HANDBOOK

COMPETENCE MODEL FOR THE COMMUNITY COORDINATOR FOR DIFFICULT-TO-EMPLOY (DTE) PEOPLE

Content

INTRODUCTION

Project description

The project starts by recognizing that coordinators who work in employment offices, vocational and training organisations, NGOs, municipalities and other organisations, and who deal with working and social integration, have a lack of competences in the working integration of difficult-to-employ people (DTE*). The project also focuses on the identification of competences for community coordinators, in order to provide better support to counsellors for a better social and professional integration of DTE people.

Project main goals

- To empower counsellors in employment offices, vocational and training organizations, NGOs and local communities for the better use of methods and approaches for the working integration of DTE people.
- To promote the exchange of experiences and good practices among counsellors coming from different organisations in the area of working and social integration of DTE people.
- To empower a "community coordinator" to coordinate community activities – measures for the social and working integration of DTE people. The community coordinator will better coordinate the activities of counsellors in the process of working integration of DTE people in the local community.
- To improve collaboration and networking among different organisations in the process of working and social integration of DTE people.
- To prepare a programme for the integration of prepared training programmes and methodology into the curriculum of VET and other organisations operating in the area of working and social integration of DTE people.

- To prepare methodologies for the identification and certification of informally acquired knowledge for the new professional profiles – "Counsellor for DTE people" and "Community Coordinator for DTE people"

Activities:

The project partnership will prepare:

- a training programme for the position of "counsellor for difficult-to-employ people";
- a training programme for the position of "community coordinator for difficult-to-employ people" and
- will develop a proposal for a certification programme for the position of "coordinator for difficult-to-employ people".

*DTE people

The list of DTE people is based on the findings of project partners in collaboration with the focus groups' participants:

- Young people (especially those) without diplomas or with low educational qualifications, young people in a situation of school failure/school dropout, NEET (Not in Education, Employment or Training);
- Seniors (aged 50+);
- Long-term job seekers (unemployed for 12 months and more);
- People with disabilities (mobility and sensory disabilities, mental health problems, intellectual development problems).

In addition to these four main categories, there are also other difficult-to-employ people due to one or more of the below-listed characteristics*:

- People living in rural areas;
- Job seekers who are facing social and professional difficulties and who are being supported by counsellors;

- Persons with long-term illness (not certified illnesses);

- Migrants (first-timers, newcomers, paperless people);

- Unemployed persons with care burdens (single women and men who live alone with their children and have never worked or have not worked for some time);

- Homeless people;

- Self-employed people with low incomes (people who have created their own business and due to economic problems have difficulty finding a new job or who have never worked with a boss, etc.);

- Precarious workers – persons deemed as the working poor;

- Persons with various addictions (to drugs, alcohol, gambling, gaming, etc.).

All categories are not equally relevant in the participating countries and regions and may also be differently presented in different timeframes.

Specifically for participating countries:

Slovenia:
- Roma people/travellers – in certain regions in Slovenia (Eastern part)
- Precarious workers:
  - Workers with fixed-term employment contracts (including trainees);
  - Workers in an employment relationship with "the employer providing work" (temporary agency work);
  - Workers with part-time employment contracts;
  - Students who perform temporary or occasional work on the basis of a referral from an authorized organisation;
  - Persons who perform work on the basis of a civil law contract (work contract, copyright work contract);
  - Self-employed people, especially "economic dependants" (i.e. a self-employed person, who performs work in person on the basis of a civil law contract, independently and for remuneration for a longer period of time in circumstances of economic dependency, does not employ workers and obtains at least 80% of

their income from the same contracting entity) or in cases when elements of an employment relationship exist.

France:

- Persons with high and very high qualifications and specializations;
- Executives: former company directors;
- People dismissed for economic reasons;
- Persons with a criminal record;
- High-level athletes finishing their career;
- People who have worked for several years abroad and must for certain reasons return to their country;
- Refugees (political or economic asylum-seekers or war asylum-seekers);
- Soldiers who have left the army: former soldiers having left the institution, former wounded soldiers, former civilian personnel seeking employment, military spouses;
- Ultramarines: people from French overseas territories;
- People from the LGBTQIA community;
- People without a stable home, including those who are staying with a third party;
- Invisible persons: victim of trafficking, people declared dead;
- Roma people/travellers;
- Following the end of a mandate as an elected official or syndicalist (who does not wish to return to the position they held before the mandate);
- People living in a specific urban area or neighbourhood;
- Precarious workers:
  - Fixed-term jobs in industries or professions where the unemployment rate is high;
  - The absence of unemployment insurance;
  - Insufficiently paid work to live in acceptable living conditions;
  - Jobs with substantial geographic mobility clauses,
  - Jobs in a company in financial difficulty within a sector undergoing technological change, where the probability of being made redundant "for economic reasons" is high;

○ The state is unable to protect an employee from non-compliance with their employment contract or undeclared work.

Italy:

- People dismissed for economic reasons;
- Refugees (political or economic asylum-seekers or war asylum-seekers);
- Prisoners and persons in alternative sentence status;
- Persons with caregiver burdens of persons with difficulties or in need of assistance;
- Precarious workers:
  ○ Seasonal workers who work only during winter or summer, depending on the place where they work, and cyclically benefit from unemployment allowances during the time they do not work and wait for a new season to start;
  ○ School staff (teachers, administrative clerks, technical assistants, etc.) who still do not have permanent contracts and get fixed-term contracts that could last some weeks, months or one school year and can vary year after year;
  ○ People working in culture, event production, or the entertainment industry;
  ○ Other people who, beyond their willingness, are unable to get permanent contracts and need to change jobs often, in some cases for personal situations, in other cases because of the specifics of the sector in which they work or due to other exogenous factors, including labour market changes;
  ○ *Please note that, in Italy, permanent contracts are required to get house rental or financial loans, so precarious workers have to cope with a series of issues that go beyond the job itself.*

COMPETENCES

The competence model presented in this handbook was created by the 3 countries participating in the project (Slovenia, Italy, and France) and carried out in **two main phases:**

The first phase was for each partner country to seek information regarding the current competence models (models that are used in employment offices, in NGO offices, or in various studies and materials) of coordinators. In this case, one analysis of all categories (common and specific ones) was necessary and has been included in this handbook.

On this basis, each partner prepared a short report on the findings and then a common and general competence model was developed.

After the preparation of this model, the partners worked on the organization of several participatory research (PAR) studies in order to present the competence model and to collect opinions on the identified competences or to add/exchange/think together about areas for improvement.

The second big phase was the participation of 4 focus groups (PAR): 1 for Slovenia, 2 for Italy and 1 for France. During these PARs, many topics were discussed: the competences that have been added, the key competences and the competences that should be further developed and also the challenges identified.

The competence model was well accepted by participants and the comments were positive and gave ground for improvement of the first draft of the competence model. The participants generally confirmed their interest in our project/competence model. The development of workshops, as well as used methods and outcomes were presented. Participants in the PAR came from employment services, employment centres, youth support programmes, social integration programmes, universities, private VETs, job agencies, etc.

Along with these 4 focus groups, we organised another 3 meetings of the consortium (one before the PARs in order to polish the "rough" version of the draft to help their organization, one after all PAR reports were completed and the last one to define the ultimate version) in order to integrate all the comments and explanations and to be able to finalize our competence model which will be used thereafter by all the coordinators.

Competence model for the community coordinator for difficult-to-employ people

The coordinator for DTE people is not the general manager of the organization, nor a counsellor, but an existing managing position in between (i.e. area manager, manager of one local office…) or a new professional hired specifically for this purpose. He/she coordinates a team of counsellors (who may come from different organizations) and creates the networks required to carry out projects or other services to help your own counsellors work at their best in order for them to help the DTE.

The coordinator is someone who doesn't work directly with DTEs, but with the network, the counsellors and the partners dealing with DTEs, and so he/she must have specific abilities related to coordinating a team and creating networks, and possibly also to project writing (with specific concerns in projects related to DTEs) and management.

As already mentioned, the competence model was prepared by the 3 participating countries and discussed and debated with different stakeholders. The competence model is divided into 3 categories in terms of the activities related to:

Managerial competences

- o Ability to recruit and develop talents
- o Ability to facilitate and create the conditions for cooperation
- o Ability to inspire and build a common vision
- o Ability to manage social and operational performance
- o Ability to empower
- o Ability to create and connect networks and to maintain them through cooperation

- o Capacity to identify and solve challenges through specific project management
- o Communication and negotiation skills
- o Democratic processes and shared governance
- o Financial and project management skills

Technical competences

- o Labour market and territory
- o Needs analysis and knowledge of the services offer for job seekers, employers, partners and employees
- o Administrative issues and regulations knowledge

Soft skills and **know-being** competences

- o Commitment, reliability, persistence
- o Personal development/orientation and flexibility
- o Cooperative and natural leadership, team-leading, participatory management, delegate skills
- o Decision-making and decision-taking
- o Autonomy
- o Digital competences for managers

1. Managerial Competences

1.1. Ability to recruit and develop talents

1.1.1. Ability to recruit the most suitable staff for team objectives

- Identify the characteristics required for each vacant job profile in the organization and define them with the HR manager, in order to create the most suitable team.

- Knowledge of basic recruitment methods (e.g. the possibility of psychological testing, exposing the candidate to real-life situations, etc.), in order to recruit directly or to give own HR office the right indications.

- Ability to know the difference between public and private organisations, as the latter have fewer requirements and criteria, making it easier for them to select candidates on the basis of the competences they possess. In public institutions, however, the criteria are rigid.

1.1.2. Ability to act for the professional development of the team members

- Proactively facilitate their development of competences and the emergence of their talents.

- Identify the needs of competences development by focusing and objectifying their view on the achievement.

- Promote competences development by:
    - Facilitating learning in the work environment
    - Creating the conditions for sharing knowledge, networks and experiences
    - Installing constructive feedback
    - Planning specific and customized training

- Ability to value the work of the team and to promote it during annual interviews; that is emotional intelligence (ask how things are going and bring the job to life).

- Ability to train new recruits to do a specific job, which is particularly important in cases where the education of the new recruits deviates from the job and tasks they will be performing and more training is needed, in order to be successful (e.g. in the case of a social worker who is not a social worker by basic education).

- Ability to take into account the appetencies and soft skills of the teams in certain areas (e.g. extra-professional activities).

- Ability to support the development of the competences of the team in a way that is adapted to the needs of specific target populations (e.g. the needs will surely differentiate in the case of a person placed under house arrest or a long-term unemployed person or a person from an immigrant background); the community coordinator needs to know the different groups that his/her counsellors work with; he/she needs to know their working environment and the difficulties they may encounter.

1.2. Ability to facilitate and create the conditions for cooperation

1.2.1. Ability to act, in order to promote teamwork, mobilization of different resources and services, and also internal/external synergies

- Ability to ensure that a common goal drives the contributors to a project or action to be carried out.

- Ability to promote mutual knowledge of team members and also a positive work environment.

- Ability to envision the outcomes of the meetings as a result of a shared process of all operators and professionals involved.

- Ability to develop and strengthen new synergies between your own team and other teams.

- Ability to organize periodic meetings with the network.

- Ability to create a safe space for both difficult-to-employ people and counsellors.

1.3 Ability to inspire and build a common vision

1.3.1. Ability to share the strategy of internal and external stakeholders and to create the conditions for the motivation of the team by building a common vision and creating a collective dynamic

- Mobilize the team in order to understand and appropriate the establishment's strategic orientations.
- Ensure that each member of the team understands the strategic orientations.
- Create a collective dynamic to build a common vision within own organization and to build the actions to be implemented.
- Have a strategic, long-term and global vision of all actions.
- Ability to share relevant information and strategic objectives with staff.

1.4. Ability to manage social and operational performance

1.4.1. Ability to manage own team and network by seeking the best synergies between operational and social performances in order to increase overall performance

- Co-construct a management system involving everyone to monitor results and change practices if necessary.
- Establish a dialogue within the team around the results by ensuring that everyone measures the impact of their actions on the overall performance.
- Organize, manage and optimize the human, material and financial resources of own unit, in order to deliver a quality service offer and achieve results, increasing awareness about them.

1.5. Ability to empower

1.5.1 Capacity to create the conditions for decisions to be taken as closely as possible to the action

- Define and share with the team members the framework of their intervention for the action to be taken.

- Promote the autonomy of network members and own team members, in order to enable them to make decisions corresponding to their level of contribution and decide on their area of intervention.
- Allow and promote the right steps to try to encourage involvement and innovation.
- Provide support, give constructive feedback and facilitate the actions of own team.
- Value the success and recognize the work and contribution of each one, while striving to preserve the quality of life at work.
- Ability to give the right feedback and positive reinforcement comments.

1.6. Ability to create and connect networks and to maintain them through cooperation

1.6.1. Ability to create a solid network and manage it with a multidisciplinary team:

- Ability to bring together different and relevant stakeholders, organizing round tables according to their specific expertise and interests.
- Ability to keep all stakeholders engaged at all times and at all levels and to interest them in the construction and management of the network.

1.6.2. Having a solid relationship capability:

- Ability to build, cultivate and maintain relationships: cooperate with team members and/or different integration and employment actors by developing actions and building solutions to achieve a common goal.
- Ability to know the business partners, and to give the consortium the opportunity to meet regularly. Partnerships should be used to support specific target groups because they have the expertise that the coordinator might not have.
- Ability to learn from the experiences of other territories, including (especially) European ones, by exchanging relevant information.
- Ability to organise regular debriefings and encourage feedback and informal discussion/sharing among partners to get information, exchange ideas, move forward, boost and encourage each other, share different practices, and learn from each other.

- Capacity to connect behaviours and actions.
- Capacity to create a positive atmosphere, and to accept tasks as challenges.
- Capacity to help colleagues and partners to provide and exchange relevant information.
- Ability to maintain a positive and constructive relationship with the various interlocutors and maintain a high level of satisfaction by offering services/projects adapted to meet their needs and expectations.
- Ability to spread different areas/services of the integration respecting the most performing specificities.

1.6.3. Ability to keep the network and the level of engagement through diplomacy and negotiation:

- Ability to maintain an important level of diplomacy and negotiating skills, in order to keep the network solid and to peacefully manage possible conflicts arising while addressing delicate topics and matters.

1.7. Capacity to identify and solve challenges through specific project management

1.7.1. Capability of identifying and managing challenges and planning effective projects:

- Ability to know and implement problem analysis techniques and use of different perspectives and approaches to identify opportunities.
- Ability to find and provide the most appropriate solutions in the implementation of services.
- Ability to propose and plan projects that address specific critical issues concerning DTE people.
- Ability to manage and solve different situations – issues, challenges, problems – that affect DTE people through specific projects (both financed and not financed).
- Ability to manage the above-mentioned projects and to govern the network of partners (both public and private) that contribute to the success of them.

- Ability to take into account the decisions/ideas/tasks of the interlocutor to build together a shared solution.
- Ability to foresee (where possible) changes in the labour market and to plan effective projects.
- Ability to define/identify the sources of problems as well as their potential negative consequences (the community coordinator must be able to foresee them). The manager must have a self-analytical posture.

1.7.2. Ability to think outside the box: apply different solutions to overcome obstacles and critical issues:

- Ability to remove obstacles with different and ingenious solutions, in order to propose alternatives to what it is not possible to do/act at that specific moment and in that specific territory: the goal is to convince the relevant stakeholders and obtain important successes for the inclusion of DTE people.

1.7.3. Ability to negotiate and mediate in conflicts arising within the team and with partners:

- Ability to negotiate and manage conflicts through non-violent communication when conflicts arise among team members or outside the organization, with partners and other stakeholders.
- Ability as a mediator to truly make people feel what another party's needs are.
- Ability to empower co-workers/team members to hear different perspectives on problems and ultimately motivate them to find more creative solutions.

1.8. Communication and negotiation skills

1.8.1. Knowing how to adapt the communication to diverse interlocutors:

- Knowledge and use of communicative, linguistic and relational mediation techniques with all relevant stakeholders and at all different levels.
- The ability to translate what is intended to be communicated between interlocutors (getting the point of view of both parties across).

- Ability to maintain a balanced and neutral position in the mediation between the stakeholders, in order to reach the goals.
- Ability to communicate and present information properly to public bodies and private organizations, to private companies and partners, to individuals and specific groups of relevant stakeholders with effectiveness.

1.8.2. Ability to implement communication and negotiation skills:

- Ability to use communication skills (encouraging an active approach to new activities and policies, conveying confidence and hope in the goals to be pursued, being acquainted with principles of "democratic dialogue", etc.).
- Ability to use negotiation skills (verbal and non-verbal communication, active listening, emotional intelligence, patience, persuasion, planning, adaptability, value creation, problem-solving…), thus managing to analyse contextual elements and cope with stressful and conflicting situations while maintaining self-control and mobilizing internal or external resources and stakeholders, if necessary.
- Ability to structure and connect communicators, and transmit or exchange information in a targeted manner to deliver a clear and concise message.
- Ability to adapt written and oral communication to the interlocutors in order to deliver messages by using the appropriate channel at any specific level and taking into account the context.

1.8.3. Ability to adopt non-violent communication for managers

1.8.4 Ability to communicate in a supportive and motivational way with own team and/or team of counsellors

1.8.5. Ability in public speaking skills and ability to communicate with the media

1.9. Democratic processes and shared governance

1.9.1. Knowledge of the basis of democratic processes and shared governance in order to apply them to efficient local networks:

- Ability and knowledge to carry out democratic processes for shared governance of networks made of public and private relevant organizations.
- to involve relevant stakeholders in the specific participatory processes, in order to increase the capacity to come up with actions and eventually even policies, in order to support the social and working integration of DTEs.

1.9.2. Diversity management:

- Capacity to accept differences: be open to diversity and raise awareness among all stakeholders.
- Ability to know the different cultural/social backgrounds of different groups of DTE people, as this is the only way to effectively advise counsellors on how to approach individuals from these groups and thus help them to integrate into the labour market more successfully.
- Ability to manage and address representations, stereotypes and discrimination in the most correct way possible.

1.10 Financial and project management skills

1.10.1 Knowledge of financial and project management skills:

- Knowledge of financial frameworks.
- Ability to manage human resources development in line with funding sources.
- Ability to manage and acquire all types of resources (human and material) when needed.
- Knowledge of the overall project development and management phases (ability to respond to calls for proposals, both in terms of finding the resources necessary to finance projects, as well as understanding the technical language of the call, programmes and their regulatory references, etc).

2. Technical Competences

2.1. Labour market and territory

2.1.1. Capacity to know the situation in the (local) labour market and the main stakeholders in the (local) environment:

- Ability to recognize the specific stakeholders in the territory involved in the local labour market (public or private organization, employers from all activity sectors, local communities, associations, NGOs, agencies, etc.) and to dialogue with them, in order to reach employment goals for DTE people.
- Ability to establish links with companies and institutions in the work environment by providing them with labour market information and with possibilities to also involve DTE people.
- Ability to favour opportunities to implement meetings with coordinators of other services.

2.1.2. Capability of mobilizing the knowledge and resources of a territory to contribute to collective actions on employment:

- Ability to provide advice to the stakeholders in a territory (public or private organization, employers from all activity sectors, local communities, etc.) relating to employment, skills, recruitment, and by using the knowledge of the territory or a particular field.
- Capacity to contribute to collective performance by taking part in the analysis of needs and resources, and monitoring the situation in the local labour market.

2.1.3. Knowing how to promote adapted services and provide useful information for the improvement of sustainability, employability and job placement

- Knowledge of the possibilities and opportunities in the local environment (including the available services offered by the organizations where the advisers and partners work), in

order to mobilize them according to the needs of the interlocutor: programmes, projects, organizations, institutions, labour market conditions.

- Ability to act proactively.
- Knowledge and abilities to take the existing opportunities and to put them into context in an appropriate way, in order to respond to the needs of its target group and any beneficiaries and to propose these opportunities to other public and private stakeholders.

2.2. Needs analysis and knowledge of services offer for job seekers, employers, partners and employees

2.2.1. Knowing how to analyse the needs of job seekers/employers/partners/employees:

- Ability to collect and analyse data and interpret the needs and expectations of job seekers/clients/partners/collaborators by taking into account their specific situations, in order to target adapted and personalized proposals.
- Support, advise and accompany: help all the interlocutors in a co-construction approach to identify their priorities to bring out solutions adapted to their request and their needs.
- Ability to work closely with companies' managers, in order to:

    - provide better support for people who are no longer in employment once integrated into the company;

    - but also to be able to offer vacant positions to DTE people.

2.2.2. Knowledge and skills required to promote the different service offers for DTE people, employers, and partners:

- Knowledge of the service offer for employers: the recruitment process, measures and aid to help companies, their characteristics/needs/difficulties and be able to offer them solutions adapted to transformations.
- Knowledge of the service offer aimed at DTE people: methods of support, measures, how to aid their characteristics, needs and difficulties, and being able to offer them solutions adapted to the transformations.

- Ability to develop tailor-made programmes for employers in cooperation with the education system (University, schools, VET providers, etc).

- Ability to build and promote external relations and partnerships service offer (various local actors, elected officials, personalities, companies and influencers from the economic world) transmitting an idea of coherence and unitarity.

- Capacity to promote and support actions that reduce skills gaps, in order to allow recruitment and sustainable integration into employment: specific training and actions for the empowerment of employees, analysis/evaluation of skills required for the targeted job position.

- To be able to know where to find the service offer and to guide the counsellors towards information that allows them to know and understand the service offer and promote it to the other counsellors (active monitoring of developments).

2.3 Administrative issues and regulations knowledge

2.3.1. Knowing "where/how" to find relevant legislation:

- Awareness of the limitations or prohibitions arising from the legislation and having a realistic idea of what can be implemented in practice and the process to achieve this.

- Ability to read and interpret the laws.

2.3.2. Applying the legislative and regulatory framework:

- Ability to collect, utilise and understand information, to be able to synthesize it and learn from it, in order to act.

- Ability to mobilize own knowledge relating to the legal, conventional and statutory rules of own field of intervention (programming, measures, proceedings, projects, fundings, financing) to carry out and secure the productions and services related to its activity, without creating obstacles for the collaboration.

2.3.3. Mobilizing knowledge of the organization and internal processes:

- Knowledge of the internal features of the company, its organization, the services delivered and the internal processes of its field, to carry out work activities in line with the company's strategy.

2.3.4. Conducting an informative and prospective study:

- Capacity of researching, monitoring, selecting and capitalizing information by mobilizing different sources, in order to know the evolutions of a field, to enrich knowledge, to anticipate events, and to adapt methods and procedures.
- Ability to promote the organization of dissemination events.

3. Soft Skills and Know-Being Competences

3.1. Commitment, reliability, persistence

3.1.1. Ability to listen and act with respect at all levels:

- Ability to carefully and actively focus attention on the interlocutor and his/her proposals, in order to allow them to express their words freely and confidently and improve the quality of exchanges.
- Capacity to motivate the interlocutor to express their words freely and confidently and improve the quality of the exchanges, in order to get the best ideas and involvement.
- Ability to relate with active listening, empathy and patience (and a good dose of diplomacy as well).

3.1.2. Knowing how to use resources and means ethically:

- Capacity to respect and implement ethical principles, that have to be stated in advance to all co-workers, rational use of all resources and means, consistent adherence to agreements, rules and deadlines and protection of business and personal data.
- Ability to give and activate trust in all relevant stakeholders towards the labour market policies and their role for DTE people.
- Capacity to create the conditions for all stakeholders to trust the network's activities and the inclusion of more fragile persons.
- Capacity to know, understand, respect and accept diversity within and outside your own team.
- Knowledge and consideration of common interests, respect for the opinions of others; finding and accepting compromises.
- Capacity to promote active citizenship: know how to respect all citizens, public institutions and the laws and rules of society, to have a mutual and tolerant recognition of individuals, to be aware of all duties towards society and to be open-minded.

3.2. Personal development/orientation and flexibility

3.2.1.   *Capacity to act on personal development:*

- Capacity to seek to learn and develop the competences needed from the perspective of continuous personal/professional improvement (in the area of DTE people and networking and shared governance).

- Knowledge of developing creativity and self-initiative, continuous (self)improvement and applying new skills.

- Ability to analyse your own practices to adapt your own actions: to question yourself by taking a step back on your own practices to mobilize the resources/means wisely and adapt your own actions (knowing own resources, own motivation levers and how to express them; identifying own strengths and limits and the possibilities of progression; welcomes own emotions to act appropriately, challenges oneself to adapt to new situations).

- Ability to acknowledge you need help whenever it's needed, to colleagues, staff or own bosses.

- Ability to manage your personal emotions.

3.3. Cooperative and natural leadership, team-leading, participatory management, delegation

3.3.1. Ability to create the right environment for ideas to come out:

- Ability to stimulate and build an environment of creativity for new ideas within own team, in order to plan employability projects for DTE people;

- Capacity to involve your own collaborators in the decision-making process;

- Ability to promote proactive and positive behaviour in the workplace and an open-to-discussion culture;

- Ability to define the work targets and objectives, clarify the scope of colleagues' contributions and carefully communicate any and all expectations for complete understanding. This is crucial when you have a precise outcome or methodology in mind.

3.4. Decision-making and decision-taking

3.4.1. Ability to make and take well-considered strategic decisions:

- Strategic choices: ability to consider many factors, since their impact on the company corresponds to a low reversibility, so a community coordinator must be very careful when making a strategic decision.

- Tactical choices. These choices are having a medium-term impact on the reality concerned. These are the decisions that managers usually make and which indicate a general line to follow.

- Operational choices: ability to organize work processes. The impact is lower when the company is more organized.

- Strong ability to implement actions for the objectives to be achieved by anticipating and dealing with all the situations encountered to obtain the expected results.

- Ability to anticipate and identify the constraints/opportunities to direct own action towards performance.

- Use empathy ability to reach your own objectives and share them with everyone.

- Organize your own work according to time management and priorities, by making a distinction between important and urgent.

- Demonstrate adaptability in facing emergencies and unforeseen events.

- Make decisions that contribute to the achievement of the objectives, including those under uncertain contexts or difficult circumstances.

- Optimize and make efficient the means necessary to achieve the expected results.

- Propose, if necessary, innovative solutions to achieve the objectives set.

- Put your own actions in collective challenges into a process of continuous improvement.

- Undertake actions after having measured the impacts, in order to provide an appropriate solution to a situation.

- Make your competences available, with a special focus on personal experiences, practices and activities.

- Ability to explain your own choices, while taking the commitments made into consideration, taking decisions by measuring the associated risks, using the leeway given wisely, identifying and implementing ways of proceeding to gain efficiency, bearing responsibility for your own decisions and actions, and being able to justify your own choices.

3.5. Autonomy

3.5.1. Developing a certain personal autonomy in decision-making and decision-taking:

- Ability to be autonomous in decision-making and decision-taking, in order to reach specific set goals and to carry out relevant proposals to the next level of decision-makers.

3.6. Digital competences for managers

3.6.1. Awareness of the impact of digital technology on working methods:

- Knowledge of the environment and digital challenges as well as the main uses of digital tools that can be mobilized to increase performance and quality, as well as quantity, of service.
- Use of internal collaborative tools to exchange and share information, best practices or feedback.
- Ability to participate in projects in a collaborative mode, to use online tools that facilitate cross-functionality, and to join digital communities and understand their uses.
- Ability to animate an online community if necessary.
- Ability to manage new online platforms to intercept occupational needs that do not emerge with other surveys.
- Competence to create a basis for online networking, to identify the most efficient databases to interface with.

Project partners

The 9 partners from 3 countries participating in the project are:

Faculty of Applied Social Studies Nova Gorica (SLO) (lead partner),

Ustanova Fundacija BiT Planota so.p. (SLO),

ŠENTPRIMA – Institute for Rehabilitation and Education (SLO),

Employment Service of Slovenia (SLO),

Istituto Regionale per l'Educazione e gli Studi Cooperative IRECOOP Veneto (I),

Veneto Lavoro (I),

SOFORM SCARL (I),

Pôle emploi Auvergne-Rhône-Alpes (F),

Association EDIAS (F);

and our associate partner is:

EUROPEAN NETWORK OF SOCIAL INTEGRATION ENTERPRISES – ENSIE (B).

Training programmes for counsellors for implementing community integration of difficult-to-employ people (COM-IN)

Programme: Erasmus +
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