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EMPOWERING LTUs

Empowering long-term unemployed older workers through coaching & personal branding

**Handbook on empowerment strategies and training tools to motivate
and activate long-term unemployed workers back to work**

(IO1)

**Part 1: Inventory of skills and competences needed in today's labour
market by LTU and by professionals dealing with them.**



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INTRODUCTION

“Empowering LTU’s older workers through coaching and personal branding” (EMPOWERING LTUs) is an ERASMUS+ strategic partnership funded by the European Union and the Spanish National Agency of the Erasmus+ Programme, with the **aim to improve the success rates of long term older unemployed placements with more focused, tailored approaches.**

EMPOWERING LTU’s partners work together towards improving counselling and training methodologies in their respective organisations and countries, as well as at EU level, in order to empower LTU adults to update their skills and competences for adapting to the changing labor market and highly competitive economy.

The project is coordinated by **FUNDACIÓN COREMSA**, a Spanish private placement agency and experienced entity in education, training and social inclusion of vulnerable people in Southern Spain working on different projects on labour market inclusion of specific groups. EMPOWERING LTUs consists of four more partners from four European countries:

- **United Kingdom: INOVA CONSULTANCY** - providing consultancy services and project work in the field of self-development and entrepreneurship.
- **Italy: STEPS** - experienced partner in research and analysis of labour needs, recognition and certification of competences and elaboration of innovative training concepts.
- **Greece: Social Enterprise Knowl** - has developed a number of innovative learning models for personal and professional development, its flagship being STARS Success Yourself®, a workshop accredited by the International Coach.
- **Spain: Acción contra el Hambre (ACH)** - a renowned NGO that has a unit on socio-labour inclusion to develop entrepreneurship programmes, especially through “Vives project”, aiming at improving employability capacities of the unemployed through training, counselling, mentoring and funding.

This “**Inventory of skills and competences needed by unemployed older workers in today’s labour market and by professionals dealing with them**” represents the first part of the main project’s output, the “**Handbook on Empowerment strategies and Training Tools to motivate and activate Long Term Unemployed back to work**” (IO1).

The aim of the Inventory is to provide a clear overview on competences and skills needed by the labour market to pave the way for the development of an innovative methodology and training tools for encouraging the long term unemployed (LTUs) to actively re-enter the labour market, and at the same time, by supporting the development of new tools for professionals dealing with LTUs, to make career guidance and support more effective and fruitful.

1 BACKGROUND AND FRAMEWORK

The Empowering LTU'S project has been designed to achieve the following specific objectives:

- To provide career advisors in each participating country with new, more effective and individualized methods and tools to support unemployed adults.
- To support and empower the long term unemployed helping to change their mind-set by discovering their strengths, skills and interests through the most appropriate training.
- To promote European networking between private and public entities dealing with unemployed adults with holistic collaboration.
- To improve the level of participation of adult learners from a lifelong learning perspective.

The main project output is the “Handbook on Empowerment strategies and Training Tools to motivate and activate Long Term Unemployed back to work” (IO1) which will include the following parts:

- a) Inventory of skills and competences needed in today's labour market + skills and competences of professionals dealing with unemployed older workers.
- b) Tailor and validate methodology based on inventory.
- c) Design of the 3 different training packs: NLP coaching; social media skills and personal branding; coaching circles technique.
- d) Implementation of the training packs at 3 levels: career advisors/trainers; Long Term Unemployed; Peer coaching .
- e) Recommendations for career advisors and adult trainers on strategies, methodologies and practical tools used to empower and activate unemployed older workers.

The Inventory represents the reference framework on which the EMPOWER innovative methodology for enhancing LTUs employability has been built.

During the first transnational meeting, the partners discussed ways of building this framework, mainly addressing soft skills. With the purpose of grounding this work on solid existing knowledge and terms of reference, Inova Consultancy presented the “Entrepreneurship Competence study¹” (EntreComp), realised by the JRC on behalf of the Directorate General for Employment, Social Affairs and Inclusion (DG EMPL) in January 2015 and issued on 2016 and proposed to adapt it for intrapreneurship.

¹ Reference to the EntreComp competences framework for green entrepreneurs: Bacigalupo, M., Kamylyis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneur-ship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi:10.2791/593884

The EntreComp study, in fact, represents the point of reference for any entrepreneurial learning as it provides a comprehensive framework for the definition of the entrepreneurship competence and describes its components in terms of knowledge, skills and attitudes. The complete framework, made up of 15 competences can be seen as starting point to be applied and adapted to any domain and possible value chain, as well as to different contexts and sectors: from individuals to groups, from private to public or third sectors initiatives, as well as to different types of entrepreneurships, from the social, to the green and digital ones.

With EntreComp, entrepreneurship is defined as a “transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial)”.

The conceptual model is built upon the description of entrepreneurship as the “the ability to turn ideas into action that generate value for someone other than oneself”, and is made up of 3 competence areas, each of them including 5 specific sub-competences:

- **Ideas and opportunities**
- **Resources**
- **Into action**



Taking the ENTRECOMP study as starting point, STePS srl, being the partner in charge of the development of the Inventory, worked in order to identify further resources as to position the Inventory in a wider European framework of references on competences and skills, labour market needs and trends, employment, career guidance and training professionals, etc.²

As a second step, the Inventory developed following the Entrecomp Framework has been validated by the EMPOWER project partners, with the special involvement of a group of career advisors associated with Acción contra el Hambre (ACH) within a dedicated focus group that took place on the 13th of February in order to give feedback to the list of competences needed by professionals who work with LTUs and to adapt them to the older workers characteristics.

The Inventory has been than finalised and after the joint training staff event held in Sheffield from 24 to 27 April 2017.

² See full list of reference pag.

2. SKILLS AND COMPETENCES NEEDED BY LTUs TO ACTIVELY RE-ENTER THE LABOUR MARKET

The inventory of skills and competences needed by LTUs in today's labour market have been created by adapting and combining the following following resources in order to describe the skills and competences needed by LTUs to re-enter the labour market.

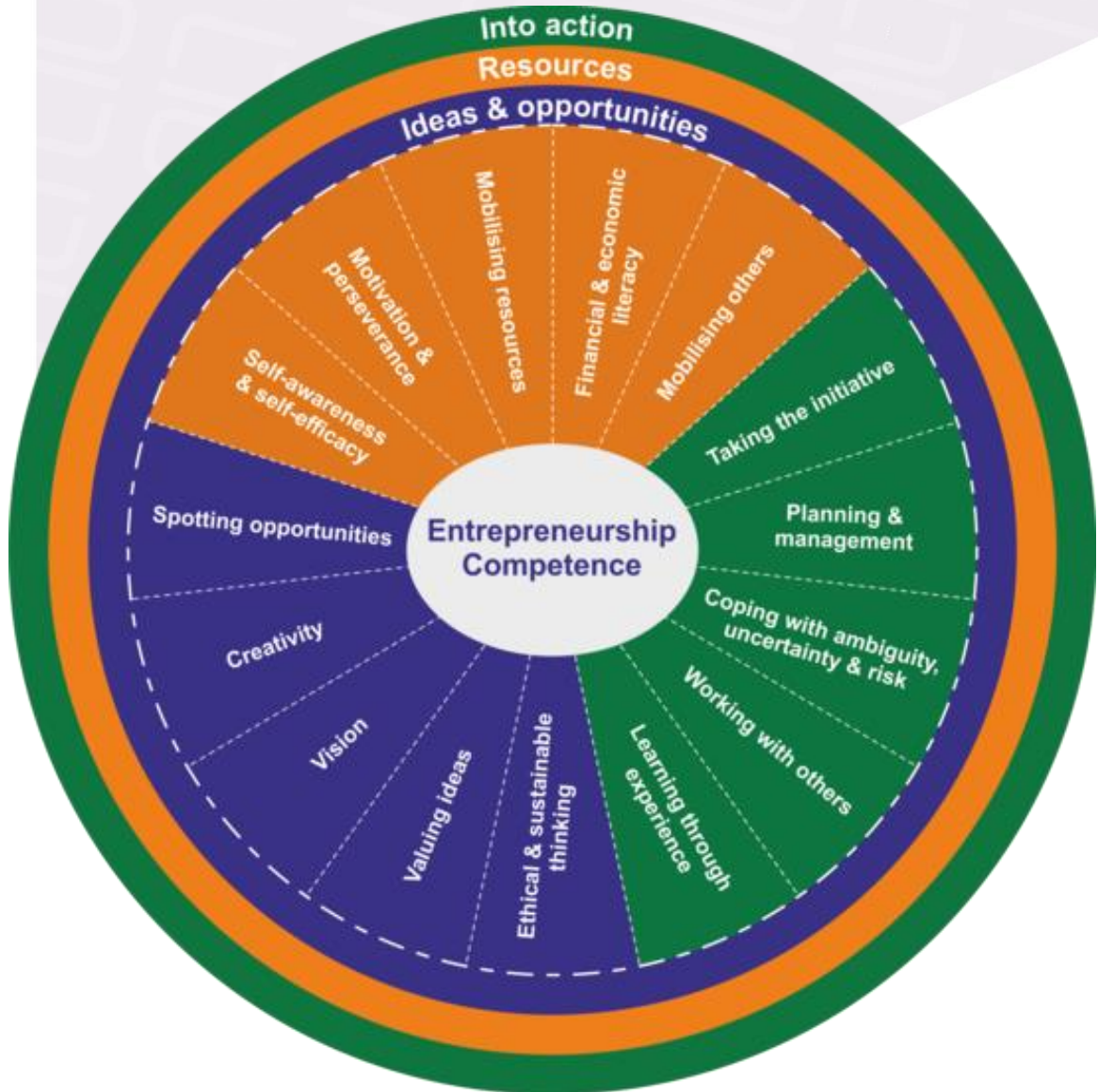
- Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi: 10.2791/593884.
- IOM's Migration for Development in the Western Balkans (MIDWEB) project (2009) Training Modules to Enhance CV/Interviewing Skills for Labour Migrants: Trainer's Manual.
- European Commission (2006) - Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning.
- UK national career service: Skills Health Check
<https://nationalcareersservice.direct.gov.uk/skills-health-check/your-assessments>.

This work is grounded on the idea that the most important competence needed by LTUs to actively re-enter the labour market and play an active role in the society, is a form of "Intrapreneurship".

Usually Intrapreneurship is defined as "the act of behaving like an entrepreneur while working within a large organization. Intrapreneurship is known as the practice of a corporate management style that integrates risk-taking and innovation approaches, as well as the reward and motivational techniques, that are more traditionally thought of as being the province of entrepreneurship" (<https://en.wikipedia.org/wiki/Intrapreneurship>).

If applied to personal and professional development and self-management, and especially if combined with the transversal key competences for Lifelong Learning and soft skills generally required by job employers, intrapreneurship can be considered a key competence for LTUs, as it brings attitude for change and innovation, creativity and management. So intrapreneurship is understood as a set of skills required specifically to adults by employers.

The table INTRAPRENEURSHIP here below has been developed by adapting the EntreComp. The Entrepreneurship Competence Framework to the Intrapreneurship competence and more specifically to LTU's self-development and empowerment needs as essential skills for an active job search and role into society. It is followed by a second table which highlights crosslinks with soft skills and Key competences for LLL.



OVERVIEW TABLE: INTRAPRENEURSHIP – Main skills and competences needed by LTUs to make an active job research and re-enter the labour market

AREA	COMPETENCE	Levels of Proficiency		
		BASIC	INTERMEDIATE	ADVANCED
A.- IDEAS AND OPPORTUNITIES	A1 - SPOTTING OPPORTUNITIES	She/he can find opportunities for new jobs (in a given area where she/he has previous working experience or educational background)	Can recognise opportunities for job and work in new areas where she/he have not previous experiences nor educational background	Can seize and shape opportunities for different and new jobs (e.g. anticipate needs; propose a new activity, plan his/her own activity/explore new sectors)
	A2- VISION	She/he can imagine a desirable and satisfying job in a job environment/area (that is familiar to her/him)	She/he can imagine different desirable and satisfying jobs in different environment and areas (even not familiar to her/him)	Can use this vision to explore new job market areas and guide a job search strategy
	A3- CREATIVE THINKING	She/he can come up with ideas for new jobs and different ways to apply for/approach them	Can test and refine ideas for new jobs and ways to approach them	Can transform ideas into action
	A4- IDENTIFY PERSONAL VALUES AGAINST FUTURE WORK/JOB VALUES	Can understand and appreciate the value of a potential work environment or job that is/might be motivating/satisfying her/him	Can understand that different work environments can have different types of value, which can be motivating/satisfying her/him in different ways	Can develop strategies to make the most of the value generated by different work environments/job types

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B.- RESOURCES	B1- SELF- AWARENESS	She/he is aware of her/his own personal skills, personality traits, previous experiences and how they can match potential employers' needs	Can make the most of his/her skills, personality traits, previous experiences and relate them to new potential jobs	Can compensate for her/his weaknesses by further developing their strengths.
	B2 - MOTIVATION AND PERSEVERANCE	Wants to return to the labour market and to find a job/start her/his own activity	Is willing to put effort and resources into returning in the labour market/start her/his own activity	Stays focused on searching for a job/start her/his own activity despite setbacks.
	B3- DEVELOPMENT AND MAINTENANCE OF NETWORKS (INCLUDING SOCIAL NETWORKS)	She/he can activate formal channels and network for job search (e.g. participation in various business or social events)	Can activate and combine different networks of contacts, both formal and informal (personal family) as well as through social networks	Can define a complex job search strategy/plan to generate new job opportunities including: direct approach to prospective employers and self-entrepreneurial initiatives
	B4- PERSUADING AND COMMUNICATING (INCLUDING PERSONAL BRANDING)	Can easily communicate her/his skills and best personal traits to potential employers	Can communicate her/his skills and best personal traits to potential employers and tell about different occasions in which she/he has successfully used them (on the job or otherwise)	Can identify what are the most important skills for a specific job and relate them to her/his skills and personal traits and, where this is not possible - show potential employers her/his own ability to fast learning new skills if needed.

C.- INTO ACTION	C1- USING PROACTIVELY JOB SEARCH (INCLUDING ICT BASED ONES) TOOLS AND SKILLS	She/he knows the main advertising channels used by companies (newspapers/web sites and how to respond to an advertisement	She/he knows how to apply for a job/how to create a good CV	She/he knows how to attend a job interview
	C2- PLANNING AND MANAGEMENT	She/he is able to define the goals for the job searching activities	She/he can plan the job search and focus on details; create an action plan, which identifies the priorities and milestones to achieve their goals	She/he can refine priorities and plans to adjust to changing circumstances
	C3- COPYING WITH UNCERTAINTY AMBIGUITY AND RISK	She/he is not afraid of making mistakes while trying new things/while exploring new opportunities for new jobs	She/he is able to evaluate the benefits and risks of alternative options and make choices that reflect her/his preferences	She/he can weigh up risks and make decisions despite uncertainty and ambiguity
	C4 -LEARNING THROUGH EXPERIENCE AND ACTION LEARNING	She/he can recognise what she/he has learnt through experiences	She/he can reflect and judge her/his achievements and failures and learn from these	She/he can improve her/his abilities to find a job by building on their previous experiences and interactions with others

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TRANSVERSAL SKILLS AND KEY COMPETENCES FOR LLL

OVERVIEW TABLE: TRANSVERSAL SKILLS AND KEY COMPETENCES FOR LLL NEEDED BY LTUS TO RE-ENTER THE LABOUR MARKET GROUPED BY AREAS

Main sources:

European Commission (2006) - *Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning*

UK national career service: *Skills Health Check* <https://nationalcareersservice.direct.gov.uk/skills-health-check/your-assessments>

	SKILL AREA	CROSS-LINK WITH KEY COMPETENCE FOR LLL (KC)	CROSS LINK WITH INTRAPRENEURSHIP SKILLS
1	Team working Working with others Works well with people by listening, understanding and helping others.	KC6: Social and civic competences	B3- - DEVELOPMENT AND MAINTENANCE OF NETWORKS (INCLUDING SOCIAL NETWORK
2	Planning and focusing on detail Plans own tasks and uses time effectively to achieve their employment goals Results orientation	KC5: Learning to learn	C2 PLANNING AND MANAGING
3	Taking responsibility Takes responsibility for own actions for self improvement	KC7 Sense of initiative & entrepreneurship KC 8: Social and civic competences	B1- SELF- AWARENESS B2 - MOTIVATION AND PERSEVERANCE
4	Problem solving Spots problems and gathers information, making judgements based on facts.	KC7 Sense of initiative & entrepreneurship	C1- PROACTIVELY USING JOB SEARCH TOOLS AND SKILLS

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5	Flexibility and adaptability Handling change and pressure Adapts to changes, remains calm and reacts positively to challenges Tolerance to frustration	KC7 Sense of initiative & entrepreneurship KC 5: Learning to learn	C3- COPING WITH UNCERTAINTY AMBIGUITY AND RISK
6	Motivation Showing energy and drive Shows energy and enthusiasm for meeting difficult goals and taking on new tasks.	KC7 Sense of initiative & entrepreneurship KC 5: Learning to learn	A1 VISION
7	Learning capacity and use of ICT Easily learns new information and quickly learns how to use new technologies.	KC4 Digital competence KC 5: Learning to learn	C4 -LEARNING THROUGH EXPERIENCE
8	Convincing and communicating Convinces others and deals well with conflict. Expresses self clearly when speaking and writing.	KC2 Communication in mother tongue	B4- CONVINCING AND COMMUNICATING (SELF- MARKETING)
9	Creative thinking Comes up with new ideas and different ways for approaching issues.	KC8 Cultural awareness and expression	A3- CREATIVE THINKING
10	Self-awareness	KC5 Learning to learn	B1 SELF AWARENESS

3 SKILLS AND COMPETENCES NEEDED BY PROFESSIONALS WHO WORK WITH LTUs (TRAINERS, CARRIER ADVISORS, COUNSELLORS, ETC.)

The following tables have been created by adjusting the set of competences described in SALTO YOUTH Training and Cooperation Resource Centre (2014). European Strategy II: A set of competences for trainers working at an international level (Amended Version) to professionals dealing with LTUs.

The set of competences for trainers working at an international level was developed by SALTO-YOUTH as a network of eight Resource Centres working on European priority areas within the youth field. As part of the European Commission's Training Strategy, SALTO-YOUTH provides non-formal learning resources for youth workers and youth leaders and organises training and contact-making activities to support organisations and National Agencies (NAs) within the frame of the European Commission's Erasmus+ Youth programme and beyond.

This set of competences was developed to provide individual trainers, teams of trainers and training providers with a model to develop assessment tools (self- and external assessment) and training strategies. (<https://www.salto-youth.net/rc/training-and-cooperation/trainercompetencedevelopment/trainercompetences/>).

In the present work context, the trainer's skills are adjusted to the work with LTUs and with particular regards to the aim to empower them towards active job search and self-development. The table below shows references to the Intrapreneurship competences described in the previous chapter, and try to show how trainers can encourage LTUs to acquire them.

According to the main conclusions of the focus groups carried out with 3 employment career advisors of ACH who work with unemployed adults through the Employment Programs as well as with the methodological employment program coordinator, the following competences have been highlighted as key ones to work with LTUs and to encourage LTU's active job search:

- Patience, as adults have a slower rhythm than other target groups.
- Technological competence.
- Intermediation with companies.
- Change management.
- Individual support.
- Capacity to motivate.
- Cooperating successfully in teams.
- Communicating meaning with others, including NLP knowledge.
- Use of coaching techniques.
- Use of Personal branding techniques.

Other important competences:

1. Knowing how to work with the insecurities of the people, and allowing them deal with their limiting beliefs.
2. Knowing how to raise awareness on the work context, salaries and emerging business sectors where they can have job opportunities.

Overview table: SPECIFIC COMPETENCES TO ENCOURAGE LTUs TO ACTIVE JOB SEARCH

AREA	COMPETENCE	Levels of Proficiency		
		BASIC	INTERMEDIATE	ADVANCED
UNDERSTANDING AND FACILITATING GROUP AND INDIVIDUAL LEARNING	SELECTING AND ADAPTING OR CREATING APPROPRIATE METHODS AND SOURCES FOR ADULT EDUCATION, COUNSELLING, CAREER GUIDANCE	She/he knows and understands existing methods and their sources for adult education, counselling and vocational guidance to stimulate intrapreneurship competences in LTUs	She/he can choose and combine the most appropriate methods and sources for adult education, counselling and vocational guidance and adapt them to the LTUs needs	She/he is able to adapt methods and sources to a changing situation and to improvise, adjust and deal with unknown and unpredictable situations as well as to the needs of LTUs with different backgrounds and experiences
	CREATING A SAFE AND INSPIRING LEARNING ENVIRONMENT	She/he knows and understands the principles of creating an encouraging learning environment, paying attention to risk factors and group processes	She/he can identify and exploit the potential of a specific (given) environment to stimulate in LTUs a vision of a better future and new job	She/he is able to find new and creative ways to use a given environment by making the most of its limitations and potentials to stimulate in LTUs a vision of a better future and new job
	SUPPORTING LTUs IN IDENTIFYING AND MEETING THEIR NEEDS AND OVERCOMING BARRIERS (ENCOURAGING SELF-AWARENESS)	She/he knows and understands the dynamics of individual learning processes/counselling and career guidance to be used to encourage LTUs self-awareness	She/he can establish a supportive relationship with the LTU and empathise with her/him. She/he applies the chosen theory and methodology in order to encourage LTUs' self-awareness	She/he is able to support and encourage/confront learners in a useful and different way, adapting to the individual needs and characteristics. Is able to encourage and guide LTUs towards self-awareness

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<p>UNDERSTANDING AND FACILITATING GROUP DYNAMICS IN A WAY THAT IS CONDUCTIVE TO DIFFERENT WAYS OF LEARNING</p>	<p>She/he knows, understands and can identify group processes and different learning styles in LTUs as to promote intrapreneurship and more specifically C4 learning to learn competences</p>	<p>She/he can identify group processes with specific reference to LTUs and act accordingly. She/he can adjust group processes according to any identified change in factors, in the meantime keeping the focus on promoting intrapreneurship and more specifically C4 Learning to learn competence</p>	<p>She/he is able to identify and support an individual's specific way of learning to encourage effectively intrapreneurship competences and more specifically C4 Learning to learn</p>
<p>STIMULATING ACTIVE PARTICIPATION AND MOTIVATING AND EMPOWERING LEARNERS</p>	<p>She/he knows and understands the principles of participatory/emancipatory/empowerment pedagogy, as well as those of personality-related models and/or theories with specific reference to LTUs</p>	<p>She/he can apply and deal with these principles and models in order to encourage motivation and perseverance in LTUs</p>	<p>She/he is able to combine different principles and methods in useful and different ways and to adapt them to the individual and group needs, as to stimulate motivation and perseverance in LTUs</p>
<p>PROMOTING CREATIVITY, PROBLEM SOLVING AND OUT OF THE BOX THINKING</p>	<p>She/he knows and understands the factors that support and block creativity; she/he knows ways and methods to encourage creativity, problem solving and 'out-of-the-box' thinking, especially in adult learners and LTUs</p>	<p>She/he can apply methods and ways encouraging creativity, problem solving and 'out-of-the-box' thinking to encourage and stimulate creativity and creative thinking in LTUs</p>	<p>She/he able to combine different methods and to experiment new ways of application as to meet both needs of the group and the individuals to stimulate creativity and creative thinking in LTUs</p>
<p>EFFECTIVELY MANAGING ONE'S EMOTIONS IN TRAINING SITUATIONS: RESPECTING ETHICAL BOUNDARIES VIS A VIS LEARNERS</p>	<p>She/he knows and understands ways and methods to manage one's own emotions, respecting ethical boundaries especially when dealing with demotivated adult learners/persons in difficult emotional/economical/social situations</p>	<p>She/he can identify one's own emotions and relate them with a training situation, especially when dealing with adult demotivated learners/persons in difficult/motional/economical/social situations</p>	<p>She/he is able to share their own emotions with the group in an educational way and maintain ethical boundaries, especially when dealing with de-motivated adult learners/persons in difficultemotional/economical/social situations</p>

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LEARNING TO LEARN	ASSESSING ONE'S LEARNING ACHIEVEMENTS AND COMPETENCES	<p>She/he knows and understands the principles and methods of assessment and self-assessment and how to apply them to adult learners and especially LTUs</p>	<p>She/he can freely choose and use different assessment and self assessment tools with adult learners and especially LTUs and to derive learning achievements from this. Is able to assess LTUs competences and skills for better guidance and support</p>	<p>She/he is able to adjust and convey the concept of competence to various groups of learners; is open and ready to accept various perceptions of one's competences and learning achievements as to improve guidance and support for LTUs</p>
	IDENTIFYING LEARNING OBJECTIVES AND PURSUING THEM PRO-ACTIVELY	<p>She/he knows and understands basic principle of learning processes and refers to strengths, weaknesses and is able to encourage and enables LTU to take responsibility for their own learning process towards an active job search</p>	<p>She/he can analyse learners' strengths, weaknesses and learning opportunities and plan the learning process accordingly with the aim to encourage and enable LTUs to take responsibility for their own learning process towards an active job search</p>	<p>She/he is able to plan the learning process according to learners' identified strengths, weaknesses and learning opportunities in order to encourage and enable LTUs to take responsibility for their own learning process towards an active job search</p>
	UNDERGOING PERSONAL/ PROFESSIONAL DEVELOPMENT THROUGH FEEDBACK	<p>She/he knows and understand the principles, mechanisms and value of feedback and how to apply them to adult learners and especially LTUs</p>	<p>She/he can give, receive and integrate feedback in a constructive way with specific focus to enable personal and professional development in LTUs, also through personal and live examples</p>	<p>She/he is able to integrate feedback and maintain or recover their own emotional balance afterwards (is open to accept one's own unconscious behaviours/habits) with specific focus to enable personal and professional development in LTUs, also through personal and live examples</p>

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	<p>ACKNOWLEDGING AND DEALING WITH UNEXPECTED (C3)</p>	<p>She/he knows and understands learning as a continuous process and is able to stimulate personal and professional development in LTUs</p> <p>She/he also stimulates C3 (coping with uncertainty and risk) giving a personal and live example</p>	<p>She/he can reflect and adjust the learning process of LTUs according to unexpected issues and unpredictable individual characteristics and reactions</p>	<p>She/he is able to focus training on planned learning objectives while remaining open to incorporating unplanned ones (is open and ready to balance between planned and unplanned learning objectives)</p>
	<p>IDENTIFYING AND PROVIDING APPROPRIATE RESOURCES- ESPECIALLY LINKED TO JOB SEARCH SKILLS / TOOLS, SELF MARKETING AND COMMUNICATION - TO SUPPORT INDIVIDUAL LEARNING (Including social media)</p>	<p>She/he can identify existing appropriate resources for supporting LTU learning, especially linked to job search skills/tools, self marketing and communication</p>	<p>She/he can organise existing appropriate resources - especially linked to job search skills/tools, self marketing and communication-in an effective way for individual learning purposes</p>	<p>She/he is able to organise resources - especially linked to job search skills/tools, self marketing and communication-in a structured and organised way for learning purposes</p>

DESIGN EDUCATIONAL PROGRAMMES	<p>DEVELOPING AN EDUCATIONAL APPROACH BASED ON THE PRINCIPLES AND VALUES OF NON-FORMAL AND ADULT LEARNING, AS WELL AS DIFFERENT EDUCATIONAL / COUNSELLING / GUIDANCE METHODS AND COACHING TECHNIQUES</p>	<p>She/he knows and understands the values and key principles of non-formal learning, different educational/counselling/guidance methods and concepts for needs/skills and competence assessment</p>	<p>She/he can address LTUs needs through an adequate and tailored educational approach and make adjustments if necessary</p>	<p>She/he is able to tackle unexpected elements when defining the educational approach and is comfortable with having a flexible and adjustable programme according to individual and groups characteristics</p>
	<p>TRANSFERRING KNOWLEDGE OR VALUES RELATED ACTIVE JOB SEARCH PLANNING AND MANAGEMENT</p>	<p>She/he knows concepts and methods for transferring active job search planning and management knowledge and tools for LTUs</p>	<p>She/he can apply methods and approaches for the transfer of active job search planning and management knowledge and tools to LTUs</p>	<p>She/he is able to adapt approach and contents for the transfer of active job search planning and management knowledge and tools to LTUs with different characteristics and needs</p>
	<p>INTEGRATING LEARNERS' DIFFERENT SOCIOPOLITICAL BACKGROUNDS INTO THE EDUCATIONAL PROGRAMME</p>	<p>She/he recognises and understands the socio-political context of the LTUs</p>	<p>She/he can deal with LTUs with different socio-political contexts, interpreting relevant information from/about LTUs</p>	<p>She/he is able to adjust the methods and approaches to learners' contexts and to constantly verify the alignment between the methods and the contexts/realities of learners</p>
	<p>WHERE RELEVANT, INTEGRATING ICT2, E-LEARNING AND OTHER TOOLS AND METHODS INTO THE EDUCATIONAL ACTIVITY</p>	<p>She/he knows a variety of ICT tools and e-learning related techniques and principles in non-formal learning settings that can suit the specific needs of LTUs for active job search and use of social networks</p>	<p>She/he can apply ICT and e-learning related techniques and principles in the educational programme if needed, connecting online and offline learning environments through the educational programme</p>	<p>She/he is comfortable in exploring new ICT tools and is ready to overcome resistance from LTUs</p>

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	<p>DESIGNING AND IMPLEMENTING AN EVALUATION PROCESS AND IMPACT ASSESSMENT</p>	<p>She/he knows different evaluation and assessment approaches and how to apply them to LTU's guidance and learning</p>	<p>She/he can apply specific assessment methods and principles in evaluation processes and draw conclusions. Also ensures that outcomes are based on the content of the evaluation and impact assessment</p>	<p>She/he is comfortable with different evaluation and assessment approaches and is able to apply them during and after the educational process taking advantage of a continuous impact assessment for adjusting the activity</p>
	<p>CHOOSE AND DESIGNING APPROPRIATE METHODS FOR COLLECTING, INTERPRETING AND DISSEMINATING INFORMATION (DATA, RESOURCES, FINDINGS, ETC.)</p>	<p>She/he knows different ways to collect information and how to choose, interpret and use them to encourage acquisition of intrapreneurship skills by LTUs</p>	<p>She/he can choose the most suitable ways to collect information according to the context and make relevant use of the information collected</p>	<p>She/he is comfortable with uncertainty when dealing with and using the collected Information and recognises the importance of collecting and using information</p>
	<p>BROKERAGE WITH COMPANIES - RELATED TO SKILLS: communicate the potentialities of adults for employers, but also to make awareness of the advantages to hire adults.</p>	<p>She/he knows how to communicate with companies in the LTU's skills profile</p>	<p>She/he knows how to create awareness among companies in order to make them sensitive about the potentialities of adults</p>	<p>She/he can convince employers of the benefits of hiring adults</p>

REFERENCES

Main references consulted for this Inventory are the following:

- Bacigalupo, M., Kampylis, P., Punie, Y., Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. Luxembourg: Publication Office of the European Union; EUR 27939 EN; doi: 10.2791/593884.
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