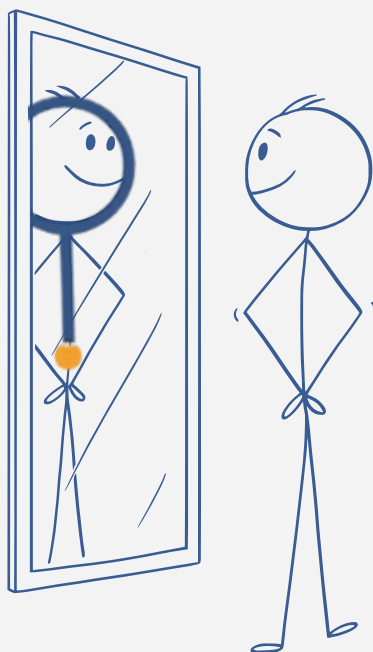


Competency Coach



Session Guide



Introduction

Welcome to the **Competency Coaching** programme facilitation manual. This is a guide for facilitators who are engaged with young people in the development of their competencies for the purpose of entering into employment. It has been developed as a way for young people to explore their competencies, enhance their skills and track their development. The programme is designed to be used by young people with limited or no qualifications or professional experience, with a focus on competencies and soft skills. The guided assessment and validation of an individual's competencies provides opportunities for empowering users towards wider goals and personal growth.

Background:

The app and validation process were designed as part of a European collaboration project, funded by the Erasmus+ programme. The project brought together youth organisations, NGOs and academic institutions from 4 European countries. The project team worked together to design, test, and refine the assessment, developmental and validation processes through the Competent app and Check Activities.

Competency Coach:

A Competency Coach facilitator is someone that utilises their skills, knowledge or expertise to guide a young person. Through a programme of learning and discovery they inspire young people to develop their own competencies to improve their employment opportunities and further personal development

The Competency Coach is someone with a direct connection to the young person. The coach can be an Educator, Youth Worker, Teacher, Social Worker or other professional. The Competency Coach should have an established supportive, guidance-orientated relationship with the young person.

The role of the Competency Coach is as follows:

- Identify Young People for participation in the Competency Coaching Process
- To prepare and facilitate the sessions as set out in this manual
- To engage the young person in a process of self-assessment which will allow them to better understand their current situation and narrow down competencies to focus on
- Provide inputs on goal setting to allow the young person to create an individual learning plan
- Focus on supporting the young person in developing their personal competencies to improve employability, educational prospects, and inclusion.
- Provide resources to implement the Competency Coaching sessions.

Sessions and Activities:

There are seven sessions with accompanying activities within the manual. These sessions are designed to be led by the Coach, with sessions and activities delivered in both a group and one to one setting. The group sessions are designed to be easily adapted by the facilitator, should the need arise, to meet the needs of the young people they work with on a one-to-one basis. A Competency Coach should guide each participant in following their own individually designed path. Each session has a set of structured activities and a practical tool that supports participants in reflecting on, developing, and demonstrating their competencies. A brief description of sessions and accompanying tools are as follows:

Session 1: Welcome to the Journey Introduces competencies and the coach's role, building group cohesion.
(Tool: Competency Cards)

Session 2: Exploring How I Want to Grow Focuses on self-reflection and identifying strengths and development areas to select priority competencies.
(Tool: Self-Assessment Questionnaire)

Session 3: Mapping My Competencies Participants select competencies and build a visual profile to track progress.
(Tool: Competency Mapping Tool)

Session 4: Creating My Path Translates reflection into action by creating a personal Action Plan with SMART goals.
(Tool: Action Plan)

Session 5: Building My Competencies Workshops Provides modular workshops aligned with competency categories based on participant needs.
(Tool: Workshop modules)

Session 6: Coaching Sessions for Growth One-to-one sessions to review progress, identify next steps, and suggest resources for practical activities.
(Tools: Coaching conversation framework & Resource List)

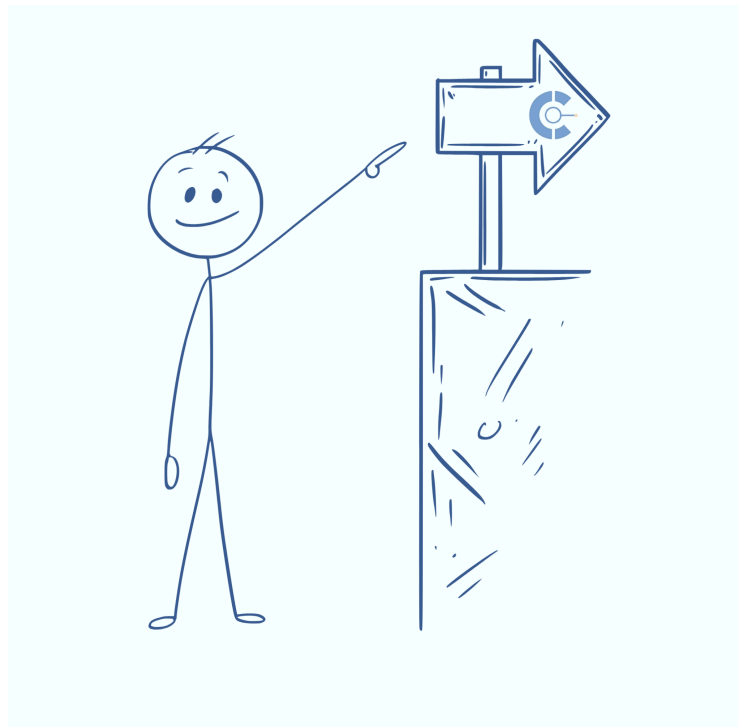
Session 7: Competency Showcase and Recognition Final session for validation and recognition, where participants demonstrate competencies and receive certificates.
(Tools: Check Activities, Competent App, Certificates)

How to Use this Manual:

- This manual consists of 7 separate sessions, with each session seen as an integral part of the competency development process. The sessions include exploration of competencies, opportunities for skills development and reflection, and also the validation of competencies to be included on their CV.
- The programme is designed for young people with limited or no qualifications, or professional experience.
- Before delivering sessions, facilitators should take the time to familiarise themselves with the programme sessions and accompanying resources.
- Facilitators should allow additional time at the beginning of each session for preparation and at the end for evaluation and reflective practice.
- Participants will be expected to use extra time outside of the programme sessions to consider how they use and develop their competency skills in their daily lives.
- Each session will provide a list of resources required for the programme session. Resources can be found as printouts within the manual for specific sessions.

Session 1

Welcome to the Journey



Welcome to the Journey - Session 1

Preparation

Description of the session

The first group session introduces participants to the Competency Coaching process. It is possible that you will have spoken to some or all of the participants about the process previously. However, this session is key to building individual motivation moving forward, fostering group cohesion, and highlighting the importance of relevant competencies in personal and professional growth. In this session, participants will become more familiar with a number of key competencies to enhance understanding of their relevance, and build a better picture of the next steps in the Competency Coaching process.

Main aims and outcomes

By the end of this session, participants will:

- Understand what we mean by 'personal competencies' and why they are valuable.
- Understand the role of the Competency Coach in their development journey.
- Begin to identify competencies in real-world situations.
- Feel engaged and connected within the group and the coaching process.

Reflective Practice - Before the session

The following self-reflection questions are designed to increase your understanding of the session's key ideas and awareness of your facilitation style.

- What is my definition of 'personal competencies'?
- Why is it important to be aware of 'personal competencies' in my personal and professional life? How have they impacted my own development?
- What are my strengths as a trainer-facilitator in building group cohesion?
- What issues might my participants have in understanding the activities and the discussion topics in this session? How can I help them?

Overview of Activities

Estimated time	Activity	Materials
20 minutes	Icebreaker: Competency Connections	Printed Competency Cards
25-30 minutes	Real-World Scenario Discussion: Why Competencies Matter	Printed scenarios. Optional use of alternative videos or case studies
10-15 minutes	Understanding Competency Coaching	Visual map of journey

Trainer-facilitator notes:

Welcome to the Journey - Session 1: *Icebreaker: Competency Connections*

Time: 20 minutes

Materials: Competency Cards

Method:

- Each participant receives a Competency Card. The 20 Competencies provided are the ones they will first interact with on the Competent App in a later session.
- Participants pair up and share a real-life experience that demonstrates the competency on their partner's card. This can be from their own experience, if it is a competency they feel they possess. Alternatively, it can be from someone they know or a well-known figure.
- After 5-10 minutes, each participant introduces their partner, summarising their shared discussion.

Explanations:

"Competencies are the skills and attitudes that help us in work, learning, and everyday life. In this activity, you'll start exploring them through real-life examples."

"Listen to your partner's ideas about their competency. After 5-10 minutes, you'll introduce your partner and summarise what they shared."

"We'll see how different competencies show up in real situations and why they matter"

Alternative: Using the Competency Cards or the full Competency List, the group can play Competency Bingo. Each participant gets a bingo sheet with a small number of competencies and must find someone who possesses each one. They should also note a brief example or explanation of how that person demonstrates it in real-life situations. A feedback session can be used to share this information.

Processing Questions

- How did sharing and listening to real-life experiences help you understand the competencies better?
- Were there any competencies you found particularly difficult to think of an example for? Why do you think that is?
- How can recognising your competencies help you in different parts of your life?

Competency Cards

<p>Resilience – The ability to recover from setbacks, adapt to challenges, and keep going in difficult situations.</p>	<p>Cooperation – Working well with others to achieve a common goal, fostering teamwork and mutual support.</p>
<p>Self-confidence – Believing in oneself, one’s abilities, and making decisions with assurance.</p>	<p>Desire to learn – A willingness and enthusiasm to acquire new knowledge and develop skills for personal and professional growth.</p>
<p>Enthusiasm – Showing excitement, energy, and passion towards work and tasks.</p>	<p>Efficiency – The ability to complete tasks in a timely and resourceful manner with minimal waste of time or effort.</p>
<p>Flexibility – The ability to adapt to changes, different situations, and new challenges with an open mind.</p>	<p>Determination – Staying committed and focused on achieving goals despite obstacles or difficulties.</p>
<p>Patience – The ability to remain calm and composed in challenging or time-consuming situations.</p>	<p>Accepting feedback – Willingness to receive, reflect on, and use constructive criticism to improve performance.</p>

<p>Ability to deal with pressure – Managing stress and performing well in demanding or high-pressure situations.</p>	<p>Time management – Organizing and planning tasks effectively to meet deadlines and maintain productivity.</p>
<p>Leadership – Guiding, inspiring, and motivating others while taking responsibility for group success.</p>	<p>Creativity – Thinking outside the box, generating new ideas, and finding innovative solutions to problems.</p>
<p>Problem-solving – Identifying challenges, analyzing possible solutions, and implementing effective resolutions.</p>	<p>Decision-making – Assessing situations, considering different options, and making informed choices.</p>
<p>Teamwork – Collaborating effectively with others to achieve shared objectives.</p>	<p>Adaptability – Adjusting to new conditions, environments, and expectations with ease.</p>
<p>Cultural awareness – Understanding, respecting, and valuing different cultural perspectives and practices.</p>	<p>Honesty – Being truthful, ethical, and trustworthy in all interactions.</p>

Welcome to the Journey - Session 1: *Real-World Scenario Discussion (Why Competencies Matter)*

Time: 25-30 minutes

Materials: Scenario Handouts, with discussion prompts (displayed or printed questions to guide conversations), (Optional) Flipchart paper & markers for groups to note competencies and insights in order to present to the rest of the group.

Method:

- Divide participants into small groups and give each group a scenario or play a video.
- Ask them to discuss: What competencies do you see in this story? How did these competencies help the person(s) succeed?
- Have groups write key points on flipchart paper.
- Invite each group to share their insights with the whole group.

Alternative: You could use videos of young people or well-known figures. These should be chosen based on examples where success or growth has been achieved by overcoming challenges using key competencies.

This short video made by BBC Ideas contains information on young people from difficult backgrounds who have found ways to succeed:

https://www.youtube.com/watch?v=YNXrL_la9AA

For alternative languages, YouTube's automated captions can be used.

Note: Given the sensitivity of the subject matter, the facilitator should view the video before sharing with the group.

Processing Questions

What stood out to you most in these stories? Why?

What would you have done differently if you were in Amira's or Jamal's situation?

Do you feel you have similar qualities to these people?

Example Scenario 1: The Underground Music Scene

Amira loved music, but growing up in a small town, she rarely saw live performances. That changed when she moved to the city for university. One night, she discovered an underground music venue—small, packed, and full of energy. The band was unlike anything she had heard before.

Wanting to help, Amira started attending more shows, connecting with musicians, and volunteering. She noticed the scene struggled with promotion, so she launched an Instagram page featuring artist interviews and event updates. Soon, attendance grew.

One night, minutes before a big show, the venue lost power. Thinking fast, Amira called a friend at a nearby café and arranged an impromptu acoustic set. She directed the audience over, and the show continued, drawing an even bigger crowd than expected.

Months later, a local festival took notice and invited some of the bands to perform on a bigger stage. Amira had helped create a stronger, more connected music scene that would last beyond her time in the city.



Discussion Questions:

What qualities and competencies did Amira demonstrate in this story?

How did her actions impact the people around her?

Have you ever taken initiative to solve a problem? What happened?

Example Scenario 2: The Thriving Garden

Jamal never considered himself much of a leader. But when his neighborhood park was turned into a construction site, he knew something had to change. The only green space left was a neglected lot filled with weeds and trash.

Instead of complaining, Jamal took action. He gathered a few friends and started clearing the space, posting their progress on social media. Soon, more people joined in—neighbors, students, even a local café owner who donated supplies. They transformed the lot into a small community garden.

When a sudden heatwave threatened their plants, Jamal organized a watering schedule and convinced a nearby fire station to donate extra water. The garden thrived, and soon, families were gathering there, children were learning to grow vegetables, and local schools started using it for outdoor lessons.

Months later, city officials took notice. Impressed by the community effort, they agreed to protect the space and fund improvements. What started as a small idea had turned into a lasting change for the entire neighborhood.



Discussion Questions:

What qualities and competencies did Jamal demonstrate in this story?

How did his actions create positive change in his community?

Have you ever taken action to improve something around you? What happened?

Welcome to the Journey - Session 1: *Understanding Competency Coaching*

Time: 10 minutes

Materials: Handout or presentation of the Competency Coaching path

Method:

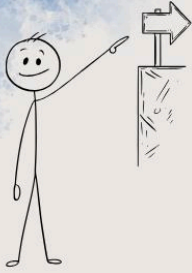
- Briefly introduce the concept of Competency Coaching and its purpose.
- Present the Competency Coaching path using the handout or presentation.
- Facilitate a short group discussion on initial impressions and expectations for the journey ahead.

Processing Questions

- Why do you think it is important to assess and validate competencies, rather than just assume we have them?
- How can tracking your competency growth help you in your personal and professional development?
- What motivates you to improve your competencies, and how do you think this journey will benefit you in the long run?

THE COMPETENCY COACHING PATHWAY

START

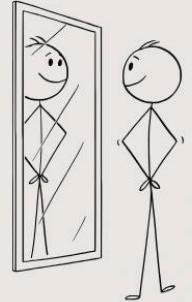


- Discover the **Competency Coaching** process
- Build motivation and group cohesion
- Explore key personal competencies

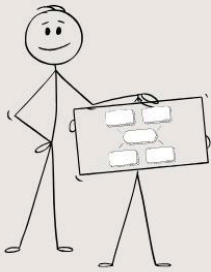


EXPLORE

- Reflect on strengths and motivations
- Complete **guided self-assessment**
- Identify areas for improvement



MAP

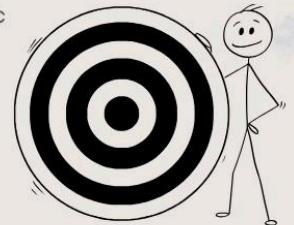


- Use the **Competency Mapping Tool**
- Select personal competency profile
- Reflect and take ownership

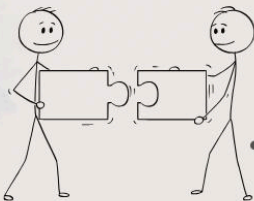


SET GOALS

- Define & plan realistic personal goals
- Learn **SMART Goal Setting & Logic Models** for planning
- Create personal **Action Plan**



BUILD

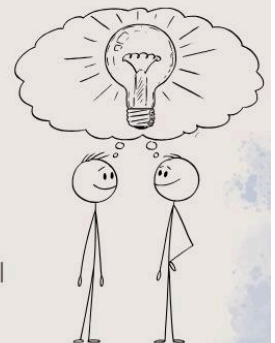


- Take part in adaptive & practical competency **workshops**
- Build knowledge and real-life skills
- Grow in a supportive setting with coach and peers



REFLECT

- Have **one-to-one coaching** to support your progress
- Use guided dialogue to reflect on progress
- Plan next developmental steps



SHOWCASE



- Validate progress via **Check Activities**
- Showcase growth via **Competent App**
- Celebrate achievements and get certified



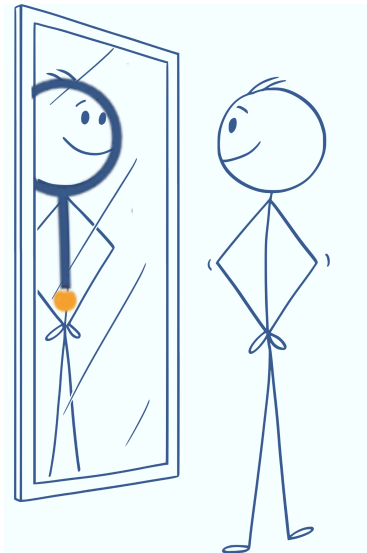
Reflective Practice - After Session 1

The following questions are designed to help you reflect on the activities carried out and the participants' experiences during the session.

- How engaged were participants? What influenced their participation?
- Did the activities help participants understand competency coaching? Why or why not?
- What parts of the session worked well, and what was challenging?
- How did participants react to assessing, validating, and improving competencies?
- What would you change to make the session better next time?

Session 2

Exploring How I want to Grow



Exploring How I want to Grow - Session 2

Preparation

Description of the session

Session 2 guides participants through the process of self-reflection, enabling them to identify their motivations, strengths, and areas for development. This session is crucial in helping participants focus on competencies they want to further develop throughout the programme. The main activity involves completing a self-assessment questionnaire, which will help participants select competencies they wish to focus on as they move forward in the Competency Coaching process.

Main aims and outcomes

By the end of this session, participants will:

- Reflect on their personal motivations, strengths, and challenges within the Competency Coaching process.
- Identify competencies (either individually or in wider categories) that they already possess and/or ones they wish to develop.

Reflective Practice - Before the session

The following self-reflection questions are designed to increase your understanding of the session's key ideas and awareness of your facilitation style.

- How can I ensure participants feel comfortable and open to self-reflection during the session?
- How can I make sure the group understands the purpose of the self-assessment exercise?
- What strategies can I use to address participants who may struggle with responding to questions and identifying the competencies they will focus on?



Session 2: Exploring How I want to Grow

Overview of Activities

Estimated time	Activity	Materials
15 minutes	Warm-Up: Growth Snapshots	Optional: Post-its or blank cards, pens
5 minutes	Introduction to Self-Assessment Questionnaire	Self-Assessment Questionnaire (Version 1 or 2)
30 minutes	Guided Self-Assessment Questionnaire Completion	Self-Assessment Questionnaire (Version 1 or 2)
10 minutes	Reflection and Group Discussion	None

Trainer-facilitator notes:



Exploring How I want to Grow - Session 2: *Warm-Up: Growth Snapshots*

Time: 15 minutes

Materials: None (Optional: post-its or blank cards and pens)

Method:

- Ask participants to think of one moment—big or small—when they felt they had grown, changed, or surprised themselves.
- Invite them to briefly share their “snapshot of growth” with a partner or in small groups. Prompt examples: ‘When I helped someone even though I was nervous,’ ‘When I tried something I used to avoid,’ ‘When I realised I had a useful skill.’
- (Optional) If using cards/post-its, participants can write a word or draw a symbol representing the moment and place it on a “growth wall” or flipchart.
- Come back together and invite 2–3 volunteers to share with the whole group.

Explanations:

“This activity reminds us that growth can happen in many ways—often when we’re not expecting it.”

“The goal today is to look more closely at how we grow and what helps us develop the skills and attitudes that matter to us.”

Processing Questions

- What did you notice about your own or your partner’s story?
- Did anything surprise you as you thought about your moment of growth?
- Why do you think recognising past growth is useful before thinking about future goals?



Exploring How I want to Grow - Session 2: Self-Assessment Questionnaire

Time: Introduction: 5 - 10 minutes Completion: 30 minutes

Materials: Self-Assessment Questionnaire (Version 1 or 2)

Method:

- Introduce the self-assessment questionnaire and explain its purpose: to help participants reflect on their own competencies, strengths, and development areas.

- Provide a brief explanation of the two questionnaire formats:
Version 1: A rating scale for 10 key competency skill areas, with example prompts.
Version 2: A multiple-choice format that explores motivations, strengths, and challenges.

- Explain the two different orientations for Version 2:
Positive Orientation: Focus on existing strengths and motivations (complete Sections 1 and 2).
Challenge Orientation: Focus on areas for growth (complete Section 3).

- Let participants know which version they will complete, or let them choose, based on individual or group needs.

- Move around the room to support participants, especially with interpreting questions or thinking of real-life examples.

- Emphasise that answers should reflect their real experiences—there are no “right” or “wrong” responses.

Explanations:

“Everyone has different areas where they feel confident, and others where they want to grow...”

“This exercise helps us take an honest look at where we are now, so we can choose where to go next.”



Self-Assessment Questionnaire

Version 1

<u>Social Intelligence:</u>											
I am good at recognising the feelings of others and using this knowledge to influence and help others.											
Strongly Disagree-	1	2	3	4	5	6	7	8	9	10	- Strongly Agree
<u>Positive Self-concept:</u>											
I have a strong understanding of me as a person and of how others view me. I use this to guide my interactions with others and in dealing with challenging life events.											
Strongly Disagree-	1	2	3	4	5	6	7	8	9	10	- Strongly Agree
<u>Productivity:</u>											
I am able to learn new skills and at the same time maintain the same level of ability/effectiveness in other areas.											
Strongly Disagree-	1	2	3	4	5	6	7	8	9	10	- Strongly Agree
<u>Professionalism:</u>											
I am reliable in performing tasks or roles to a high level.											
Strongly Disagree-	1	2	3	4	5	6	7	8	9	10	- Strongly Agree
<u>Communication:</u>											
I can provide and take in information effectively using verbal and non-verbal cues.											
Strongly Disagree-	1	2	3	4	5	6	7	8	9	10	- Strongly Agree
<u>Stress Management:</u>											
I am able to effectively manage stress levels when completing challenging tasks or during periods of difficulty.											
Strongly Disagree-	1	2	3	4	5	6	7	8	9	10	- Strongly Agree
<u>Effecting Positive Change:</u>											
I can use the skills I have to identify areas of improvement and create positive and continued change as a person or within a team.											
Strongly Disagree-	1	2	3	4	5	6	7	8	9	10	- Strongly Agree
<u>Higher Order Thinking:</u>											
I am able to make sense of my experiences and find solutions to problems.											
Strongly Disagree-	1	2	3	4	5	6	7	8	9	10	- Strongly Agree
<u>Collaboration:</u>											
I work well with others towards achieving a common goal.											
Strongly Disagree-	1	2	3	4	5	6	7	8	9	10	- Strongly Agree
<u>Ethics and Diversity:</u>											
I am open to and accepting of the variety of needs, lifestyles and experiences of different people.											
Strongly Disagree-	1	2	3	4	5	6	7	8	9	10	- Strongly Agree



Self-Assessment Questionnaire

Version 2

Instructions: Read each question carefully and select the option that best represents your current experience, motivation, or preference. There are no right or wrong answers. Your choices will help to decide the competency categories that may be most relevant to your personal and professional development. Your Competency Coach will explain which sections to complete (1,2,3, or all of them!).

Tally Table

Count how many times you selected each competency category number in your answers. The categories with the highest counts can be a useful focus for your competency development plan.

Competency Category	Count
1. Social Intelligence Skills	
2. Positive Self-Concept Skills	
3. Productivity Skills	
4. Professionalism Skills	
5. Communication Skills	
6. Stress Management Skills	
7. Effecting Positive Change Skills	
8. Higher-Order Thinking Skills	
9. Collaborative Skills	
10. Ethics and Diversity Skills	



Section 1: Motivations

What do you hope to gain from participating in this programme?

- a) Greater confidence and self-belief (2, 6)
- b) The ability to express myself more clearly (5, 1)
- c) Better time and task management (3, 4)
- d) New ways to think about problems and solutions (8, 7)
- e) Skills to create positive change around me (10)

What motivates you to learn and develop new skills?

- a) Feeling that I am growing as a person (2)
- b) Sharing ideas and learning with others (5, 9)
- c) Working towards specific goals (3)
- d) Exploring creative or complex challenges (8, 7)
- e) Being useful to others and society (1, 10)

Which situations do you find most energising?

- a) Leading or supporting others in groups (1, 10)
- b) Solving difficult tasks or puzzles (8)
- c) Making sure plans are carried out well (4)
- d) Learning something new that excites me (2, 3)
- e) Talking through ideas with others (5, 9)

When you're at your best, what is usually happening?

- a) I feel calm and in control (6)
- b) I'm working closely with a team (9, 1)
- c) I'm managing a process or project (3, 4)
- d) I'm trying something new or bold (7, 2)
- e) I'm speaking or advocating for others (5, 10)

What kind of activities give you a sense of purpose?

- a) Building positive relationships (1)
- b) Managing responsibilities effectively (4, 3)
- c) Helping others improve or grow (10, 5)
- d) Reflecting and setting personal goals (2, 6)
- e) Thinking strategically and planning ahead (7, 8)



Session 2: Exploring How I want to Grow

What environment do you feel most motivated in?

- a) A calm space where I can reflect and reset (6)
- b) A place where people work well together (9, 1)
- c) A structured, goal-oriented setting (4, 3)
- d) Somewhere that values big ideas and questions (8)
- e) A space where inclusion and fairness are key (10, 5)

Section 2: Strengths

Which of the following best describes one of your natural strengths?

- a) Staying positive in stressful moments (6, 2)
- b) Communicating clearly with others (5)
- c) Getting things done reliably and on time (3, 4)
- d) Finding innovative ways to solve problems (7, 8)
- e) Supporting others and making a difference (1, 10)

When you are part of a team, what role do you often take?

- a) I help build understanding between people (1, 5)
- b) I stay focused and push tasks forward (3, 4)
- c) I encourage others and build morale (10, 9)
- d) I stay calm and reduce tension (6)
- e) I bring a big-picture or strategic view (7, 8)

How do you respond to a new or unfamiliar task?

- a) I stay flexible and open-minded (2, 6)
- b) I seek out information and break it down (8)
- c) I structure it into steps to manage it well (3, 4)
- d) I look for how it might help others too (10, 1)
- e) I ask questions and talk through ideas (5, 9)

What do others often say they value about you?

- a) My reliability and organisation (3)
- b) My honesty and openness (10, 5)
- c) My ability to support and motivate them (1, 6)
- d) My creative or thoughtful contributions (7, 8)
- e) My ability to connect and collaborate (9, 2)



Session 2: Exploring How I want to Grow

Which best describes how you work on a long-term project?

- a) I plan carefully and meet deadlines (4, 3)
- b) I keep people involved and informed (5, 9)
- c) I focus on solving big-picture challenges (7, 8)
- d) I make sure everyone feels included (10, 1)
- e) I manage stress and stay balanced (6, 2)

Which strength do you rely on the most?

- a) Adapting when things don't go to plan (2, 6)
- b) Thinking critically and asking tough questions (8, 7)
- c) Bringing structure and consistency (4, 3)
- d) Bringing people together effectively (1, 5)
- e) Acting with integrity and empathy (10, 9)

Section 3: Challenges

What do you currently find most difficult in a work or learning environment?

- a) Managing stress and staying calm (6)
- b) Speaking up or making my voice heard (5, 1)
- c) Staying organised and productive (3, 4)
- d) Making complex decisions (8, 7)
- e) Feeling like I make a difference (10, 9)

When working with others, what challenges do you face?

- a) Navigating group dynamics (9, 5)
- b) Handling conflict or disagreement (1, 6)
- c) Staying focused and completing tasks (3, 4)
- d) Thinking ahead or being strategic (8)
- e) Feeling like my input is respected (2, 10)

How do you typically react to feedback?

- a) I find it difficult not to take it personally (2, 6)
- b) I struggle when feedback is unclear (5, 8)
- c) I sometimes feel discouraged by criticism (9, 1)
- d) I have trouble applying feedback to actions (4, 7)
- e) I want to hear more positive recognition (10, 3)



Session 2: Exploring How I want to Grow

Which area would you most like to improve?

- a) Managing stress and emotional responses (6, 2)
- b) Expressing myself more effectively (5, 1)
- c) Time and responsibility management (3, 4)
- d) Solving complex or abstract problems (7, 8)
- e) Creating a bigger positive impact (10, 9)

What causes the most frustration for you at work or school?

- a) Lack of structure or unclear expectations (4, 3)
- b) Not feeling heard or understood (5, 2)
- c) Difficulty in staying motivated (6, 10)
- d) Conflict or misunderstandings (1, 9)
- e) Situations that lack purpose or meaning (7, 8)

What kind of support would help you most right now?

- a) Strategies to manage stress better (6)
- b) Help improving my communication skills (5)
- c) Tools to stay more focused and on track (3, 4)
- d) Guidance for making complex decisions (8)
- e) Encouragement and belief in my abilities (2, 10)



Exploring How I want to Grow - Session 2: Reflection and Group Discussion

Time: 10 minutes

Materials: None

Method:

- After participants have completed the self-assessment, lead a short reflective discussion.

- Use the following questions to guide conversation:
 - How did you find this exercise?
 - Were there any areas you found easy or difficult to respond to?
 - How do you think this exercise can help you in your personal development?

- Encourage participants to compare and contrast their answers among themselves. Allow the reflective conversation to include specific examples from the questionnaire answers



Session 2: Exploring How I want to Grow

Reflective Practice - After Session 2

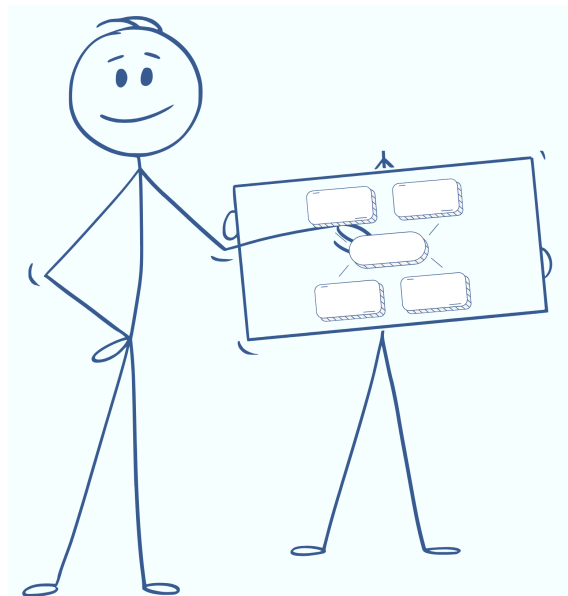
The following questions are designed to help you reflect on the activities carried out and the participants' experiences during the session.

- Did participants engage with the idea of personal growth? What helped or hindered this?
- Did the self-assessment activity offer useful insights for participants?
- How confident did participants seem when talking about their strengths and challenges?
- What would you adapt or improve for the next time you run this session?



Session 3

Mapping my Competencies



Mapping my Competencies - Session 3

Preparation

Description of the session

This session supports participants in selecting a personal set of competencies from the shared taxonomy, forming their initial competency profile. Participants are introduced to the Competency Mapping Tool—a visual and reflective spreadsheet used throughout the process to track progress. The session also explores how to assign meaningful evaluations and targets to competencies, as well as the role of self-reflection and ownership in a participant’s development journey.

Main aims and outcomes

By the end of this session, participants will:

- Select a personal set of competencies aligned with participants’ growth goals.
- Be able to define and discuss ways of assigning initial competency levels within the Competency Mapping Tool
- Create a visual starting point that will guide personal development over time.

Reflective Practice - Before the session

The following self-reflection questions are designed to increase your understanding of the session’s key ideas and awareness of your facilitation style.

- How comfortable am I with the idea of mapping and measuring abstract personal development concepts?
- How can I support participants in seeing this process as a reflective tool rather than an evaluation?
- In what ways can I create a supportive environment for honest and empowering assessment and self-assessment?



Session 3: Mapping my Competencies

Overview of Activities

Estimated time	Activity	Materials
20 minutes	Check-in and guided individual selection of competencies from the Competency Taxonomy	Printed or digital copies of the Competency Taxonomy. (Optional) Access to the Competent App.
30 minutes	Introduction to the Competency Mapping Tool and self-assessment approaches.	Access to the Competency Mapping Tool (spreadsheet with linked radar chart).
10 minutes	Group reflection	(Optional) Reflection journals

Trainer-facilitator notes:



Mapping my Competencies - Session 3: *Check-in & Selection of Competencies*

Time: 20 minutes

Materials: Printed or digital copies of the Competency Taxonomy, and pens.
(For alternative option, participants will need internet access to the Competent app.)

Method:

- Welcome participants back. Invite a brief check-in round with the question: “What image, word, or feeling sums up how I’m arriving to today’s session?”
- Reaffirm the thread of the coaching process so far and introduce the focus of this session: choosing specific competencies and creating a personal map or profile.
- Present the full competency list, or a section of it. Ask participants to review it individually and highlight competencies that resonate with how they want to grow or their current professional or personal needs. The information from Session 2’s Questionnaire(s) can be used for guidance at this point. The Questionnaire(s) enabled the group to reflect on their current strengths, needs and challenges particularly in relation to the 10 categories of competencies within the full list.
- Then, ask participants to choose between 6–10 specific competencies that will form the basis of their personal profile. These will be the competencies they track across future sessions and aim to acquire and/or improve.

Alternative Activity - Competency selection through the Competent App

- Prior to this session, participants are invited to register on the Competent app (www.competentonline.com) by the facilitator (who is registered on the app as a validator). Participants use the initial competency list and the app's searchable database to explore and pre-select between 2–5 competencies they believe represent their strengths or key growth areas.
- The app provides:
 - Definitions and examples for each competency;
 - A search function to filter based on interest or relevance;
 - A "pending validation" status, which appears in the Validator dashboard
- Facilitators review each participant’s initial selection through the Validator dashboard, and support the choice of up to 10 competencies in total, but do not yet finalise the validation. This will take place at the end of the programme.



Session 3: Mapping my Competencies

Mapping my Competencies - Session 3: *Exploring the Competency Mapping Tool*

Time: 30 minutes

Materials: Access to a Competency Map per participant. If it is not possible to use the Excel spreadsheet on a computer, a simple document could be created and printed using a similar visual methodology to the digital format.

Method:

- Explain that participants will now create a visual representation of their current competency profile with the competencies they have decided to focus on. Emphasise that this is for reflection and tracking personal growth, not for formal evaluation or testing purposes.
- Project the spreadsheet and walk through the components:
Show where to input selected competencies in the designated table.
Explain the scoring column and how entering a number (1–10) triggers the radar chart update.
Display a sample radar chart updating in real time to illustrate how visual feedback is generated.
- Introduce the two possible scoring methods:

Narrative-Based Scoring: Rate each competency based on whether they can recall real-life examples where they demonstrated it. One example or explanation would represent a point. This method would enable individuals to become proficient in their ability to detail and justify their own competency profile, which is ideal for preparing for interview situations.

Competency Level Framework: Use the 1–10 scale (Awareness to Mastery) as a structured guide. For example:

1-3: Awareness – Familiar with the competency but hasn't applied it.

4-6: Basic Application – Can apply when prompted or supported.

7-8: Regular Application – Uses it independently in relevant contexts.

9-10: Mastery – Applies it consistently and confidently across contexts.

Let participants choose the method that works best for them.



Session 3: Mapping my Competencies

- Allow participants time to create their own Competency Map. Ask them to:
Enter their selected competencies (from the app or prior activity).
Assign a score to each using their chosen method.
(Alternatively, the facilitator can be in charge of the evaluation and scoring. This approach would require greater individualised attention and prior preparation.)
Observe their generated radar chart and note what it shows.
- Support as needed—this may involve technical help or coaching around how to rate competencies meaningfully.

Explanations:

"This tool is here to help you make sense of your own growth – it's not a test, it's a mirror."

"The numbers you choose should be based on how you feel and what real-life examples you can think of."

"This chart is your personal growth map – it helps you see where you're starting and where you want to go."

Processing Questions

- Which areas of my chart feel strongest? Which feel newest or less developed?
- (If relevant) What was challenging about rating myself today?
- How do I feel about the picture this tool gives me?



Session 3: Mapping my Competencies

Mapping my Competencies - Session 3: *Group Reflection*

Time: 10 minutes

Materials: None (Optional use of a Reflection Journal)

Method:

- Bring the group back together. Prompt a discussion on these questions:
What was surprising or affirming in the process?
How do you feel about having a visual tool to track your development?
How might this tool help me speak about my skills more confidently?
- Reinforce the message that the competency map is a living document and will be used throughout the coaching process. It's there to support individual ownership of competencies and confidence. Each session can be used as a 'Checkpoint' for new (self-)assessments of each chosen competency.
- Offer an optional task for in between sessions:
To begin keeping short notes or logs of times when participants apply their competencies in real life. They will work on their Action Plans in the next session.



Session 3: Mapping my Competencies

Reflective Practice - After Session 3

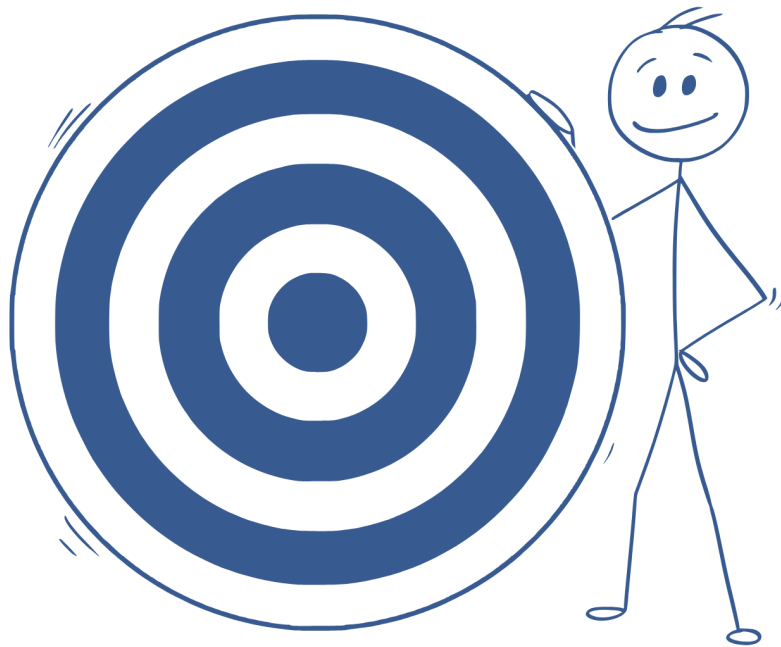
The following questions are designed to help you reflect on the activities carried out and the participants' experiences during the session.

- Did participants seem comfortable selecting competencies that reflect their current strengths or growth areas?
- How did they respond to using the mapping tool and assigning numerical values to competencies?
- Do you think the radar chart will help participants reflect meaningfully on their development?
- What support did participants need when using the tool, and how could this be improved in future sessions?



Session 4

Creating my Path



Creating my Path - Session 4 (one-to-one or small groups)

Preparation

Description of the session

In previous sessions, participants have evaluated their own needs and selected the competencies that they will seek to acquire/improve throughout the coaching process. In this session, individual or small groups of participants will apply what they have learned about their competencies to define and plan realistic personal goals within an Action Plan. This is done through learning about two planning methods: SMART Goal Setting and Logic Models. The participants will leave the session with clear goals and actions within their Action Plans related to the competencies that they have selected in the last session(s).

Main aims and outcomes

By the end of this session, participants will:

- Understand SMART and/or Logic Model approaches.
- Know how to set realistic and personally meaningful goals.
- Create a structured Action Plan related to their selected competencies.

Reflective Practice - Before the session

The following self-reflection questions are designed to increase your understanding of the session's key ideas and awareness of your facilitation style.

- How can I support participants to feel ownership over the goals they set?
- What barriers might young people face when thinking about future planning, and how can I help them address these?
- How can I create a safe space where participants feel confident making commitments and sharing aspirations?



Session 4: Creating my Path

Overview of Activities

Estimated time	Activity	Materials
10 minutes	Check-in and Recap	(Optional) Competency Mapping Tool (or printed radar charts), Reflection journals or paper
20 minutes	Introducing Goal-Setting Approaches	(All Optional) SMART Goal handout, Simplified Logic Model template, Example goals on slides or flipchart
10 minutes	Creating My Action Plan	Action Plan worksheet with columns per competency

Trainer-facilitator notes:



Session 4: Creating my Path

Creating my Path - Session 4: *Check-in and Recap*

Time: 10 minutes

Materials: Competency Mapping Tool (or printed radar charts),
(Optional) Reflection Journals or paper

Method:

- Invite participants to revisit their competency profile or radar chart from the last session. Ask them to reflect individually or (if working with a small group) in pairs:
What stands out most about where I'm starting?
Which competencies do I want to focus on in the short term?
- Allow for brief sharing to set the tone for forward planning.

Explanations:

"Before we look ahead, let's reconnect with where we are now."

"Today is about translating your competencies into real, meaningful action."

Processing Questions

- What do you notice about the competencies you want to grow?
- Is there a theme or connection between them?
- What do you want to see change in the coming weeks?



Session 4: Creating my Path

Creating my Path - Session 4: *Introducing Goal-Setting Approaches*

Time: 20 minutes

Materials: (All Optional) SMART Goal handout & Logic Model template (both are widely available online), Example goals on slides or flipchart

Method:

- Introduce the SMART framework and Logic Model as two simple tools for turning ideas into goals.
- (Optional) Give the participant(s) a SMART Goal handout and a Logic Model template. Alternatively, these can be written on a flipchart and discussed.
- Show a single goal: for example, “I want to Improve my communication skills before starting a job.” Discuss how it is possible to rewrite the goal using the SMART format.
- Now ask them to use the same goal idea to try filling out the Logic Model—just the core parts (inputs, activities, outcomes).
- Invite a brief moment of personal reflection. Ask: “Which one made more sense to you?” and “Which might help you make better plans in the future?”

Explanations:

“SMART makes goals Specific, Measurable, Achievable, Relevant, and Time-bound.”

“A Logic Model helps you think through what you need, what you’ll do, and what results you’re aiming for.”

“You don’t need to use every tool, but knowing how they work helps you choose what fits best.”

Processing Questions

- Which tool feels clearer or more useful to me—SMART or Logic Model?
- Have I used a planning approach like this before?
- What makes a goal feel realistic or motivating for me?



Session 4: Creating my Path

Creating my Path - Session 4: *My Competencies in Action*

Time: 30 minutes

Materials: Action Plan document

Method:

- Transition by saying, “Now you’re going to start turning your ideas into action by creating a short plan around one or two competencies you want to develop.”
- Invite the participant(s) to choose one or two competencies from their Competency Map that feel most important to them right now.
- Ask them to complete one full row of the Action Plan worksheet for their first chosen competency.
- Support them as they write down a clear objective, one or two small actions, a rough time frame, and one way they’ll know they’re making progress.
- If they finish the first row quickly, encourage them to start a second
- Check in regularly to offer support. If they’re unsure how to write their objective, remind them that they can refer to the SMART or Logic Model examples for help.
- Once they have written at least one row, ask if anything feels unclear or if they’d like help making their actions more concrete. Support them in finishing the Plan for all of their chosen competencies.
- (Optional) To help with ‘Strategies and Actions’ and ‘Results and Evidence’ in the Plan, it may be beneficial to present the list of resources from Session 6, which include ideas for Practical Activities, Online Resources, and examples for Real-Life Application, organised by competency categories from the whole taxonomy.

Processing Questions

- Which competency do I feel most ready to take action on now, and why?
- What might help me follow through on the actions I’ve written down?
- How will I recognise if I’m making real progress over time?



My Action Plan

Name and surname:

Competency	Specific Objectives <i>What will I achieve?</i>	Strategies and Actions <i>What will I do to achieve it?</i>	Time and Schedule <i>How much time will I spend?</i> <i>When will it be achieved?</i>	Results and Evidence <i>How will I know that I have accomplished the objective?</i>



Session 4: Creating my Path

Competency	Specific Objectives <i>What will I achieve?</i>	Strategies and Actions <i>What will I do to achieve it?</i>	Time and Schedule <i>How much time will I spend?</i> <i>When will it be achieved?</i>	Results and Evidence <i>How will I know that I have accomplished the objective?</i>



Session 4: Creating my Path

Competency	Specific Objectives <i>What will I achieve?</i>	Strategies and Actions <i>What will I do to achieve it?</i>	Time and Schedule <i>How much time will I spend?</i> <i>When will it be achieved?</i>	Results and Evidence <i>How will I know that I have accomplished the objective?</i>



Session 4: Creating my Path

Creating my Path - Session 4: *Debrief & Reflection*

Time: 10 minutes

Materials: None (Optional use of a Reflection Journal)

Method:

- Ask participants to write a brief message to their future self—either a letter, email draft, text message or voice note (if you have smartphones available).

- The message should include:
 - What they are proud of starting today
 - One reminder or encouragement for themselves in the coming weeks
 - What success will look or feel like for them

- Offer the option to seal their letter in an envelope or save the voice note to revisit at the end of the coaching process.

Alternative Processing Questions

- What words of encouragement do you think you'll need in a few weeks?

- How do you imagine yourself having grown if you follow through on your plan?

- What kind of support might help you stay on track?



Session 4: Creating my Path

Reflective Practice - After Session 4

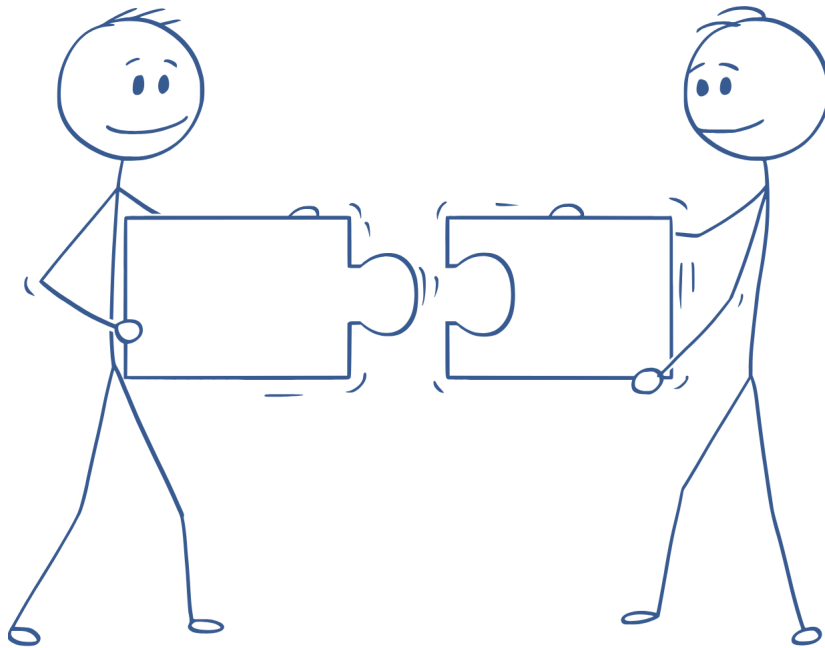
The following questions are designed to help you reflect on the activities carried out and the participants' experiences during the session.

- Did participants understand and use the SMART or Logic Model tools well?
- Were they able to set realistic and meaningful goals based on their competencies?
- What support did they need when creating their Action Plans?
- Did they seem more motivated or confident by the end of the session?



Session 5

Building my Competencies Workshops



Building my Competencies Workshops - Session 5

Preparation

Description of the session

This session introduces participants to the process of actively developing their competencies through practical, theme-based workshops. Rather than a single structured activity, this session provides the Competency Coach with a collection of 10 modular workshops—each aligned with one of the categories in the competency taxonomy.

The Coach will select and adapt one or more of these workshops depending on the needs, priorities, or developmental focus of the participants or group. These workshops are aimed at helping participants build knowledge and skills related to specific competencies in a hands-on, supportive environment.

Participants may focus on a single competency category in one session, or explore multiple categories across several sessions, depending on the structure of the overall programme.

Main aims and outcomes

By the end of this session, participants will:

- Engage in active, reflective learning activities designed to build knowledge, awareness, and practical skills in the selected competency area(s).
- Make connections between their personal development goals and the competencies being explored.
- Identify concrete ways to practise and apply the competencies in real-life situations.

Reflective Practice - Before the session

The following self-reflection questions are designed to increase your understanding of the session's key ideas and awareness of your facilitation style.

- How can I create a workshop space that balances structure and flexibility, allowing participants to engage at their own pace?
- How can I support participants in linking the workshop content to their own goals and real-life contexts?



Session 5: Building my Competencies Workshops

Trainer-facilitator notes:



Session 5: Building my Competencies Workshops

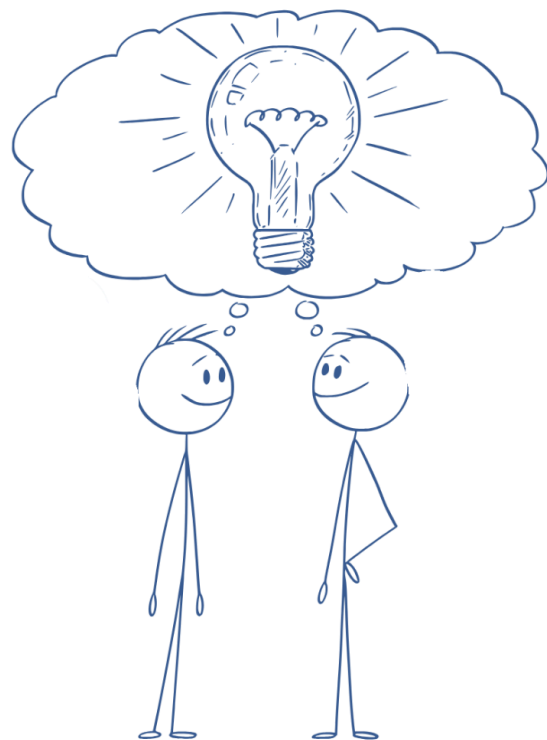
Reflective Practice - After Session(s) 5

The following questions are designed to help you reflect on the activities carried out and the participants' experiences during the session.

- Were the workshop activities engaging and relevant for the group?
- How did participants respond to the competency category(ies) explored? Did they show signs of increased understanding or interest?
- Were participants able to make connections between the workshop content and their personal development goals?
- What would I adjust in future sessions to improve clarity, participation, or practical application?



Session 6 Coaching Sessions for Growth



Coaching Sessions for Growth - Session 6 (one-to-one)

Preparation

Description of the session

This session (or series of sessions) supports the ongoing development of participants through one-to-one coaching conversations focused on their Action Plans and Competency Maps. The coach uses guided questions and reflective dialogue to help participants explore their progress, overcome challenges, and identify next steps for working on selected competencies.

The activities are rooted in relationship-based coaching principles, focusing on emotional safety, growth, and the co-construction of purpose. Participants are encouraged to reflect, take ownership of their learning, and link their development to real-life experiences and aspirations.

Main aims and outcomes

By the end of this session, participants will:

- Reflect on their experiences and emotions linked to their personal goals.
- Review and update the progress made on their Action Plan and Competency Maps.
- Receive encouragement, practical support, and tailored suggestions.
- Identify new opportunities to practise and apply their chosen competencies.

Reflective Practice - Before the session

The following self-reflection questions are designed to increase your understanding of the session's key ideas and awareness of your facilitation style.

- How can I develop a safe, trusting relationship that encourages honest reflection?
- How can I balance listening and guiding, without taking control of the participant's development?



Session 6: Coaching Sessions for Growth

- What signals might show me that a young person is feeling stuck or unmotivated?

Overview of Activities

Estimated time	Activity	Materials
20 minutes	Coaching Conversation – reflecting on progress	Guided Questions, Action Plan
20 minutes	Updating the Competency Map	Competency Mapping Tool (spreadsheet with radar chart)
20 minutes	Ongoing competency work & finding new opportunities	Suggested Resource List

Trainer-facilitator notes:



Session 6: Coaching Sessions for Growth

Coaching Sessions for Growth - Session 6: *Reflecting on progress*

Time: 20 minutes

Materials: Guided Questions sheet

Method:

- Use the Guided Questions to structure a supportive conversation with the participant. This is an opportunity to reflect on their recent experiences, successes, obstacles, emotions, and motivations.
- Let the participant lead where possible, while gently guiding the conversation using prompts under the main themes provided.
- Remember, a good coach is able to incorporate some or all of the following approaches:

Active listening – Focusing fully on what they're saying

Non-judgment – Avoiding evaluating or correcting

Empowerment – Helping them find their own answers

Clarifying questions – Gently digging deeper when needed

Affirmation – Acknowledging effort and growth



Guided Questions for Coaching Sessions

Use the questions below to support a reflective, participant-led conversation focused on emotions, progress, challenges, and future direction. Choose the questions that best suit the participant's needs, goals and profile.

Emotions and Check-in

How are you feeling today about your goals?

Has anything recently made you feel encouraged or discouraged?

What's been on your mind most lately when it comes to your development?

Reviewing Progress and Skills

Can you describe something you've done that connects to your Action Plan?

What new skill or insight do you think you've started to build?

What has felt easiest? What's been more difficult?

Reflection and Support

What has helped you move forward so far?

Is there anything that's held you back?

Who or what has supported you the most recently?

Looking Ahead and Adjusting

What do you want to keep doing, or try differently in the next weeks?

Do any parts of your Action Plan need to be changed or updated?

What's one small thing you could do this week to keep growing?

Closing and Motivation

What are you most proud of right now?

What's one reason you want to keep going with this work?

How can I support you better between now and the next time we meet?



Session 6: Coaching Sessions for Growth

Coaching Sessions for Growth - Session 6: *Updating the Competency Map*

Time: 20 minutes

Materials: Competency Mapping Tool (spreadsheet with radar chart)

Method:

- Invite the participant to review and update their Competency Map using the radar chart tool.
- Instructions (as previously defined in Session 3):
Keep the competencies they've been working on throughout the process.
- Keep the same scoring method:
Narrative-Based Scoring (based on real-life examples).
Competency Level Framework (structured 1–10 scale).
- Input scores and observe how the radar chart updates visually.
- Use this as a discussion prompt to explore strengths, growth, and ongoing gaps.

Processing Questions

- Does the chart match how you feel about your progress?
- Which areas have grown the most, and why, do you think?
- What do you want your map to show next time?



Session 6: Coaching Sessions for Growth

Coaching Sessions for Growth - Session 6: *Next Steps – Finding New Opportunities*

Time: 20 minutes

Materials: Suggested Resource List for continued competency work

Method:

- Choose a small number of competencies to focus on in the coming weeks.
- Explore practical activities, online tools, or real-life applications from the Resource List below.
- Let the participant choose at least one concrete next step.
- Record this in the Action Plan.
- Coaching focus: Support participants in selecting activities that feel manageable and meaningful. Help them consider when and where they'll take action, and who might support them.

Prompts:

"What's one activity here that you'd actually enjoy trying?"

"Where in your life could you practise this competency naturally?"

"Is there someone who could help you follow through?"



Indicative Resource List for Competency Work

1. Social Intelligence Skills: <i>Recognising the feelings of others and knowing how to use this to influence and help them.</i>		
Assertiveness; Able to lead and inspire; Accountability; Conflict-management; Conflict resolution; Cooperation; Diplomacy; Emotional intelligence; Empathy; Influencing others; Inspiring others; Integrity; Mediation; Motivating others; Negotiation; Relationship building; Relationship management; Resilience; Self-control; Social awareness; Tolerance; Understanding of human behaviour		
Practical Activities	Online Resources:	Real-Life Application:
<p>Role-playing exercises on responding to different emotions in group settings</p> <p>'Empathy Mapping' activity or 'Empathy Walks'</p> <p>Small group discussions where participants reflect on times they felt unheard and how others could have responded differently.</p> <p>Simulated or real leadership tasks where each person leads a short group activity to practise inspiring and motivating others</p> <p>Practising assertive communication scripts or role-plays</p> <p>Shadowing a peer mentor</p> <p>Journaling on recent social challenges</p>	<p>Videos on recognising body language and facial expressions in social interactions</p> <p>Interactive modules on social effectiveness, social development and psychology. E.g. 'MindTools', Coursera, etc.</p> <p>YouTube videos like KIDS/Teens React or Teen Talks showing real-life emotional responses for discussion prompts</p> <p>Relevant podcasts focusing on social interactions and issues</p> <p>Empathy tools from the Greater Good Science Center (UC Berkeley)</p> <p>TED-Ed videos on emotional intelligence</p> <p>VIA Character Strengths survey</p>	<p>Supporting peers by checking in with them when they seem upset</p> <p>Practising active listening during group discussions at school or youth centres</p> <p>Volunteering in mentorship or buddy programmes supporting younger students or newcomers</p> <p>Helping mediate a disagreement between peers in a youth or school group with guidance from an adult</p> <p>Informally mentoring a newcomer in a school, club, or youth centre, offering support and checking in regularly</p> <p>Participating in community clean-ups, group volunteering, or local events</p> <p>Actively checking in with friends/classmates</p>



Session 6: Coaching Sessions for Growth

<p>2. Positive Self-Concept Skills: <i>Displaying a clear perception of the self that helps to cope with life events, achieve personal growth and make a positive impact on the lives of others</i></p>		
<p>Accurate self-assessment; Assertiveness; Desire to learn; Emotional intelligence; Empathy; Integrity; Optimism; Positive attitude; Reflection; Resilience; Self-confidence; Self-control; Self-direction; Self-esteem; Self-motivation.</p>		
Practical Activities	Online Resources:	Real-Life Application:
<p>Mirror talk: daily affirmations</p> <p>Success Jar technique: writing and collecting daily wins</p> <p>Strengths spotting (personal and peer-based)</p> <p>Creating a life timeline with highs/lows and learning points</p> <p>Confidence role-plays: handling criticism and feedback</p> <p>Daily gratitude journaling</p> <p>'My Superpower' collage or mood board</p> <p>Guided visualisation on future self</p> <p>Feedback circle from trusted peers</p> <p>Writing a letter to your past/future self</p>	<p>Mindfulness apps (e.g., Calm, Insight Timer)</p> <p>YouTube: The Power of Vulnerability – Brené Brown</p> <p>TED Talks on growth mindset and confidence</p> <p>Headspace – guided reflections</p> <p>Podcasts like “The Mindset Mentor”</p> <p>Creating vision boards on Canva</p> <p>Mood tracking apps like Daylio</p> <p>Free self-esteem worksheets (Therapistaid)</p> <p>Personality tests and surveys. (e.g. VIA Strengths Survey)</p>	<p>Speaking up in class or youth settings (or work meetings/briefings)</p> <p>Setting a personal boundary</p> <p>Volunteering to lead a group task</p> <p>Starting a new hobby or challenge</p> <p>Sharing a personal story with others</p> <p>Offering constructive feedback</p> <p>Asking for feedback</p> <p>Maintaining a personal progress journal</p> <p>Mentoring someone else</p> <p>Practising self-care routines consistently</p>



Session 6: Coaching Sessions for Growth

<p>3. Productivity Skills: <i>The willingness to consistently learn, improve and invest in different skills while continuing to provide the same level of effectiveness in terms of quality and quantity in various environments.</i></p>		
<p>Autonomy; Adaptability; Analytical thinking; Conscientiousness; Creativity; Decision-making; Efficiency; Enthusiasm; Entrepreneurship; Innovation; Leadership; Motivating others; Networking; Organisation; Outcome oriented; Pragmatism; Prioritising tasks; Proactiveness; Risk management; Strategic planning; Teamwork; Time-management.</p>		
Practical Activities	Online Resources:	Real-Life Application:
<p>Weekly planner challenge</p> <p>Pomodoro technique trial week</p> <p>Creating a SMART goals list</p> <p>Mind mapping a project or life-goal</p> <p>Participation in a group project with rotating leadership</p> <p>Personal motivation board – what drives you to finish things?</p> <p>Creativity warm-ups (e.g. 100 uses for a paperclip).</p> <p>‘Time-audits’ (tracking time use over 3 days)</p> <p>Decision matrix exercises</p> <p>‘Fail forward’ reflection on setbacks or life milestones/aims</p> <p>Create a mini-business plan for a fun/fake idea</p>	<p>Trello or Notion for task management.</p> <p>TED Talk: <i>The Surprising Habits of Original Thinkers.</i></p> <p>YouTube: <i>Pomodoro Technique in 5 Minutes.</i></p> <p>Habitica.com – gamified to-do lists.</p> <p>Bullet journal communities on Instagram/Reddit.</p> <p>Canva templates: Planners, vision boards, goal setting presentations</p>	<p>Planning and delivering a personal or group activity or project</p> <p>Creating a weekly schedule</p> <p>Handling a personal budget</p> <p>Managing a group session or volunteer shift</p> <p>Solving an everyday challenge using creativity</p> <p>Taking initiative in a group task</p> <p>Helping a friend/peer stay on track with a shared goal</p> <p>Pitch an idea to a group using logic and enthusiasm.</p> <p>Breaking a complex task into manageable steps and follow through.</p>



Session 6: Coaching Sessions for Growth

4. Professionalism Skills: <i>The high performance of tasks and roles within an organisation and at the workplace.</i>		
Accepting feedback; Adaptability; Conscientiousness; Determination; Flexibility; Honesty; Integrity; Motivating others; Participation; Patience; Perseverance; Personal presentation; Reliability; Responsibility; Organisation; Teamwork.		
Practical Activities	Online Resources:	Real-Life Application:
Write and revise a formal email or letter	SkillsBuilder.org: Workplace readiness tools	Showing up early and fully prepared for a commitment
Work values auction – what matters to you in the workplace?	Coursera: “Essential Skills for the Workplace”	Dressing and behaving professionally for an interview or event
Punctuality tracker (with daily check-ins).	Canva CV templates	Taking responsibility after a mistake without blaming others
Reflection role-plays: eg. admitting a mistake and fixing it, or giving and receiving feedback	Dress for Success guides	Requesting feedback and applying it visibly
Time and task management during a simulation	Indeed Career Guide – Interview prep and work skills	Supporting a friend/classmate who is struggling
‘Shadow day’ with a local business	MindTools – Leadership and management tools	Running a meeting or agenda in a club
Personal code of ethics creation activity.	Harvard Business Review’s “Career Tips” articles	Participating in a workplace visit
Organise a short-term project and present results	Quizlet flashcards – professionalism/ interview vocabulary	Handling a stressful situation with calm and honesty
‘Ethical Dilemmas/Values at Work’ discussion		Adapting to changes in schedule or expectations without complaint
Mock interview practice		



Session 6: Coaching Sessions for Growth

5. Communication Skills: <i>Understanding and transferring information effectively through verbal and non-verbal communication.</i>		
Accepting feedback; Assertiveness; Attentiveness; Communicative focus; Conciseness; Diction; Eloquence; Empathy; Giving feedback; Listening skills; Non-verbal communication; Patience; Reading skills; Reasoning; Writing skills.		
Practical Activities	Online Resources:	Real-Life Application:
Writing a blog or short article	Toastmasters YouTube: public speaking tips	Writing a personal statement or motivation letter
Speed conversation rounds with peers – express yourself clearly in 1 minute	TED-Ed: <i>Tips to Improve Your Communication</i>	Mediating a group discussion
Listening exercise: summarising and reflecting back key information	Grammarly or Hemingway Editor – writing clarity	Creating content for a social media campaign
Peer interviews – developing and asking questions	Podcast: <i>Speak Up Storytelling</i>	Taking a lead in a group project meeting
Writing a persuasive letter to an imaginary organisation	FutureLearn: <i>Effective Communication Skills</i>	Explaining a topic to younger peers
Reading a short article and explain it in your own words	Communication skills quizzes (MindTools)	Give helpful feedback after a group task
Public speaking practice (2-minute topic challenge)	BBC Bitesize – <i>Writing and Speaking effectively</i>	Practise assertive communication with a family member



Session 6: Coaching Sessions for Growth

6. Stress Management Skills: <i>Techniques, strategies, and tools that allow for the effective management of stress.</i>		
Ability to compartmentalise; Ability to deal with pressure; Management of change; Conflict-management; Dealing with complexity; Decision-making; Emotional self-regulation; Perseverance; Problem-solving; Resilience; Time-management.		
Practical Activities	Online Resources:	Real-Life Application:
Deep breathing and mindfulness routines	Headspace or Calm – guided meditations	Implementing a daily mindfulness routine
Journaling stressful moments and responses	TED Talk: <i>How to make stress your friend</i>	Building a personal “reset” routine
Mapping stress triggers and support strategies	YouTube: Guided meditations and breathing techniques	Using grounding techniques during conflicts
Guided body scans and progressive muscle relaxation	Mental Health Foundation – Stress resources	Modifying daily habits to reduce avoidable stress
Drawing or creative expression as emotional outlet	Free resources from TherapistAid.com	Stick to a realistic bedtime or screen-time schedule
Create a personal “calm kit” with helpful tools or reminders.	Relaxation music playlists (Spotify/YouTube)	Break a large task into smaller parts and plan calmly
Gratitude journaling for stress reframing	Mood tracking apps: Moodfit, Daylio	Apply a stress strategy during a family or peer conflict
Nature walks		
Body scan and muscle relaxation activities		



Session 6: Coaching Sessions for Growth

7. Effecting Positive Change Skills: <i>Processes and skills toward creating and perpetuating positive change.</i>		
Adaptability; Catalysing change; Creativity; Dealing with complexity; Decision-making; Flexibility; Initiative; Innovation; Leadership; Listening skills; Perseverance.		
Practical Activities	Online Resources:	Real-Life Application:
Resilience storytelling – sharing a time you pushed through difficulty	TED: <i>Everyday Leadership</i>	Leading a sustainability or kindness campaign
Obstacle mapping – what’s in the way of making positive change?	MindTools – Decision-making resources	Creating a personal impact plan
Social issue brainstorm and project planning for personal or community project	Brene Brown: Daring Leadership podcast	Identifying and acting on a school/ community issue
Using SMART targets or SWOT analysis for a personal goal	DoSomething.org – Youth-led campaign examples	Initiating a peer support group
Writing or drawing what change you want to lead	Change.org – Petition and social activism ideas	Proposing a change to an organisation you’re part of
	Youth Activism Toolkit (Plan International)	Volunteering in advocacy projects
	Coursera: <i>Social Entrepreneurship</i>	Asking for feedback after taking initiative in a goal or project
	YouTube: Stories of Youth Changemakers	Participating in democratic decision-making (e.g. local organisation committee or youth council)
	Idea planning tools (Miro, Jamboard)	Publicly recognising others’ positive impact



Session 6: Coaching Sessions for Growth

8. Higher-order Thinking Skills: <i>The mental processes used to make sense of experiences and find solutions to complex issues.</i>		
Analytical thinking; Conceptual thinking; Critical thinking; Decision-making; Decisiveness; Evaluation; Future planning; Independent thinking; Problem solving; Reasoning.		
Practical Activities	Online Resources:	Real-Life Application:
Thinking about debates and defending a point of view with structured reasoning	Kialo Edu – online debate and structured reasoning tool	Planning your next steps in a big decision using reasoning
Scenario analysis: What would you do differently?	TED-Ed: 5 Tips to Improve Critical Thinking	Helping a peer analyse and improve a plan or a decision
Logic puzzles and lateral thinking warm-ups	MindTools: Problem Solving and Decision Trees.	Re-evaluating a belief or assumption you hold, and discussing this with a peer
Decision-tree mapping for real personal challenges	Crash Course: Philosophy and Ethics (YouTube).	Solving a group disagreement using structured logic
Simulate a moral or ethical dilemma and reflect	Coursera: Learning How to Learn	Writing a reflection defending your stance on a topic
	Canva or Miro: Concept mapping tools.	Practising explaining your thinking process out loud
	Thunks – philosophical questions for discussion.	Applying analytical thinking to personal budget or schedule planning
	Logic-based games (e.g., BrainBashers, PuzzlePrime).	



Session 6: Coaching Sessions for Growth

9. Collaborative Skills: <i>The ability to contribute and strive to improve group dynamics, learning processes, relationships, and outcomes.</i>		
Ability to compromise; Accepting feedback; Adaptability; Coaching; Cooperation; Creating positive learning environments; Delegation; Developing others; Effective meeting skills; Giving feedback; Group effectiveness; Mediation; Teaching others; Team-building skills; Teamwork.		
Practical Activities	Online Resources:	Real-Life Application:
Teach-back activity – explain a concept to your team	MindTools: Team Management and Communication	Giving constructive feedback to a team member
Team contract creation – shared values and ground rules	TED Talk: “Build a Tower, Build a Team”	Helping a peer who is struggling without taking over
Conflict scenario role-play and debrief	YouTube: “Team Dynamics in Action” – examples	Compromising in a disagreement to reach consensus
Feedback carousel – practise giving and receiving responses	Miro or Jamboard for online collaboration	Taking feedback and adjusting behaviour
Co-create a workshop or activity with shared roles	Coursera: “Collaborative Working in Teams”	Initiating group bonding activities
Group goal setting and shared action steps	SkillsBuilder: Teamwork progression tools	Supporting someone else’s growth in a group setting
	BetterTeam or Trello blog: Effective teamwork tips	Keeping track of tasks in a shared activity



Session 6: Coaching Sessions for Growth

10. Ethics and Diversity Skills: <i>The ability to deal with ethical complexity and difference</i>		
Awareness of ethical values; Cultural awareness; Ethical judgment; Ethical responsibility; Global citizenship; Honesty; Inclusion; Integrity; Transparency; Trustworthiness; Work with diversity.		
Practical Activities	Online Resources:	Real-Life Application:
<p>Ethical dilemma debates</p> <p>Cultural sharing circle (traditions, values, beliefs)</p> <p>Walk in Their Shoes empathy scenarios</p> <p>Identity reflection journaling</p> <p>Exploring community case studies with ethical questions</p> <p>What would you do? video discussions</p> <p>Creating group guidelines for inclusive language</p> <p>Sharing personal experiences of inclusion/exclusion</p> <p>Creating posters or zines on diversity themes</p>	<p>TED: “The Danger of a Single Story” – Chimamanda Ngozi Adichie</p> <p>“Pillars of Ethics” lesson plans (BBC Ethics Guide)</p> <p>Global Oneness Project – stories and films</p> <p>UNESCO Inclusion toolkit</p> <p>Podcasts: “Code Switch” or “All My Relations”</p> <p>FutureLearn: “Cultural Intelligence”</p> <p>Online cultural exchange platforms (e.g., PenPal Schools)</p> <p>CommonLit stories on inclusion and ethics</p>	<p>Joining intercultural or interfaith youth groups</p> <p>Advocating for inclusion in a local setting</p> <p>Speaking up against discrimination</p> <p>Welcoming newcomers or guests in a respectful way</p> <p>Investigating and reflecting on your own bias</p> <p>Practising inclusive language daily</p> <p>Participating in an ethics roundtable or dialogue</p> <p>Contributing to a community values statement</p> <p>Reflecting on a real ethical choice you’ve made</p> <p>Engaging in solidarity or allyship actions</p>



Session 6: Coaching Sessions for Growth

Reflective Practice - After Session 6

The following questions are designed to help you reflect on the activities carried out and the participants' experiences during the session.

- Did the participant talk openly about their progress and challenges during the conversation?
- Was the Competency Map update useful for the participant? Did they understand how to score themselves?
- Did the participant find something helpful in the Resource List? Did they choose a next step that makes sense for them?
- What did you notice about their motivation or confidence? How might this affect your next session together?



Session 7

Competency Showcase and Recognition



Competency Showcase and Recognition - Session 7

Preparation

Description of the session

This session serves as a final milestone in the coaching process. If time allows, participants can validate their progress through structured, practical tasks (“Check Activities”) and showcase their achievements using the Competent App platform. The session ends in a group presentation or informal celebration where participants receive recognition and certification for their validated competencies. Within the competency validation process, validation is based on observed behaviours during task demonstrations, guided reflection, and (potentially) final confirmation by a designated validator. Here, the Competency Coach is ideally placed to be a Validator.

The emphasis of the session is not only on recognising achievements but also on building confidence, reinforcing motivation, and providing young people with concrete, shareable outcomes from their journey.

Main aims and outcomes

By the end of this session, participants will:

- Demonstrate selected competencies through real or simulated tasks.
- Receive validation of their competencies via the Competent App.
- Reflect on their learning and growth throughout the programme.
- Celebrate their achievements through a presentation or award ceremony.
- Look ahead to future goals and continued personal development.

Reflective Practice - Before the session

The following self-reflection questions are designed to increase your understanding of the session’s key ideas and awareness of your facilitation style.

- How can I ensure participants feel proud and confident during this session?
- Am I clear on how to use observation to validate both behaviour and attitude?
- How can I create a space that values every participant's journey, regardless of how many competencies they validate?
- What should I prepare in advance (access to Competent App, award materials)?



Session 7: Competency Showcase and Recognition

Overview of Activities

Estimated time	Activity	Materials
45 minutes	Check Activities Showcase and Validation	Selected Check Activity(ies) materials, observation sheet or checklist
30 minutes	Competency Confirmation and Celebration	Participant profiles and completed certificates on Competent App, (Optional) other awards or tokens, display space or projector, music/snacks (if suitable).
20 minutes	Reflection and Looking Ahead	(Optional) Reflection form, post-programme guidance materials (e.g., tip sheet, checklist, personal goal tracker)

Trainer-facilitator notes:



Competency Showcase and Validation - Session 7: Check Activities

Time: 45 minutes

Materials: Selected Check Activity(ies) materials, observation sheet or checklist

Method:

- Explain that participants now have the opportunity to demonstrate the competencies they've worked on through practical tasks called Check Activities. These are designed to show real behaviour and attitudes in action, rather than relying on written tests or formal interviews.
- Select one or more Check Activities that match the competencies participants have focused on during the programme. These activities may be prepared in advance, adapted for the group, or spread out across multiple sessions depending on time and context.
- Each participant takes part in the task while the validator (either the Competency Coach or other relevant figure) observes their actions and interactions. Use both behavioural (what they do) and dispositional (how they do it, attitude, motivation) lenses.
- After each activity, take time to speak briefly with the participant about what they did, why they approached it that way, and how they felt during the process. This supports reflection and helps confirm the competency in question.
- Validators should use observation notes or checklists to guide fair, focused evaluation. Observation forms can be found on the website below. When confident, you can confirm the competency through the Competent App.
- Note: Guidance on designing and delivering Check Activities, as well as a list of practical examples suited to non-formal education and group settings, can be found here: [\(INSERT RELEVANT LINK\)](#)



Session 7: Competency Showcase and Recognition

Competency Showcase and Validation - Session 7: Competency Confirmation and Celebration

Time: 30 minutes

Materials: Participant profiles and completed certificates on Competent App, (Optional) other awards or tokens, display space or projector, music/snacks (if suitable)

Method:

- After task completion and discussion, you can confirm validated competencies via the Competent App if this is being used.
Remember: Check Activities and the Competent App are only one way to carry out the validation process. A final progress review of participant Action Plans and Competency Maps can also be used to do so.
- If using the App, participants review their list of validated competencies and select the ones they wish to appear on their certificate.
- Participants generate and download their final certificate.
- Invite participants to briefly share one thing they've learned or are proud of from their journey.
- Distribute certificates and optional awards in a celebratory, affirming atmosphere.
- Encourage peer recognition and allow time for informal discussion, group photos, or a closing circle.

Processing Questions

- Which of your validated competencies are you most proud of?
- How might you explain or use this certificate in the future (e.g., for a course, job, or interview)?



Session 7: Competency Showcase and Recognition

Competency Showcase and Validation - Session 7: Reflection and Looking Ahead

Time: 20 minutes

Materials: (Optional) Reflection form, post-programme guidance materials (e.g., tip sheet, checklist, personal goal tracker)

Method:

- Explain that this final activity is about looking back on what they've achieved and thinking ahead to how they'll keep growing.

- Invite participants to share their thoughts the following questions:
What are you most proud of from the programme?
What's something you've learned about yourself?
How do you want to keep using your new skills?

- Ask participants to think about or note down:
3 competencies they've improved most
1 highlight from the programme
1 goal for the next few months.

- Lead a group discussion on the following topics:
Continuing to practise their competencies
Using their certificate in real-life situations
Finding support and tracking future goals

- To end, ask each person to complete the sentence:
"I'm leaving this programme feeling..."



Session 7: Competency Showcase and Recognition

Reflective Practice - After Session 7

The following questions are designed to help you reflect on the activities carried out and the participants' experiences during the session.

- Did participants actively engage in the Check Activities and feel comfortable demonstrating their competencies?
- Were the validation processes fair, supportive, and based on clear observations of both behaviour and attitude?
- How did participants respond to receiving their certificates and sharing their achievements? Did they feel recognised and proud?
- Did the final reflection help participants make meaningful connections between their learning and future goals?
- What could be improved in future sessions/programmes to better support competency validation, celebration, and long-term development?

