their own personalities. This highly motivating methodology gives the participants the opportunity to explore skills and competencies themselves, and to activate hidden talents and potential, and further develop and strengthen the intrinsic motivation.

The method was originally developed and successfully tested in Germany by the VHS Freyung-Grafenau for a target group consisting of unemployed (and/or socially disadvantaged) young people under 25 years (U25). The TeamCoaching concept in vocational and further education has been able to contribute to the reduction of youth unemployment.

1.1.2. What is TeamCoaching? – The EU-Project

In the TeamCoaching EU project six European partner countries cooperated to find solutions for young unemployed people against the backdrop of rising youth unemployment and increasingly precarious working conditions for young people in Europe, especially in the partner countries of Spain, Italy, Poland and Ireland.

The aim of the European “Transfer of Innovation” project “Team-Coaching” was the transfer, development, adaptation and dissemination at European level of the innovative training concept “TeamCoaching”. Together with educational institutions from Germany, Poland, Spain, Ireland, Italy and Austria (partner countries) the VHS TeamCoaching method was tested for transferability.

The international team coaching project consortium consisted of vocational/educational institutions, which have in-depth experience in the training, further education and training of young people and young adults. In addition, all partners can boast many years of expertise in EU projects. They are furthermore equipped with the appropriate resources, networks and contacts, and expertise to test, adapt, and use the Team-Coaching model in the long term and to spread the concept at national/ European level.

Partners were deliberately chosen to ensure a wide range in the consortium, so that both: countries with high unemployment (Ireland, Italy, Spain, Poland) and low unemployment (Germany and Austria) were

represented, and best practice models from Germany and Austria could be transferred to the partner countries with high unemployment. In addition, partners who have access to different groups of people within the U25 target group were chosen to ensure that the TeamCoaching concept could be tested across a range of U25-target groups.

The partners tested the method in different educational settings (unemployment situations, college, education and training) for different groups of the total target group U25, adapted it, where appropriate, to the needs of the target group and needs of the partner country, and developed them further conceptually. They tested the suitability and probation of the TeamCoaching approach as a successful tool to teach key skills for integration into the first labour market. Therefore, an important goal was to discover whether the positive experiences in the overall target group and the European partner countries could be validated.

1.1.3. Benefits of the EU-Projects

- Adaptation and dissemination of the innovative training concept TeamCoaching at European level.
- To contribute to increasing the employability and integration into the labor market of young people in the EU.
- International teaching staff involved in the project advanced their methodological expertise through the TeamCoaching training (train the trainer), exchanging with colleagues at a European level and implementing the pilot training.
- Overall, the quality in vocational education and the training of unemployed young people in the training institutions could be improved.
- A further achievement was that the participating educational institutions in the partner countries want to cooperate even more closely in the future and to strive to exchange information on successful methods and approaches for training and vocational training.

1.1.4. Partner organisations

The partner organizations and contact persons involved in coaching team were:

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Austria	Berufsförderungsinstitut Upper Austria, Wels Daniela Nömeier daniela.noemeyer@bfi-ooe.at
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Poland	School of Economics and Law (WSEiP), Kielce Zbigniew Szczepańczyk zbigniew@wseip.edu.pl
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The “Transfer of Innovation” project “TeamCoaching” was funded by the LLL (lifelong learning) program of the European Union (Leonardo da Vinci), the duration was from October 2012 to September 2014. Additional information is to be found on the project homepage www.preview.leonardo-teamcoaching.de or on the Adam Homepage: http://www.adam-europe.eu/prj/9820/project_9820_de.pdf

1.2. About this Handbook

One result of the transfer project is this jointly developed handbook on the TeamCoaching method, which is now available in German, English, Italian, Spanish and Polish for interested educational institutions and individuals throughout Europe.

The handbook is considered to be a combination of project description, curriculum and training manual. It is intended to inform future coaches, project managers, concept developers and all interested parties about the project and the methodology of TeamCoaching, and to enable them to apply the methodology.

The handbook also contains a summary and recap of the country-specific and target-group-specific adaptations and modifications of the original TeamCoaching concept and curriculum, and summarises the experiences of the partner countries. It describes in a practical way the general framework, didactic approaches, methods, indicators, instruments and quality requirements, etc.

The manual is intended to enable European educational institutions and future coaches of the concept to implement the method and its curriculum in practice.

2. Starting positions of the partner countries

In 2012, unemployment in Europe reached a historic high of 45 million. According to the latest ILO report in 2012, the job crisis hit young people the hardest; almost one in four people in this age group in Ireland (26.9%), Italy (27.8%) and Poland (23.6%) were unemployed. It looked particularly dramatic in Spain: There, with about 46%, almost every second young person was out of work. Only Germany (9.1%) and Austria (8.2%) were better off than the other countries in Europe. (Source: Eurostat, as of July 2011). However, the relatively good figures from

Germany and Austria were deceptive: young people there were not only more frequently confronted with unemployment than the general population, like in all European countries; they also had significantly more often so-called atypical employment (e.g. temporary jobs). In 2012, it was increasingly more difficult for young, quite well trained and highly skilled people, but especially low-skilled people, to make the transition from school or training into the first labor market. The numbers from the ILO report of 2013 show that compared to 2012, there have been no significant changes to the difficult situation of youth unemployment in Europe, particularly in the partner countries. On average, in 2013 they were three times more affected than other groups. More than one in four young people were unemployed in Ireland (28.5%), and Poland (26%). The situation was very dramatic in Spain, more than half of all young people were unemployed (56%) there. The situation in Italy was not much better; almost every second person was looking for work (40%). Just like in the previous year (2012) youth unemployment in Germany (7.7%) and Austria (8.6%) was lower in 2013, and the situation less precarious.

The number of young people who have left school or the university without qualifications is constantly increasing. This group of young people can be unmotivated and hard to reach, which makes it even more difficult to motivate them. And even well-qualified young people with extremely good qualifications and “skills” (graduate, doctorate with professional training or experience in the job) have difficulties finding a job throughout Europe.

Overall, workers need a high degree of adaptability and flexibility to succeed in the rapidly changing and dynamic labour market. In addition to formal qualifications, career-related key competencies (including personal, social and methodological competences) – especially social skills and entrepreneurial thinking – take on greater significance. The EU has taken on this task and is developing the Common European Framework “Key Competences for Lifelong Learning”.

This gives the acquisition of key skills a high priority. However, in general, in the countries involved, competencies such as entrepreneurship, social skills, initiative, problem solving skills, learning motivation, etc. are still inadequately taught in the formal education systems, such as schools, vocational schools and universities, etc.

The way that the U25 target group learns, obtains and processes information, etc. has changed dramatically. Above all, “difficult”, unemployed youth cannot be reached with the usual methods and course formats. It is important that there are pedagogical training approaches, which, through suggestions, interventions and learning experiences, lead to positive changes in the target group U25 and that they thereby acquire key skills.

The case outlined above shows that there is a great need for methods and educational approaches to teaching key skills for the target group U25. To meet this need, the VHS Freyung-Grafenau with its Team-Coaching concept have developed an innovative, educational concept which has been tested and disseminated at European level in the EU TeamCoaching project.

3. Target Groups

The course, in the original VHS form, was offered to people under 25 who wanted to take up employment again after a period of unemployment. An essential component of the European transfer project was the extension and adaptation of the target group on which the Team-Coaching concept was tested. Based on the common criteria for the target group in the EU project (employment-seeking young people U25) the following partners worked with the TeamCoaching concept with the following target groups:

- Community College FRG, Germany: graduates/school dropouts in transition from school and work; unemployed young people without an apprenticeship

- School of Economics and Law (WSEiP) in Kielce, Poland: BA and MA students or participants of the LLL Centre, who are nearing completion or had already completed their studies
- Vocational Training Institute, Austria: unemployed youth 15-25 who have interrupted or incomplete training and/or socially disadvantaged, or who are in other developmental crises
- IFOA, Italy: the trainees are nearing completion and are threatened with high probability of unemployment upon completion
- Florida Institute, Spain: graduates without work experience
- ITT, Ireland: Business Graduates / Post Graduates with work experience, third-level students
- Waterford Training Centre, Solás (former Fás), Ireland: Unemployed apprentices in wood work course

The extension of the target group and the adaptation of the concept to the target group which has already taken place in the EU project should encourage the use of the existing material as a basis for further enlargement of the target group as well as further adaptation of the concept for different educational settings.

4. General information about the concept

TeamCoaching is an offer to job-seeking teenagers or young adults. The course teaches key skills and promotes the development of personality. It is aimed at those who want to enhance their employability and their skills, and who want to be successfully integrated into the primary labour market. Through the project work in the team, this objective will be implemented in daily practical steps. Participants not only learn through the acquisition of different roles to take responsibility for themselves and others, but also to integrate themselves into a team, to support each other and to work together on set tasks.

The special feature of the measures is to be found in the instructional design, which is constructed like a dual system: The theoretical instruction (= teaching) consisting of key skills, specialty modules, etc. is

carried out in the whole class and in small groups as needed and makes up 50% of educational provision. The professional clinical training (= Team Coaching) makes up 50% and is organized into teams that work like departments in a company and have different tasks. The course leader functions in this role as manager, the teams are led by team leaders from the group of participants. A rotation system ensures that the learning effect and the experience for the individual are optimised. The combined personal training encourages them to reflect on the experience of the team work and possibly initiate corrections in their own behavior. The teams work like departments in a company that represent business functions and hierarchies.

In the original German concept there were basically three departments / teams: “Organization / Management”, “Information / Job Search”, “Marketing / Set acquisition”.

In addition, depending on the particular composition of the participant group, other departments, i.e. other teams, such as “Staff development”, “controlling” or “innovation management” could be formed if required. The departments and teams, however, represent a variable and were adjusted in the partner countries to meet the respective requirements or changed entirely.

With this approach, multidisciplinary contents (e.g. application training, labour market research and data processing) are closely coupled with the mediation of central occupationally relevant key skills (e.g. time management, work organization, communication techniques, personality training, and teamwork).

The rotation principle means that only the management is continuously employed as a coach. The team leaders change at certain time intervals. A deputy succeeds automatically. In addition, 3 to 5 members per cycle change to another team. To be able to recognize good performance, also a “Champion model” is implemented. Special perfor-

mances in terms of creativity, commitment or special social skills are rewarded at regular intervals in the form of certificates, which leads to higher motivation in the team work.

4.1. Objectives of the training

Some important objectives of the training are:

- To clarify and identify personal goals and competencies
- Upgrading of skills, soft skills training,
- Strengthening of personality
- Guidance on the labor market
- Promote and increase opportunities for integration into the labour market

4.2. Acquisition of key competencies

Personal aspects

The ability to discipline oneself and accept responsibility, i.e., to become a reliable partner for others in the work. This includes organizational skills and time management.

Social Aspects

The ability to work as a team member is needed in certain situations. This includes good communication skills and the ability to deal with conflicts and to promote empathy. “Emotional competence” often falls into this context.

Methodological aspects

The ability to deal with situations in a creative way and to communicate with other people. This includes good communication skills and an appropriate demeanor, problem solving, creative activities, presentation skills and project management.

5. Framework for Implementation

The following criteria relate to the experiences that the Volkshochschule Landkreis Freyung-Grafenau had in applying the concept to the target group “unemployed youth in the age group U25” in the years 2009 – 2011, as well as the experiences of the organizations in the partner countries in the European transfer of Innovation Project “Team-Coaching” in the years 2012-2014. Variations in relation to heterogeneity of the group, age, level of education etc. also achieved positive results with the TeamCoaching model and should be adapted to meet the specific needs and requirements. The practical tests of other variations can and should be carried out as required.

Target Group:	U25, depends on the educational institution, and the context and the requirements of the partner country
Group Size:	15-25 Participants
Duration:	1 to 4 Months
Participants' level of education:	From very little to incomplete education and up to highschool graduates
Rooms and Equipment:	3 rooms for parallel groups
Personnel Requirements:	Educational employee as manager (TeamCoaching) Trainer for the theoretical training (Training) Possibly: Administration (Part-time)
Requirements for manager:	Experience in team work, good communication skills, leadership experience if necessary, possibly coaching experience special occupation-specific skills, depending on the organization (finance, staff development, etc.)

6. Framework Principles for Implementation

Dual System (Training and TeamCoaching)

The course is dual-structured and consists of theoretical training (=training) and practical profession-specific training (=TeamCoaching). This is organized into teams that work like divisions in a company.

Team Leadership:

Each of the three teams is led by a team leader. A deputy steps in when the team leader is absent.

Motivation through Self-organization:

In the course, participants learn to take responsibility for themselves but also for others. They also integrate themselves into a team, support each other and work together on set tasks. Through this self-organization, the participants work in a motivated way towards their goals.

Rotation Principle:

After 2-4 weeks the teams are renewed. This method ensures that the learning and experience for the individual participants is optimized.

Competition Principle:

Weekly and monthly reports are written based on pre-defined indicators, which allow comparison of the groups' performance. This creates a competitive environment that has a beneficial impact on work performance.

Reality Principle

The departments or teams do not produce a fictional product (cf. practice firm) but they work on real problems and aim to find a job for themselves in the labour market.

7. Educational concept and pedagogical approaches

7.1. Procedural Design

The course and the placement of the modules within the Team-Coaching was planned and carried out procedurally. This means that it was the responsibility of educators to prepare the content according to the needs of participants and the respective country-specific context. This way there was less focus on the very accurate implementation of all contents contained in the concept, but more emphasis placed on the current needs of the respective participants and the country-specific context.

In the beginning, the course content and the individual modules – adapted to the needs and requirements of the country-specific target group – were defined by the partner institutions. The exact implementation was, however, amended or re-adjusted if necessary in the course of the training. Thus, the priorities within the draft contents could change. The decisive factor was the goal of empowering the participants. They should – based on their previous knowledge and learning experiences – take as much as possible from the TeamCoaching course and, thereby receive the best possible employment opportunities.

7.2. Systemic Training Approach

The theoretical basis for this design is a systemic approach in training. It is less about methods and theory, but about becoming familiar with a systemic approach in training:

- Participants themselves are seen as experts on their own environment and their respective solutions. The coach's perspective is available to help towards finding a solution; the solution itself comes from the participants.
- A training framework and environment is created in which the discovery of resources, finding solutions and developing next

steps will be easier. In this case, as many contexts and accompanying methods as possible are included.

- The primary objective of systemic training is the search for diversity in approach. So differences in behaviour can also occur.
- Great value is attached to the responsibility of the participant; the coaches play a kind of “midwives” function in the “birth” of the solution.

Since pure frontal teaching seems to be impossible in this way of thinking, and the focus is placed on learning processes rather than on teaching pure content, other participatory and open forms of teaching also emerge.

What this means for the role and the self-understanding of the coach, is that he/she steps into the background as a trainer of pure factual knowledge and becomes an impulse generator, presenter, and companion in the learning processes. Learners are seen as experts in their own living environment, as competent and capable of development, and take on ever more responsibility for their (self-directed) autonomous learning process.

7.3. Educational objectives

Strengthening trust in one’s own skills

Many juveniles and young adults have lost confidence in their own ability to learn or perform, or cannot develop by themselves at all. Those with little self-efficacy, or self-doubters, give up too quickly, or avoid difficult situations altogether. In this way they lessen their chances of further personal development (competency development) and building on their strengths. The central theme in both the TeamCoaching approach and in the professional and vocational training of young adults generally, is increasing the motivation of the participants. In his

Self-Efficacy theory Bandura¹ states that the dynamic development of our modern society requires an increased ability in the individual to handle these rapid changes.

By Self-Efficacy we mean the trust in one's own ability (self-belief) and the belief that one can cope with a task or a challenge. This "positive view" of oneself has a critical influence on performance. If one believes oneself to be competent when dealing with a difficult problem, one thinks, feels and copes differently than if one doubted oneself. They perceive difficult tasks as challenges, apply themselves more and don't lose sight of their personal goals so easily. They develop confidence in their own strengths.

Therefore, it is critical that juveniles develop the belief that in order to achieve the required success they can realize the required behaviour themselves, and to be able to take pride in completing the goal. A central part of the TeamCoaching approach is to give back to young people a feeling for their own strengths and abilities, as well as to re-inforce and build upon their skills, and corresponds in large part to the findings of motivation research.

Strengthening the intrinsic motivation

Based on Bandura's self-efficacy theory, Deci and Ryan² developed the Self-Determination theory. They refer to self-efficacy as a component of motivation events, where they distinguish between intrinsic and extrinsic motivation. Intrinsically motivated activities are carried out for their own sake; the execution of such an act is experienced for itself as bringing pleasure or valuable and therefore has a strong stimulative nature. Extrinsic motivated acts are not performed for their own sake, but in terms of a reaction or request from "outside".

¹ A. Bandura, *Self-efficacy. The exercise of control*, New York 1997.

² Deci, Edward L./Ryan, Richard M., Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. In: *American Psychologist*. 01/2000, Vol. 55, S. 68-78.

With the need to experience one's own competence, comes the wish for expression, to experience being able to cope with current and future demands and to feel capable of acting. The experience of being able to deal with or solve upcoming tasks and problems independently or in a team leads to trust in one's own ability to learn and develop, and supports the formation and maintenance of an intrinsic motivation to learn. One of the principles of the TeamCoaching approach is self-specific or self-organized learning. The participants themselves give significance to their own problem solving and customize their learning and performing process accordingly. Solving tasks, demands and challenges no longer occurs passively, but is actively motivated and based on the actions of the person. This can also be described as autonomous learning.

Strengthening the team skills

An essential prerequisite for the success of the support concept of TeamCoaching is working as a team. TeamCoaching is a group-dynamic learning process, in which everyone has a say, fully discusses differences of opinions, and practically everyone is a "boss", depending on the expertise and opportunity. In tandem with the acquisition of inter-professional qualifications, the ability to communicate with others and to cooperate with them has also gained in importance. Group or teamwork is used in more and more companies. So that this team skill can already be acquired during the training; the training must also be structured with the team principle in mind.

Learning in various roles

Analogous to the integration into society, various roles in a team are assumed during the TeamCoaching project. In these roles, the normative expectations which are addressed to the doer by the members of the social group, are consolidated and made concrete. The process of socialization into real life is thus the assumption of a growing number of roles through which a person internalizes the value targets and norms of the social environment. The TeamCoaching process takes on this role diversity and teaches them in small groups. The adolescents learn rules

and roles in expanded relationship systems. In early adulthood the capacity to reflect on one's own actions in the light of general values and norms is acquired. This self-reflection is a critical condition for the development of the ego and advancement in society.

8. Methodology

The description of the methodological approach comes from the original concept of the VHS FRG. This procedure was followed in Germany. The partner countries of the EU concept adjusted it depending on the demands of the local context. This account should serve as a basis for every future implementer of the concept to conduct their own adjustments.

8.1. Implementation in 8 phases

Phase 1: Information

In the beginning the participants were introduced to each other. Each participant, in addition received the basic equipment to work in the technological training, consisting of folders, pad, pen and possibly a USB stick. This was followed by a very brief introduction of the TeamCoaching method to the participants to make them roughly familiar with the concept. The organizers explained the division into three groups (for example in VHS courses, without explicitly exploring the roles of the different groups):

- Team 1: Organization Manager
- Team 2: Information Research
- Team 3: Marketing / Job acquisition

Phase 2: Individual strengths and abilities

To get to know the participants and their strengths better, as well as to gain their trust, the participants, under the guidance of the trainers, jointly developed a list with particular strengths, interests and experi-

ences. This list subsequently served the manager as a basis to be able to make the first group assignment.

Phase 3: Assigning the Teams

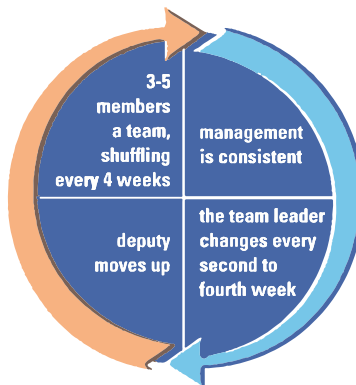
In order to overcome the tricky first hurdle of assigning the team, the manager separates the participants according to their strengths and experiences. Alternatively, they may also draw lots for the first grouping. The assignment was performed first on paper, then communicated to the participants and presented in plenary as a poster.

Phase 4: Definition and choice of team leader

Finally, the first team leader for each team were appointed by the instructor. A teamleader nominated his or her deputy, who stepped in when the teamleader was unavailable. The team leader moved to a team of his/her choice after 2 to 4 weeks, and the deputy automatically became the next team leader.

Phase 5: Presentation concept

On the second day, the manager explained the concept with the help of a PowerPoint presentation.



Phase 6: First Team leader meeting

The individual groups moved to the rooms provided for them in order to create within the team a summary of the tasks attributable to their area. The manager supported the groups with problems or questions as they emerged. After that, the three team leaders held an internal meeting with the manager and presented their findings. Meanwhile, the group members of each team prepared the rooms according to their own ideas: seating arrangements, checking the material provided, listing possible missing materials, etc. The manager discussed with the team leaders in turn all the necessary tasks and how the teams are connected together. Each team developed a set of task descriptions. The list was eventually supplemented as necessary and adjusted.

Phase 7: First team meetings in the three teams

The team leaders firstly spoke with their team members about the tasks in the group in order to explain and assign responsibilities and areas of expertise to specific members. After the (oral and written) allocation of tasks, the team leader appointed his first deputy, who took over when the team leader was ill or unavailable, or replaced the team leader, whichever the case may be.

Phase 8: Last checkup

After the first team meeting, the manager answered participants' questions and explained the function of the deputy. In addition, the manager pointed out the possibility of expanding the teams. Possible new teams could be: "Innovation Manager", "Human Resources Development" or "Internet Marketing" or "Project Manager". such as "Innovation Manager", "Personality Development" or "Internet-Marketing" / "Project Manager". The manager addressed the need for further teams during the training.

8.2. Teamwork: 12 important processes

Basically, the participants worked independently in teams. The manager and the trainers are always supportive if needed, and monitor and check the work in the teams.

- **1st Process: Admission and integration of new participants**

Weekly, new participants can join the course. In addition to general formalities and documents the training modules are briefly described. The manager decides to which groups the new participants are assigned. The respective team leader performs task assignment and induction into the team.

- **2nd Process: Initial interviews**

The manager interviewed each participant on the first day. Here an individual support plan was designed. Furthermore, the instructor gained valuable information about the participant: How does the participant perceive his/her future career path? Where are the participant's strengths and interests? Are the goals realistic? In addition, the tasks were documented by the participant and the instructor, which enhanced the commitment on both sides. The individual support plan was continuously reviewed, updated and extended.

- **3rd Process: Individual coaching**

Using the support plan, progress is reflected upon in regular consultations. In addition, the participant has the possibility to discuss the plan with the instructor outside the interviews.

- **4th process: Team meetings**

Progress and procedures are discussed within the individual teams in the regular team meetings (team leader and his team members). Holding weekly team meetings proved to be promising. The manager could be present when needed.

- **5th process: Team leader meetings**

They optimize the co-operation between the various teams. Possible obstacles were discussed and solutions were jointly worked out. In practice, holding weekly team leader meetings also proved to be successful.

- **6th Process: Plenary sessions**

Other matters that affect the entire group are discussed in plenary sessions (all participants and manager). These meetings are held as required. Also, for quality assurance, participants are asked for feedback on a monthly basis. A special form of the plenary session is the presentation of these reports.

- **7th Process: Rotation**

After 2 weeks the teams were renewed. The team leader gave over his functions to the deputy, and he in turn appointed the next deputy. Due to the extra work that the team leader had to cope with in the previous 2 weeks, he was allowed to decide in which group he would like to work for the next two weeks. Of course, not every participant could change groups. Some remained in the group of the previous weeks. The manager decided other changes in group configuration. Here in particular, pedagogical tact was required of the manager, who had to deal for example with the following questions: are there participants, who would benefit from activities in another group? Can the development of a participant be supported if he separates himself from certain group members, or tasks that overwhelm him? Are there people in each group that can motivate each other in a team? Do participants hold each other back, etc.?

- **8th Process: Certificates for special services (“Champions model”)**

In order to further motivate the participants and to highlight special achievements, the manager regularly took suggestions from the participants, who could highlight special achievements in the groups. The participants were able to put forward individuals; however, they were

required to explain their decision to the manager. *In the period from the end of April 2009 until the end of August 2009, five certificates were handed out to participants, who had positively attracted attention because of special achievements in social behavior, creativity and positive commitment. The certificates were presented formally in the plenary session.*

- **9th Process: Weekly and monthly reports**

In order to be able to monitor and document the course of the work, each team leader was instructed to submit a weekly written report. The team leader of each group presented the reports at the end of the week before the plenary. In particular, success indicators and factors relevant to the respective group played an important role: how many jobs were researched on the internet? How many applications were sent? How many companies were contacted by phone? How many participants could be placed? etc.. Each team was supported by the manager in deciding on the appropriate indicators for the team. The weekly reports were filed and at the end of the month summarized into a monthly report for each group, which was to be presented in the plenary sessions.

- **10th Process: Evaluation / Controlling**

Teamwork is continuously monitored by the manager through the weekly reports and the resulting monthly reports. The manager ensures that each team defines and describes measurable criteria for success.

- **11th process: Compliance with rules / discipline**

The participant's contract, data privacy policy and a statement on the use of Internet and phone included a number of rules and obligations for the participants (e. g. attendance, mandatory reporting of disease, etc.). If infractions occurred, the manager warned the participants in writing and gave reasons for the warning. Under certain circumstances, further violations might lead to exclusion from the course. Trainers also reported infractions to the manager, who took further steps.

• 12th Process: Optional Modules

In order to enable the participants to work autonomously, suggestions could be made to the manager about which training content for the group or individuals would be useful. At the suggestion of the participants, the VHS organized the following optional qualification modules within the indicated timeframe:

- Typing
- English
- Rhetoric

9. Country-specific pedagogical adjustments and field reports from the partner countries

Country-specific adaptations took place particularly in relation to target group, duration, content, teams, own training or integration into existing services, adaptation of methodological details, etc.

In the pilots the partner countries attempted to apply the original concept from Germany or to test what content might be useful and meaningful for their specific target group. In general it can be said about the contents that, because of the heterogeneity of the target groups in the partner countries, a greater focus was placed on the key skills and the strengthening of the personality, and less on subject specific competences. Here are some suggestions for possible content of the training sessions. Institutions and trainer that want to use the TeamCoaching concept in the future are encouraged to adapt the content to the target audience and the respective setting.

9.1. Austria

Institution: BFI Upper Austria, Wels Production School

Period: 2 courses each 2 months in the years 2013 and 2014

young people and young adults between 15 and 25 years with the following criteria:

- Target group:
- dropped out of school or training
 - unemployment and looking for a job
 - social disadvantage or other developmental crises

The composition of the 3 teams in both courses arose in parallel to the departments that are offered in the Wels Production School. Each department employs 8-12 participants and is supervised by a specialist trainer. The TeamCoaching method was integrated into the existing structure and the existing concept of the production school, so no additional activities were needed for the development of the participants. The three teams were designed as follows:

Team 1: trade, marketing, decoration, sales

Team 2: food service, customer service, catering, sales

Team 3: computing, information retrieval, job acquisition, marketing

Because the average length of stay in the Wels Production School is six months, there was always a change in the composition of participants. In both courses, the allocation of roles was a key point in the different teams and their rotation. After the presentation of the concept and the idea, a team leader and a deputy were appointed as a first step in each team. Due to the different tasks of the three departments the activities were also designed differently.

The “trade, marketing, decoration and sales” team primarily supervised the sales room of the Wels Production School. These include amongst other things, the entire customer service and consultation, the taking of orders, telephone and correspondence, cash management, marketing and product design, showroom design and sale within the Production School or preparation of external events such as sales stalls.

The “food service, customer service and catering” team was primarily responsible for the daily preparation of lunch and snacks. In

addition, external events were frequently provided with catering. The main tasks have therefore included the menu design and purchasing, food preparation, sales of snack and lunch, service and guest care, controlling and compliance with the required quality and hygiene standards

The computing, information retrieval, job acquisition and marketing team dealt with the integrated hardware and software products in the field of IT. Participants should learn the main computer basics based on the ECDL. Furthermore, the entire application process, from job search to the application and the preparation of the interview, was an important part of the work. In addition, these departments repeatedly took on activities in support of other departments (graphic design of flyers, sending e-mails, etc.).

The different areas of activity, however, are strongly linked. This requires that the departments must also cooperate with each other. In the context of TeamCoaching that meant communication and cooperation between team leaders was necessary.

As part of TeamCoaching many new and unknown situations occurred for young people. At the beginning, it was important to familiarize themselves with the concept and the roles and to understand the system of role reversal. After the allocation of roles young people were faced with the challenge, to take over the responsibility for the planning and organization for the first time. It quickly became apparent that the young people often underestimated this at the beginning. Over time, the young people noted that careful planning for a successful implementation was necessary. The core content, which the young people acquired as part of TeamCoaching, includes the assumption of responsibility, the development of initiative, the delegation of tasks, task distribution and effective communication.

Depending on the personality of the youth and their experience up to now (age, education, work experience...) some found their roles

quicker than others and felt more comfortable in certain roles. It could be observed that the young people despite the roles allocation were very willing to co-operate and tried to support each other. Thus they motivated and encouraged each other to trust themselves more and try new things. Furthermore, a lively exchange among the youth and the various teams was noticeable. It was noted that the absence of one worker demanded more of other team members and this led to an increased awareness of the problem. The young people entered the project with great interest and curiosity. Very quickly the new challenges encouraged a lot of fun in the daily work day. To ensure success, reflection rounds with the supervisors regularly took place, in which everything that had happened could be discussed. Particularly important was the open and honest exchange.

In the comparison to the first and second course were no large differences arose. The positive results and experiences of the first round were also confirmed in the second course. Thus the young people were able to take over roles of organization and responsibility for the first time; they were previously accustomed to the idea that the ultimate responsibility lies with others. The extensive and complex tasks provided the young people with major challenges; however, they were positively accepted and implemented in the best way possible. The concept of TeamCoaching has created the perfect setting to identify specific tasks or problem situations and to train the right way to deal with these.

The participating youth of the Wels Production School consistently show positive progress in the field of personal development and in the field of technical and social skills. The skills acquired meet the objectives of the school production, stabilization, development of competencies and skills, and assistance with looking for a job. Both in the reflection rounds, as well as in feedback sessions, the young people rated the experience of TeamCoaching as positive and helpful. Not least, they had lots of fun in the new way of working together.

9.2. Italy

Institution:	Instituto Formazione Operatori AZIENDALI, Reggio, Italy
Period:	3 courses, each 2 months (2013 and 2014) total of 32 training sessions
Target Group:	Post-degree students (ICT and software curriculum developers + Communication & Curriculum Design); Master students (Human Resources Management: Curriculum +International Marketing Management Curriculum)

I FOA chose the approach to integrate the TeamCoaching training into existing courses and Master courses at the Institute. This resulted in some immediate benefits and showed that a rapid implementation of the program was possible. The TeamCoaching Training was integrated partly into existing content so that different sectors of the transversal competence development were covered, such as: leadership, teamwork, time management, problem solving skills, conflict management and communication.

The first TeamCoaching course was developed and carried out in 28 training sessions. In the evaluation of the first pilot course, however, all participants had pointed out that they would have liked more time to complete their work and some achievements. Therefore, the second and third pilot runs were implemented in 32 training sessions.

A TC-course was implemented with eight four-hour meetings; one meeting per week in the afternoon was organized. Thus, the participants had the time to work out a meeting before the next meeting. The rotation phase (in which the leader became a team member of another team and the deputy became the new leader of the team) was carried out every 2 weeks – so all participants retained the same role and the same tasks over a period of 2 weeks. The whole training was conducted and

completed within 2 months. This timeframe appeared useful in allowing the development of processes and dynamics.

TC was developed for two different target groups: post-degree students and master students in the disciplines mentioned above. The latter especially could benefit from the method because their focus was Human Resources. They experienced simultaneously the training and the dynamics of all interactions and also learned the work process which is relevant to their future, such as in counseling. They can, for example, go deeper into the strategies that each participant used, or analyze the entire program and bring up new hypotheses, suggestions, and corrections or applications.

The entire process of IFOA in Italy is a good example of integrating a methodology of a European project into a local training activity. Therefore, IFOA will use the TeamCoaching methodology even after the end of the project. Some considerations for the 4th pilot course, which has already been developed in Italy and is scheduled to take place after the EU project, are represented.

In Italy, the teams were arranged and tasks assigned as follows:

Team 1 – HR and Administration, Documentation, administration, staff meetings, creating a database (profile), information for Team 2

Team 2 – Job Research & Market Analysis

Job search based on the information which was prepared by Team 1, implementation of the database (matching job descriptions), market analysis, information for Team 3

Team 3 – Marketing and Communications

Advertising strategy based on the information and data that was prepared by Team 2, determining the marketing tools (email, brochure,

video, etc.), preparation of interviews and applications, contact with companies

Team 4 – Quality Management and Evaluation

Schedule, definition of short-term and long-term goals, definition of quality indicators and control instruments, analysis of results and evaluations, process facilitation.

Each team needed a framework to begin work – the higher qualified the participant or the higher their profile, the less detailed and rigid the framework should be set. Each team developed a guide that should cover their main tasks. The structure of the meeting in Italy was subdivided as follows:

1st meeting: Introduction, explanation of the concept, game to encourage interaction among the participants, appointing the first team leader, first team meeting (head, deputy and staff / inside), start of work

2nd meeting: team meeting, team leader meeting (leader and coordinator), work unit, roles and/or team change

3rd meeting: team meeting, team leader meeting (leader and coordinator), work unit

4th meeting: team meeting, team leader meeting (leader and coordinator), work unit, plenary meetings (results and future developments), work unit, roles and/or team change

5th meeting: team meeting, team leader meeting (leader and coordinator), work unit

6th meeting: team meeting, team leader meeting (leader and coordinator), work unit, roles and/or team change

7th meeting: team meeting, team leader meeting (leader and coordinator), work unit

8th meeting: team meeting, team leader meetings (Leader and Coordinator), game for evaluation, evaluation meeting in plenary, farewell party

The leader, the teams and the group can agree a new decision-making procedure or new goals during the entire implementation period. The coordinator is the moderator and tutor of the process. The main task of the trainer/coordinator is to maintain the momentum, and to make the relationship between what happens in the TC units and the real work experience in a work environment explicit, and to combine simulation and reality.

After completion of the TC classes, 43 of the total 53 participants are in an employment contract or in an internship in a company. For the Italian partner, it is important to be aware that TC is not the magic solution regarding job placement, recruitment and employability, but without doubt it is possible for IFOA to say that TC is one of the factors that contribute strongly to such a positive result concerning labor market integration.

In summary, some quotes from the participants from Italy:

At first I was not really convinced by this methodology, but then I really enjoyed the different roles and tasks... After all, the goal is to learn to cooperate with others...

Having a real goal makes all the tasks really challenging and interesting.

TC gave me the possibility to transfer into practice what I had learned and studied. Changing team and colleagues

forces you to confront new problems and deal with new approaches, it was very real, it was like in real life.

I now believe that group work is more important than I had thought before, but all participants were not involved and interested to the same degree... It is difficult to work on something if your colleagues don't support it...

TC was a chance to reflect on myself in a group, it is about both professional and personal development

9.3. Spain

Institution: Florida Education Centre, Valencia, Spain
Period: 2 courses, each 5-6 weeks (2013 and 2014)
Target group: Graduates without work experience

Spain's target group for the TC courses was unemployed people under 30 years who have completed higher education. Florida is a training institute that offers vocational training and university studies. It is very difficult for young people in Spain to get a job, which is reflected in the statistics, especially for young people.

Spain's first course started on 30 May 2013 and ended on 9 July 2013. It covered 54 training sessions, and was divided into 12 meetings. It was attended by 8 participants. The second training took place February 6 to March 10, 2014. It lasted 50 work units and was divided into 10 meetings, 17 Students participated.

Methodology and didactic approach of the manager:

Florida followed the VHS – FRG methodology: the dual approach. All units were divided into two parts: training and TeamCoaching. The work units were designed so that they supported the work of TeamCoaching. The contents were: self-knowledge, job search techniques,

coaching, non-violent communication, time management, creativity, and innovation. The goal of TeamCoaching in Florida was the development of key skills and to help participants to find a job. The organization of the groups, the team management and the rotation system were similar to the German model.

Admission to the target group:

The marketing department of Florida/Spain sent information about TeamCoaching to their graduates. The criteria for participation were: the age and level of education. In composing the group, the diversity of academic backgrounds was considered, and it was clarified that the participants had completed different fields of study and the different profiles would be mixed.

Based on the feedback of the participants from the first course, it was decided in the second course, to increase the number of TeamCoaching units. In implementing TeamCoaching it was decided to make changes in the system of rotation of the team leader for the second course: all team members came to another team, except the leader. The leader had to stay for one unit in the new group in which he/she passed on the new tasks and requirements.

A challenge for the Spanish participants was to figure out the Team-Coaching concept. The website and the videos available were good media for the understanding of the method. Due to the small number of participants in the first course, the team leader principle was not successful to bear. The second course showed that the team coaching methodology is more suitable for larger groups. For the Spanish partner, it was also important to set quantitative goals for each team. This improved the motivation of the teams.

The feedback from the participants of the two TC-courses gave rise to the following positive developments: Teamwork, cooperation, self-esteem, development of personal characteristics, self-knowledge.

The promotion of the active participation of the trainees was another positive aspect which enriched the job search.

The participants also gave the following suggestions for the TC methodology: The duration should be extended from two to three months and the TC units should be extended, according to the experience of the Spanish partner, to at least two sessions per week.

The results of the evaluation and the feedback from the participants showed that the TeamCoaching methodology works, but the already mentioned aspects should be taken into account for future implementation (longer duration and greater number of participants). Florida found that the methodology is very useful for the development of key skills, increasing self-esteem and motivation as well as the good development of job counseling. The Institute Florida will continue to use this methodology.

9.4. Ireland

Institution: Institute of Technology Tralee, Ireland
Period: 1 Course, 13 weeks, 117 hours in 2014
Target group: Graduates, post-graduates with work experience, third-level students

The participants of the TeamCoaching course in the Institute of Technology Tralee (Third level Educational Institute) in Ireland were in the final year of a “Business Studies degree program.” As part of this program, the participants selected a module entitled “Business Plan Mapping”. This module focused on the development of a business idea and business plan. The module aimed to promote an entrepreneurial mindset in the participants and prepare them for a possible business start-up or entry into independent business management. The task of this module was to develop a business plan for “Start-up Businesses”. TeamCoaching was integrated into this module. Entrepreneurial education is especially important in this specific region in Ireland, as the

unemployment rates are relatively high, and therefore the possibility of setting up one's own business is an important consideration.

The module lasted 13 weeks from January to early May 2014. Participants attended a three-hour TeamCoaching Workshop every week. In addition, participants also came together in peer groups to develop their business plan independently of the workshop. These independent contact hours accounted for approximately six hours a week. In total, the module consisted of 117 hours.

Methodology of the Trainer:

The contents of the module were taught through a series of tasks which were to be completed weekly. These tasks were carried out in the group. At the same time, the participants were prompted to conduct a separate and personal online journal for reflection every two weeks. The students' findings were presented to the Plenary in an individual presentation at the end of the module.

The recommendations of the Irish project partners to future Trainers are:

Openness to the new methodology and willingness to try it; organizational skills for coordinating the team rotation; ability to oversee and observe the group without interfering in the development; and communication skills to be able to reflect on developments with the group.

The module, including the TeamCoaching concept, was advertised in the college by means of a "Module Briefing" presentation. The students also had access to an online course description, which provided details about the TeamCoaching method and the learning outcomes of the module. The project booklet was also available in the program for the participants.

Challenges, difficulties and solutions:

The students had concerns about the announced team rotation in the TeamCoaching process. They had formed their own groups, and

questioned the disruption which the team rotation would bring to the group dynamic. They also feared that they would jeopardize “the existing peace and the status quo” through the rotation in their teams. In the end the rotation gave most groups new perspectives. The rotation also accelerated the development of ideas, as the team members had to exchange ideas positively with new members.

Another challenge was the time the trainers had to spend doing administration to ensure that the team rotation was stable and uniform. The coach had to draw up the team rotations and communicate them clearly to the teams involved. For the team rotation it is also advisable to ensure that there are a maximum number of participants throughout the course. The availability of enough classrooms is also considered to be essential, as the individual groups need physical space to discuss and to reflect.

Positive findings:

The benefits of rotation were considered by the participants as extremely positive. It improved communication skills and the ability to work in teams. The rotation also promoted the cohesion of the whole group. The participants felt competent and confident about their career prospects. Confidence and self-reliance is an important key competence that they gained as a result of this methodology. The participants are already referring to the experience in TC in job interviews, in order to demonstrate their ability to work in groups, to advise someone and to take the initiative.

Some participants mentioned that because of the TeamCoaching method, everybody worked towards a common goal rather than competed with each other. This feedback was very empowering both for the module and for the TeamCoaching concept. The Institute of Technology Tralee was thrilled with TeamCoaching, and aims to apply the concept again in the future; looking at some Entrepreneur courses.

9.5. Poland

Institution:	School of Economics and Law (WSEiP), Kielce, Poland
Period:	2 courses, 4 months each, 1-2 meetings per week
Target group:	BA and MA students and participants of the LLL Centre, just before or just after graduation

20 students of the School of Economics, Law and Medical Sciences (Academy of Economic, Legal and Medical Sciences) in Kielce took part in the TeamCoaching training. Most of these students were also members of the Academy for Personal Development. These young people deliberately wanted to develop their character and attitude and to overcome their barriers and blockages in order to continue succeed in their personal lives. They wanted to find a job in their profession, to appreciate their personal attributes, to find out whether they can successfully work in a team and in which role they can achieve the best results when working with people and cooperating in a group.

At the beginning of the courses, it was intended to provide TeamCoaching for the target group of job seekers under 25 years. For this, the training program was offered in three employment agencies in the city of Kielce. The employment agencies announced that they would assist unemployed people seeking specific job offers or further education which would help getting them a specific job, but that they were unable to cater for those looking to improve their qualifications or skills. The employment agencies were not able to find anybody for the TeamCoaching courses.

For this reason, the Polish partner decided to aim the TC training at people – regardless of their age and employment situation – who wished to continue their education; who wanted to use their skills and abilities working in a team, to win more customers, who wanted to ex-

pand their leadership and entrepreneurial skills, etc. The participants were eventually found through applying to the University with “StudentKurier” (a supplement of “Echo Dnia” Kielce daily newspaper). A Facebook group was also set up for applications.³

The two TC-courses together lasted a year, TC – units (about 6 hours) took place at very regular intervals, 1-2 times per week. The main objective of the coach was the development of key vocational competencies and social skills. The following content was worked on:

- Communication
- Openness
- Assertiveness
- Making contacts
- Self-confidence – impact on others
- Creativity
- Personal development
- Entrepreneurial spirit
- Courage – without fear
- Motivation – doing
- Strengthening decision-making skills
- Self-control
- New skills – for the future and their career
- Personality training
- Goal setting
- Participating in the group – cooperation
- Giving and receiving feedback, reflection
- The development of leadership skills

Challenges, problems, solutions

The concept was intended to help young unemployed people enter the primary labor market. But there were problems with this target group in Poland because the labor market and the employment agen-

³ <https://www.facebook.com/groups/407559772695854/>

cies did not cooperate. The project was not taken seriously because job placement institutions believed that it was their job to look for work, and not to support personal development, general training in key skills and the search for alternatives.

Therefore, students belonging to the Academy of Personality Development participated in the project TeamCoaching in Poland. These are young and older people who decided to educate themselves further, to seek a better job or start their own company. They voluntarily take part in the Academy.

It is recommended by the Polish partner to keep the target group for this type of training very open. TeamCoaching is regarded by Poland as very useful and meaningful also for businesses that want to support the expansion of the skills of their employees.

Organization and structure of training in Poland:

- Designed for a period of 4 months
- 4 teams with 5 or more people
- 1 member of the team is team leader
- 1 team member is deputy
- 3 themes and their requirements and tasks

The students were always confident in the group, so they wanted to take on even more responsibility and make decisions for themselves. Therefore, the trainers sometimes deliberately switched between the trainer roles and coach roles.

The participants were able to test their skills in the role of the leader and other team members through simple exercises. They were evaluated by the coaches/trainers after each exercise. The constructive criticism was highlighted by the participants as something very useful.

Benefits of TeamCoaching:

The TeamCoaching training enabled the participants to find out more about themselves. It showed what stage they were in in life, or their career, or on the path to achieving their goals. It opened the mind and stimulated behaviour. Each participant could benefit from exchanging experiences under the guidance of experienced coaches.

The feedback from the participants on the pilot course was very positive. They reckoned that at the beginning of the course they were well informed about the course, and also that they already knew in advance what each 8-hour session was about. After each unit they were given exercises to do at home that strengthened their learning and further tests to ground the personal characteristics. The participants also rated positively the fact that the coaches were always available.

Although there was a cross section of characters and personalities in the group of participants, initial concerns vanished during the following units. The participants acquired self-confidence because they were confronted with new challenges. They often had to struggle with their own inner blockages. By observing their work, they could see how positive cooperation within the team influenced the results of the whole team.

The expectations of the coaches of the group were met in full. The participants improved their communication skills, increased their awareness about their optimal role in a team, could now cooperate better in a team, knew how to give feedback constructively to each other, and had a greater awareness of their own abilities.

The format of the training gave the participants the opportunity to develop their potential and to combine learning and fun through the use of simulation games, case studies and common tasks.

Sustainability:

The participants invested their time and energy into TeamCoaching training. They were seriously interested in acquiring real key competencies for the labor market.

Group coaching is a process that takes effect over time – each effect which has been achieved today will be amplified so that it has even greater effectiveness in the future. TeamCoaching is an investment in the development of people. The participants of these courses are focused heavily on training and development of existing skills and the discovery of new skills.

The participants of the Academy for Personality Development got the chance to work in teams, to integrate and to open up more through TeamCoaching,. It was exciting for the coaches to see how the participants were able to overcome their blocks and barriers through effective work and communication.

Strengths and weaknesses:

Overall, the concept was rated as very good. Group rotation was especially highlighted by the participants. The participants became aware of their weaknesses and strengths and how they can deal with them both in the role of the team leader as well as an “employee”. Working in a group was especially useful for the participants.

Finally, some comments from participants from Poland:

TC motivates people to take action. It helps to develop the personality and to break through inner barriers. People who have participated in TC are those people who want more from themselves and from life.

TC was a motivational impetus for me which has caused me to change. I have opened myself to new people. I am no longer afraid to take risks; I have learned to go beyond

my comfort zone. Thanks to the knowledge that I have acquired in the course, I want to continue my personal development and try to implement my plans and dreams.

The course gave me new drive and energy. I have started to write a blog, although it is just the beginning I believe quite strongly that everything will be very good. Also, I have submitted an application for European funding and I will soon open a clothes shop. My next goal is to start my own clothing collection. I always wanted to do things that have to do with fashion, but I did not have enough courage to take it on. Now I have gained courage in the TC course.

Through TC I've started to look at reality in new ways. Before, I saw everything in grey. Now I wake up and see how colorful life can be.

TC has given me motivation to act, to develop the strength of my personality and my skills. It was also a great opportunity to meet enthusiastic people.

9.6. Germany

Institution: Community College Freyung-Grafenau, Germany
Period: 2009-2011, duration of six months
Target group: young unemployed people under 25 years

The information presented here comes from the implementation of the courses of VHS Freyung-Grafenau in the period 2009-2011, and is part of the basis of the European “Transfer of Innovation” project.

In the original project in 2009 in Germany the following strategic and organizational teams were formed:

The team *Organization/Administration* was responsible for the following: education and training, controlling, documentation, schedule, work preparation, statistics indicators, personnel management and organization of material, etc.

The team *Information Research* was responsible for: specific job advertisements and job requirements, addresses and contact details of potential employers, job search on the Internet and in print media and the processing of these data for the team 3. The employment service should make all sources of information available.

The Team *Marketing/Job Acquisition* was entrusted with the following tasks concerning vacancies: Contacting employers, verification and concretization of vacancies and preparation of the candidate for the job.

At the beginning of the project the tasks for each team were worked out together with management, team leaders and their deputies. The model can be extended by additional teams that deal with issues such as education and training, innovation management, staff development, and internet marketing (depending on the group size and capabilities of the participants). Entirely new teams could also be created.

Approximately 50% of the classes are carried out using practical lessons in the teams (TeamCoaching). Training in key skills and social skills (such as self-management, communication, conflict resolution...) takes place in the remaining 50% of the classes instead. Application training, self-marketing and IT training or special modules in the respective department are carried out throughout all the classes.

The scheme started in September 2009 in Freyung-Grafenau (Lower Bavaria), with 26 participants. In the following months and years, more and more participants were added. A total of 150 young people took part in the training up to April 2012. In this time 81 participants were successfully placed, a placement rate of 54%.

How did the participants themselves rate the course?

After the presentation of weekly reports, the participants regularly had the opportunity to reflect on the previous week in a feedback session. On several occasions participants expressed that they preferred this rather “open” form of teaching to frontal teaching, since for one thing they are reminded of “boring school lessons” by frontal teaching, and for another they acquire many skills via independent learning through “learning by doing”. Individual participants stressed several times that they were surprised to realize that they did indeed have the necessary leadership qualities, which would not have been apparent previously in their everyday environment. Of course, the participants recognized one or two weaknesses in their role as team leader. Here, the management placed a high value on not demotivating participants but enabling them to take the detected weaknesses seriously and to work on them in a focused way.

One of the participants answered the question about what he had learned in the course, as follows: “For me it was new that I not only pay attention to myself and my jobs, but that others also count on me!” This statement shows very clearly the growing sense of responsibility that develops in the group. Of course, there were sometimes inconsistencies in the teams put together by the management. The management worked on this in joint talks in order to practice key skills, such as conflict resolution skills, communication skills and willingness to compromise, with the participants.

This innovative concept was judged positively by all 150 participants. The growing initiative of the participants and cooperation in the teams was also apparent in their demand for factory tours. After raising this proposal team 1 prepared an unfilled list of potential companies in the region to visit. The most interesting companies for the participants (especially in relation to potential job vacancies) were chosen in plenary and under the moderation of the management. Team 3 made contacts with the companies and organized the site visits.

Encountered difficulties and solutions:

The framework arose from the experiences of the first implementation with unemployed young people under 25, all of whom already had completed vocational training. Other age structures, education levels, etc. can certainly have a positive impact on the placement rate. However, certain conditions must be met, such as the qualifications of the management, as he/she plays a central role in the implementation. The same is true for the duration of the course: maximum deviations should be avoided. In addition, it should be noted that a minimum of three groups is essential because only then is an efficient change of roles possible. This also results in a minimum number of 15 participants for a stable group size of 5 participants per group. Successful implementation is not guaranteed when the number of participants falls below this number.

Motivating the participants at the beginning of course presented a hurdle in Germany. Many were not accustomed to working independently and to taking responsibility for others. This innovative training concept, because of its novelty, often leads directly to an initial mistrust and uncertainty. It is the task of the management to monitor the team leaders very closely, especially at the beginning. The duties of all teams must be made clear and understandable. Only a clear structure enables the team leaders to lead their groups successfully. In addition, the management should be mindful of existing skills sets during the first meeting, and appoint suitably qualified team leaders at the beginning of the course.

Due to the usually very heterogeneous groups it is also to be expected that some participants would be either overworked or underused. Different knowledge and experience meant that big differences in performance came to light. In addition, many of the very young participants had no experience as a leader. In this case, supportive and close monitoring was used by the management. Missing or inadequate skills could be compensated for in the team, for example, “weaker” members of the group learned from the more experienced members. What was

of central importance was that the team leaders learned to recognize the strengths of their members and to use them accordingly. Again, the management acted as a consultant.

Conclusion:

Particularly striking were the growing cohesion and rising sense of belonging to the group. The solidarity which developed remained even long after the end of the course. Working in the team definitely had a positive impact on the following key qualifications: the participants learned not only to take responsibility for themselves but also for others. Placement in the job market inspired them further to work on achieving their personal goals.

The initial indecision and uncertainty among many participants about working in a team also showed the importance of educational support in teamwork, because not every participant was accustomed to taking over a leadership position or to working in larger groups towards a common goal. The concept gives participants the unique opportunity to play different roles. The clear statements of the participants in the feedback sessions that attending the course were undoubtedly helpful and the very good placement results support efforts to continue the concept further.

10. Evaluation

A good overview was gained of participants' satisfaction, non-measurable success indicators, the strengths of the concept and recommendations for future courses from the standardized evaluation questionnaire. The evaluation questionnaire consisted of questions that were to be answered with either whole sentences, or with a rating on a scale of 1 to 5, whereby 1 meant "I disagree" and 5 meant "I completely agree".

In the first project year in 2013, more than 40 participants participated in the three courses that were organized in Austria, Italy and

Spain. 76 people participated in the second course in 2014, carried out in Austria, Poland, Spain, Ireland and Italy.

The responses from all students who completed the evaluation questionnaire were combined to find out what the participants liked best and rated highest in the course, and what aspects should be improved in future editions.

The following aspects of the course were evaluated by the participants as the best:

- The good organization of the course and the appropriate locations
- The coaches who designed the program very satisfactorily
- The materials were very interesting and attractive
- The fact that the course had improved their skills

Even though all aspects of general questions were generally rated highly by the participants, the amount of time that was dedicated to the training modules was the aspect with the lowest rating of all.

There were also a few questions, which made up a small percentage (10.5%), which received a neutral response:

- for information that the participants received prior to the course and also regarding the locations where the pilot course was organized.
- the organization of the course and the feeling that they had improved their skills for their future careers

The participants were asked for suggestions or comments about the content of the course, the time that was devoted to the various subjects or training modules, materials, etc. The participants commented on the positive elements and strengths of the course, as well as on the weaknesses and aspects to be improved:

Regarding the strengths of the course the following was highlighted:

- The course was very interesting for most participants, it helped them learn new things and find out something about themselves
- Working in teams was rated very positively because it enabled the building of positive relationships and develop common key competences, such as interpersonal communication, communication skills and adaptability
- The organization of work on each topic through assignments was a very powerful aspect; it promoted the development of ideas and made it possible to define strategies and the business plan

Some participants reported weaknesses or aspects which should be improved:

- More time to cover all course content, especially those who are dealing with the search for job offers. The lack of time is made even clearer by the group rotation as there was little time available per group
- It is very important that coaches and moderators have very good motivation skills
- Supervision for the participants should be strengthened
- Technical problems (non-working laptops) should be improved
- Better explanation of the key elements of the project and a longer course duration to work on the course activities.

10.1. Course Content

In the first pilot course, 85% of the participants admit that the course content had helped them in the development of skills for the job search. Some participants had expected to find a job during the course or immediately after, and one person said that they had already gained the knowledge previously.

Only 7 out of the 76 participants in the second pilot course rated 3 or worse. The reason for this, according to their statements, is that they

did not believe that they had progressed in terms of job hunting. Others were hesitant about whether they would find a job or not. Overall, this is a very small percentage of the total number of respondents.

To the question “In your opinion, which course content was the most interesting?” the participants replied as follows:

- Creation of a profile and discussions
- Group work, observing the interactions of the participants, having to achieve a real goal
- Group dynamics and the concreteness of the project
- Taking on different roles – being the leader
- Problem solving
- Active job-hunting
- Working in a team, group allocation and group collaboration
- Simultaneously learning theory and practical parts
- Active participation
- Rotation
- Nonviolent Communication
- Self-knowledge and self-experience, self-discovery
- Finding out my own skills and strengths
- Preparation for job-hunting and placement process: cover letters, summary and Video – curriculum, preparation for job interviews, portfolio, etc.
- Finding inspiration in other businesses
- Application of theory in a real business
- Use of networks for marketing purposes

To the question, “Which course content would you remove for future students” responded the participants as follows:

- Time management
- Video curriculum
- Nonviolent communication
- Head rotation
- Plenary sessions

10.2. Course Methodology

To the question “I am of the opinion that the methodology used is appropriate.” the arguments can be summarized as follows:

In the first courses, the methodology was rated by all participants as very positive. Most found (more than 85%) that it was adequate or very adequate. In the second courses, with respect to the appropriateness of the course methodology, only 7 respondents rated 3 or worse. The only reason to be specified – there were not many comments made on it – was that more precision in the course was required in order to achieve better results.

10.3. Group Work

In the first courses, almost 93% found the rotation principle used in Team Coaching interesting or very interesting. Some opinions show that it increases the participants’ level of active participation in the training course, although a lot of time is required to work in this way. There were also additional explanations to the rotation principle raised.

In the second courses, the participants generally gave very positive feedback. There were only a few weaknesses or areas in relation to group work mentioned that could be improved (9 out of 76 rated 3 or worse). In general, all participants appreciated the fact that they could learn from other group members and role-changing was generally perceived as very positive.

10.4. Improvement of teamwork

The results in the first courses regarding improving teamwork skills show that more than 90% of the participants believe that they have improved in this regard.

In the second passages, only 9 out of 76 respondents rated the question 3. They didn't give any additional negative comments to explain their assessment. The only comment was that conflicts were experienced in the group. That does not necessarily mean that the person had not increased their teamwork skills, but it could make the experience appear worse than expected.

10.5. Strengths and weaknesses

In the first courses, teamwork and the participatory method were rated by most participants as great strengths. Also the principle of rotation seemed to be very attractive and interesting, because it allowed the participants to move from one position to the next and let them experience the different roles and responsibilities that exist in every company. It also enabled them to learn leadership skills.

In addition, the opportunity to learn more about themselves, to identify their own strengths and to make the best of a situation was perceived as something very positive.

In the second courses, the most relevant answers were as follows:

- Teamwork
- Motivation
- Knowledge about oneself
- Real work experience
- Problem solving and conflict management
- Team rotation
- Cooperation vs. competition

10.6. Aspects in the course to be improved

After the first evaluation round the following suggestions were made:

Time management should be better covered. The opinions of the participants show that there is a demand for longer pilot courses in or-

der to have more time to work together in groups and on the prescribed activities. Some participants proposed that job interviews should be simulated in the course. Some also called for better organization of the pilot course and more explanations about the work that is to be carried out in the groups and the organization of the group.

After the second round of evaluation respondents would improve the following aspects (in order of importance):

- Timetable/Schedule, time for training
- Team leader rotation: some did not like it that others were their team leader after they had experienced the role themselves
- More interaction and courtesy between the participants

10.7. Recommendation of the course

In the first pilot round 97% of the participants would recommend the TeamCoaching pilot course to other people.

The participants had very good experiences because they were given the opportunity to exchange ideas with others; to learn from other colleagues; to extend the social and professional network and to build up direct contact with companies. The participants also found it very positive that the organization of the course integrated a practical approach to the theory being taught, and the possibility to develop different skills and competencies, such as leadership, teamwork, dealing with positive and negative feedback.

In the second course around 74 of the 76 respondents would recommend the course to others.

Reasons are: (participants' opinions)

- It empowers people searching for a job and a job placement by providing job-hunting tools and also skills to appreciate oneself
- Participants feel more confident job-hunting

- Skills developed by the participants are relevant
- It is a good way to promote and increase the ability to manage themselves and others. It offers the opportunity to test the theories being taught
- It is interesting to create a simulation experience and cross-links to different areas
- You learn a lot from the coaches and colleagues, it has helped me a lot for future job interviews
- Get to know yourself better, strengthen teamwork, and new ways to find jobs
- Speaking in public
- Motivation: New Skills
- It helps to get additional information about the job market.

10.8. Further ideas and comments

The last part of the evaluation allowed the respondents to add additional comments or ideas. It is very important to mention that the participants themselves – according to their statements – felt motivated and empowered to face job-hunting and to find a job. In the context of high youth unemployment, this is very significant. The participants also became aware that job-hunting requires both technical skills and resources in order to be successful.

10.9. Non-Measurable indicators of success

The following “non-measurable indicators of success” were found from the experiences of the project partners with the pilot courses:

- Increased self-esteem
- Personal development
- Knowing your own goals and the next steps
- Being in possession of additional skills and tools for the job search
- Orientation in the job market

10.10. The expected results

With respect to the expected results it can be stated that only partial integration of the participants in the job market was achieved, i.e. by TeamCoaching only partially short-term/immediate unemployment was been improved. Especially in Italy and Spain, the unemployment is so high that the partners agreed that the job market could not/cannot be influenced by TeamCoaching, and TeamCoaching therefore, is not a job market instrument. At the same time, it was repeatedly stressed that TeamCoaching nevertheless represents an excellent tool for vocational education and training in the area of employability, personal development and the promotion and acquisition of key competences, and that the participants benefited by participating in the TeamCoaching courses. In general, the participants underwent a brushing up on and advanced training in key skills, strengthening of one's personality, an increased awareness of their own skills and orientation in the job market, through which their self-confidence and employability were boosted.

The benefit of education can only be determined at the end of the program, as it is for the long-term and sustainable. Formation processes are not completed at the end of the program, and so their effects can often only reveal themselves in the long-term.

11. Impressions of the seminar routine

http://www.leonardo-teamcoaching.de/index.php?key=galeriedetail&-gale_id=14



12. Conclusion

TeamCoaching was perceived by all partners as a powerful tool for the development of the personality and the acquisition and brushing up on the key skills that are essential in all areas of the modern working world. The fact that very positive feedback came from the participants' evaluation, and that it was also said that the modules and action should be longer, speaks for the process-oriented and participatory approach in TeamCoaching. Awareness of one's own abilities; working on your own personality as well as the ability to cooperate in a team, reflection with professional guidance, the orientation and integration into the job market, new tools for job seeking, clarifying their own goals, the personal guidance that personal coaching in personal issues and increasing employability are just a few elements here that need to be mentioned when it comes to describing the success of TeamCoaching.

The concept was not only appreciated and assessed extremely positively by the participants of the courses; it was also identified by the partner organizations and coaches as a valuable tool for vocational education and training. The TeamCoaching method is being used by all project partners even after the project period. Therefore, TeamCoaching can only be recommended to other institutions, project managers, concept developers, trainers and coaches in Europe.