



YOUTH IN TRANSITION

“Youth in transition” (YIT). The goal is to improve the support of the most vulnerable sub-group of the NEETs (e. not in education, employment or training) on their pathways. These “young people on the edge” are characterized by a complexity of personal and social difficulties, caused by psychological diagnoses, socially disadvantaged backgrounds, abuse, drugs, crime or other burdens. To improve the situation of the NEET group YIT project has developed the term “Scout”.

SCOUT

“Scout” function is understood as a close and consistent contact person for the young person in transition. The Scout profile combines two roles; *Organizational coordinator* and *Personal counsellor*. The scout can act on both these roles or this can be several professionals, depending on how each country implements it.

Scout should be able to counsel and support youth personally from principles of career learning, as well as coordinate supportive initiatives across sectors. This can be done by upgrading the competences of the counsellors to better address the topic.

DEFINITION OF COMPETENCE FOR COUNSELLORS

According to EU, Key competencies are a combination of knowledge, skills and attitudes. Key competencies are those which individuals need for personal fulfilment and development, employability, social inclusion and active citizenship. They go beyond the notion of only (academic) “knowledge”. (Corey and Corey, 2011; Lifelong learning programme, 2007). Action orientation is the most important element of the concept of “competence” (Knud Illeris, 2012).

Competencies are sets of behaviours, usually learned through experience that are instrumental in the accomplishment of desired organizational results or outcomes (Land and Conte, 2010).

Competencies relate to the observable skills or abilities that an individual requires in order to perform a task or a role effectively. Competency frameworks describe the behaviours associated with good or poor performance for each competency (Arnold and Randall, 2010).

Counsellors practice only within the boundaries of their professional competence, based on their education, training, supervised experience, state, and national professional credentials, and appropriate professional experience. Counsellors will demonstrate a commitment to gain knowledge, personal awareness, sensitivity and skills pertinent to working with a diverse youth population (Ivey, Ivey and Zalaquett, 2010).

Knowledge can be defined as a collection of facts and information about a particular domain. Knowledge is acquired through formal education, training or specific experience.

Skills are practiced acts, such as using a computer keyboard. It comes with practice. Skills depend on certain abilities, personality characteristics and knowledge. People skill is a nontechnical term that includes negotiating skills, communication skills and conflict resolution skills.

Attitude is used to refer to an individual’s overall evaluation of persons (including oneself), objects and issues. Attitudes are evaluative, they reflect a person’s tendency to feel, think or behave in a positive or negative manner towards the object of the attitude. Attitudes are different from personality which reflects a person’s predispositions across a range of situations (Arnold and Randall, 2010). The basis for competent practice resides in the personal qualities, values and attitudes of the counsellor. The development of effective practice in counselling depends on the presence of attitudes reflecting openness to alternative approaches, an appreciation of diversity and a willingness to change (Guidance counseling core competencies & professional practice, 2016).

These definitions will be used as a criteria for the scout profile, i.e. competences; knowledge, skills and attitude.

SCOUT PROFILE

The Scout profile combines two roles/functions; *Organisational coordinator* and *Personal counsellor*. The scout can act on both these roles or this can be different professionals, depending on the local implementation and the individuals needs of the NEET.

ORGANISATIONAL COORDINATOR

KNOWLEDGE

Scout has:

Knowledge of labour market and megatrends (1)

Knowledge of relevant legislation/laws/regulative. Understands their connection and interdependence

Knowledge on monitoring, evaluation and quality assessment

Overview of relevant operators and systems working with NEET

Overview of given offers, opportunities and resources for NEET

SKILLS

Scout is able to:

Present and steer meetings (2)

Use ICT skills for organizational purposes and documentation

Have formal documentation

Map companies for cooperation

Map stakeholders and agents outside the formal system

ATTITUDE

Scout has to:

- ❖ Work within the appropriate ethical standards
- ❖ Show professional responsibility
- ❖ Be goal, -action and solution-oriented
- ❖ Protect youth rights and are aware of confidentiality and its limits
- ❖ Be compliant with the philosophy and/or mission of the institution they are working for
- ❖ Be aware of their own strengths and areas that can be strengthened to provide quality services
- ❖ Be aware of their own personal and professional limitations
- ❖ Put NEETs needs before their own in accordance with law and rules

With this knowledge, skills and attitude a Scout should have the following COMPETENCIES.

Scout is able to:

Operationalise the chain responsibility (3)

- ❖ Build networks
- ❖ Use networking skills, appropriate communication with external organizations to establish and maintain networks

Identify relevant legislation applicable to the individual NEET's situation

Place and balance relevant responsibilities among professionals and the NEETS (4)

Engage in appropriate continuing professional development on an ongoing basis

Have insight on own position and authorities, related to NEETS

PERSONAL COUNSELLOR

KNOWLEDGE

Scout has:

Overview of the situation of the NEET group

- ❖ Individual
- ❖ NEETs in general

Knowledge of vulnerable individuals and their development

Knowledge of different counselling theories, approaches and methods in counselling

- ❖ Counselling theories (5)
- ❖ Career development theories (6)
- ❖ Interviewing methods (7)
- ❖ Counselling tools

Knowledge of rehabilitation

Knowledge of substance abuse, mental health/disorders, healthy lifestyle, addiction of various kinds (drugs, computer etc.) and interventions related to that

Knowledge of learning difficulties and other psychological problems affecting NEET

Knowledge of methods for assessing special needs for support, development and learning

Knowledge of the consequences of obstacles and problems such as homelessness, child abuse, sexual harassment, violence, refugees, torturing etc.

Knowledge of the human and cultural diversity such as gender, sexual orientation, religion, ethnicity, physical and mental disabilities etc.

SKILLS

Scout has:

Skills within counselling, for example:

- ❖ Career- and education counselling
- ❖ Pedagogical skills
- ❖ Teaching skills etc.

Ability to choose and use appropriate counselling approach

Intentional interviewing skills

- ❖ Group counselling
- ❖ Active listening etc. (8)

Skills to deal with conflict situations

To be able to use techniques, methods and approaches to motivate NEETs

To be able to analyse potential risk factors and other barriers in the consultation process

To recognise and analyse barriers to achieving the expected results of the youth and support them in overcoming obstacles

Communication skills (personal dialogues and group dialogues)

ICT skills for communication with the NEET and in guidance

To be goal- and action-oriented

The ability to prioritise issues, analysing, structure, summarise and review

To be able to help NEET develop self-awareness of their personal values, attitudes, beliefs and self-worth

ATTITUDE

Scout has to:

- ❖ Build a relationship with mutual trust and respect
- ❖ Work within the appropriate ethical standards
- ❖ Show professional responsibility
- ❖ Be goal- and action-oriented
- ❖ Understand the circumstances of the NEET group and work from there
- ❖ Have a relaxed presence
- ❖ Have faith in the youth and their abilities
- ❖ Protect youth rights and are aware of confidentiality and its limits
- ❖ Reflect on their life journey and how it affects the counselling relationship
- ❖ Be compliant of the philosophy and/or mission of the institution they are working for
- ❖ Be aware of their own strengths and areas that can be strengthened to provide quality services
- ❖ Be aware of their own personal and professional limitations
- ❖ Put NEETs needs before their own in accordance with law and rules

With this knowledge, skills and attitude a Scout should have the following COMPETENCIES.

Scout is able to:

Be able to build trust and safety

Show empathy

Use his own personal counselling style

Provide the right balance between personal involvements and maintain a professional distance in the counselling process

Conduct relational and motivational work

Care for personal development: learning from colleagues (peer learning), self-reflection, self-learning, integration into appropriate training

Being open to cultural diversity, cultures and values of the NEET

Analyse and evaluate one's own communication, effects and the consequences of one's own attitudes and values

Design and support a meaningful and coherent pathway together with the young person and in the context of the chain responsibility. Especially the transitions between the steppingstones on the pathway are important to support

Support NEET in making personal plan

- ❖ Goals
- ❖ Agreements etc.

Outline individual progress of and for the NEETs

Use the ability to detect NEETs' needs for counselling support

Conduct assessment of the NEETs' needs for support, development and learning; offer relevant activities

Conduct continuous follow-up on NEET's goals, as agreed in the personal plan (9)

Create a didactically meaningful pathway for each individual NEET

Assess the career management competences and learning needs together with NEET, applying appropriate tools and approaches

Decide when to make a referral to another professional service

Initiate activities for the promotion of NEET's career- and educational readiness (10)

Engage in appropriate continuing professional development on an ongoing basis

ANNEX

1. Has the knowledge of detailed labour market information (wages, occupational and industry trends, market conditions, etc.).
2. Has the ability of preparing and conducting comprehensive and to the point presentations. Has the ability to steer the meetings of multi-sectorial professionals.
3. Conduct close cooperation and communication with other professionals around the NEETs based on a common understanding of tasks and ethic and to synchronize their support to the NEET.
4. Placing and balancing relevant responsibilities between professionals and the NEETS, in accordance with the commitment from all involved parties, related to each NEET's individual plan (Corey, 2009).
5. Counsellors need to select wisely from various theories and techniques and develop a personal style of counselling. Different youths may respond better to one type of intervention than to another. Different interventions may be needed at different times. It is important to acquire a broad base of counselling techniques that are suitable for individual youths.

There are 11 approaches. These approaches are grouped into five general categories. Here are some examples:

- i. Adlerian therapy can broadly be considered an analytical perspective. This is a growth model that stresses assuming responsibility, creating own destiny, and finding meaning and goals to create a purposeful life.
- ii. Reality therapy (Glasser). Based on choice theory and focuses on the youth assuming responsibility on the present. Through the therapeutic process, the youth is able to learn more effective ways of meeting her or his needs.
- iii. Postmodern approaches. How people produce their own lives in the context of systems, interaction, social conditioning, and discourse. These approaches maintain that the youth is an expert in his or her own life.

6. Career development theories are useful in counselling people with problems of career choice and adjustment (Sharf, 2010).

Trait and Type theories analyse traits or characteristics of individuals with the intention of matching these traits with qualifications required by jobs. These characteristics are then matched to help an individual select an occupation. Holland's typological theory describes six types of people and six types of environments, so individuals can be matched with types of work to provide assistance in career selection (Sharf, 2010. Page 25). A clear understanding of yourself; attitude, abilities, interests, ambitions, and resource and their causes. Occupational entry can be predicted more accurately from interests and has

interests become the most important trait use in occupational selection (Sharf, 2010). Here are some examples:

- i. Super and colleagues offer concepts and inventories that can assist the counsellor in working with adolescents. Being able to assess the development of interests, capacities, and values in a youth is helpful (Sharf, 2010).
- ii. John Krumboltz and colleagues theory focuses on teaching youths career decision-making techniques and helping them use these techniques effectively in selecting career alternatives and dealing with unexpected events (Sharf, 2010).
- iii. Social cognitive career theory or career self-efficacy theory focuses on the strength of individuals beliefs that they can successfully accomplish something (Sharf, 2010).

7. Intentional interviewing: Interviewing and counselling require relationships with the youth. They all seek to help youths work through issues by drawing out and listening to the youth's story. Intentional interviewing and counselling present the key skills and strategies (Ivey, Ivey and Zalaquett, 2010).

Specific skills that you will learn with the intentional interviewing approach that will enable you to help others find new ways to understand their thoughts, feelings and behaviour (Ivey, Ivey and Zalaquett, 2010).

In the initial interview it is important to focus on the youth's goals or lack of them. Ask like "what do you want", "what aspect or life situation would you most like to change" etc. It is essential that the counsellor is able to understand, respect and work within the framework of the youth's world (Sharf, 2010).

8. Active listening skills: active listening, paraphrasing, clarifying, setting boundaries, challenging, contracting, motivating, focusing, utilizing non-verbal communication, questioning, probing, immediacy, reflecting feelings, prioritising issues, structuring, summarising a session and reviewing progress (Guidance counselling core competencies & professional practice, 2016).

9. Assisting them to obtain and maintain employment or education that is consistent with their vocational goals. Facilitate youths in envisioning their own potential, identifying options, making decisions, resolving difficulties and making a personal plan. Provides individualized follow-along supports to assist them in maintaining employment or education. Writes job support plans with youths. Help youths to change the focus of discourse working from; past to present, others to self, facts to feelings and reflections to appropriate action (Guidance counselling core competencies & professional practice, 2016).

10. It is important to discuss attitudes toward work and actual work demands with youth. Like employer attitudes, relationships with co-workers, new skills learned, and advancement opportunities for both part-time and full-time workers (Sharf, 2010).

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