



BRIDGE

Part 1

Building Bridges – Potentials & Tools
Framework concept

Annex

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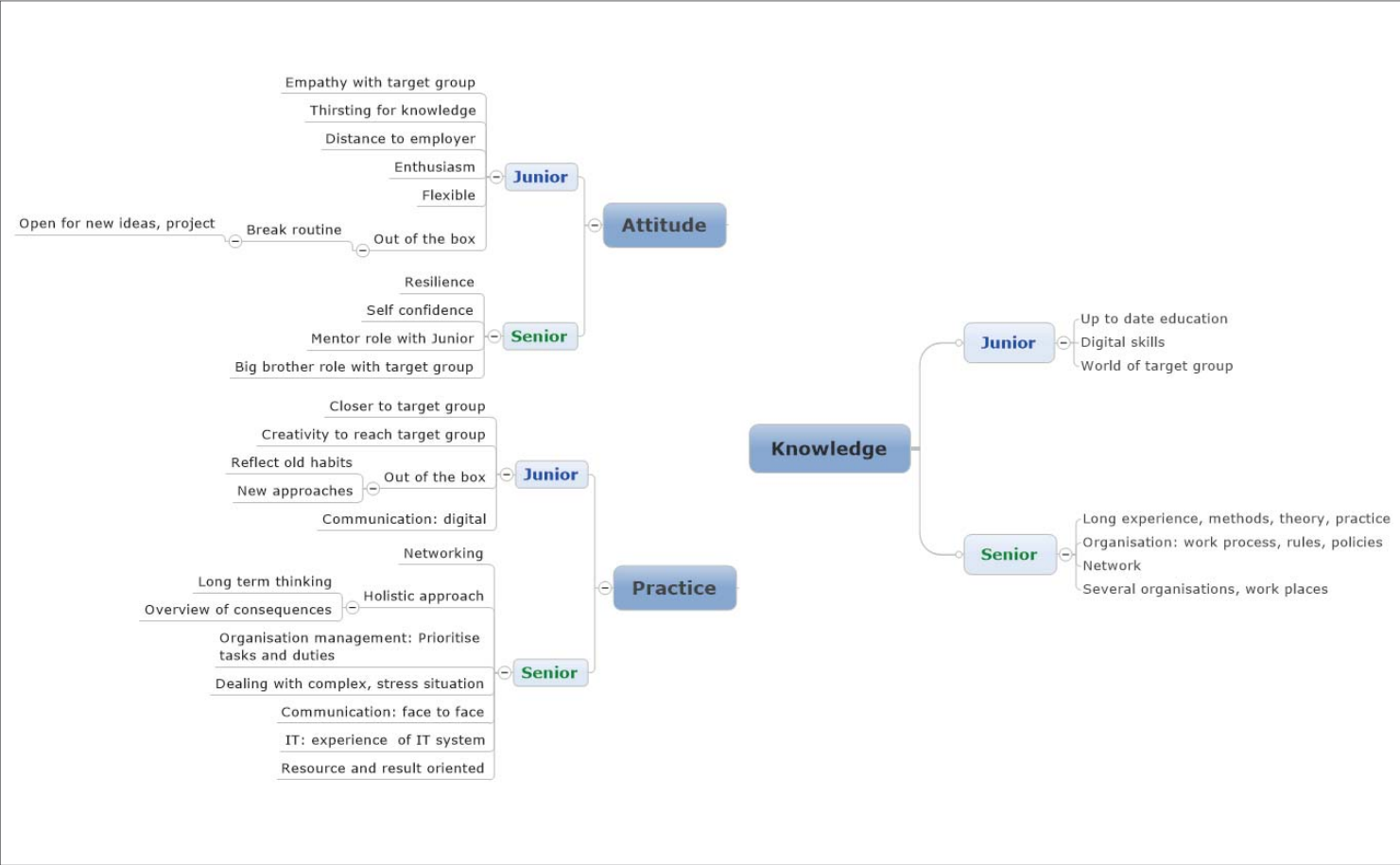
Part 1 Building Bridges – Potentials & Tools Framework concept

Annex

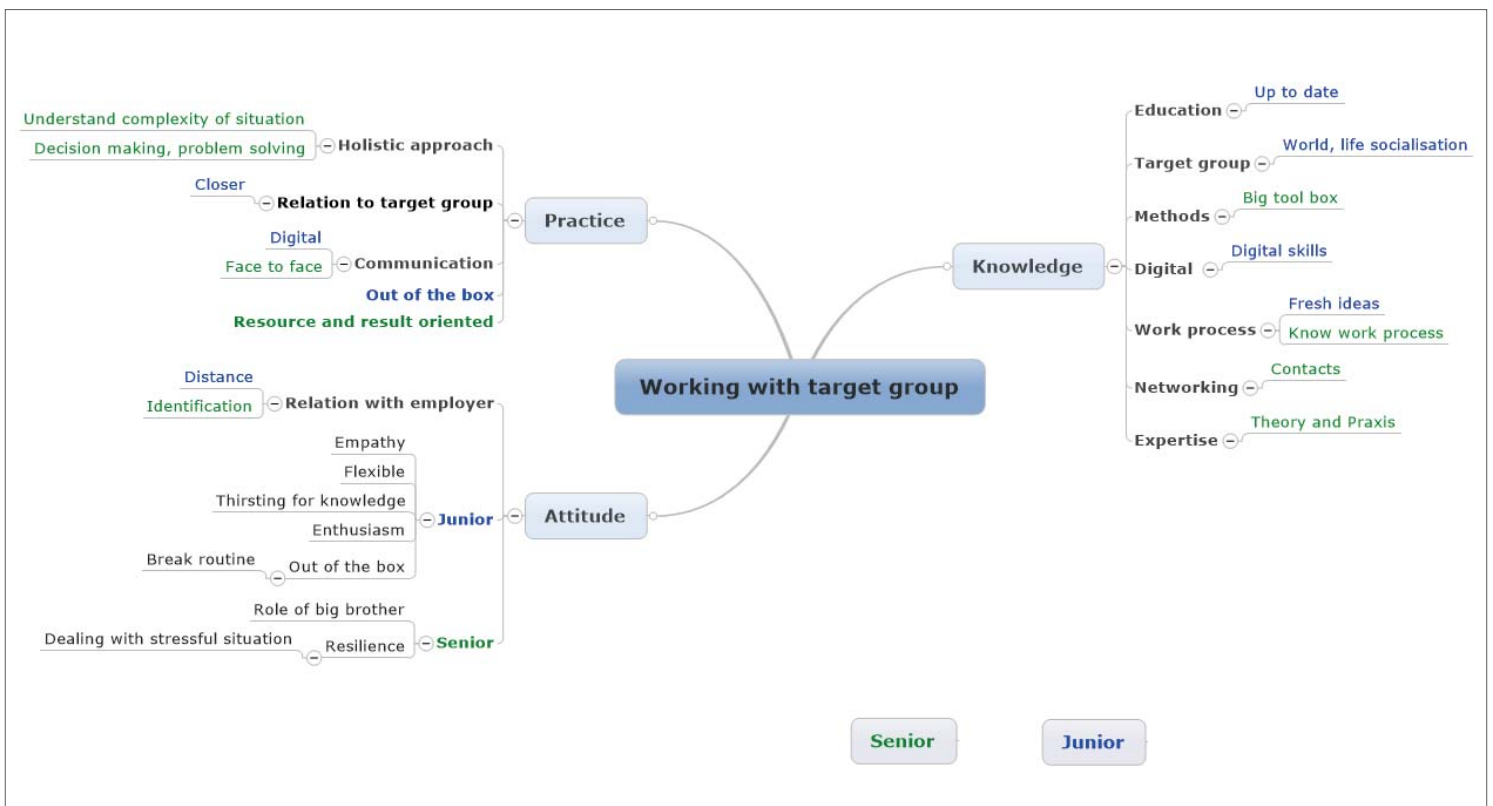
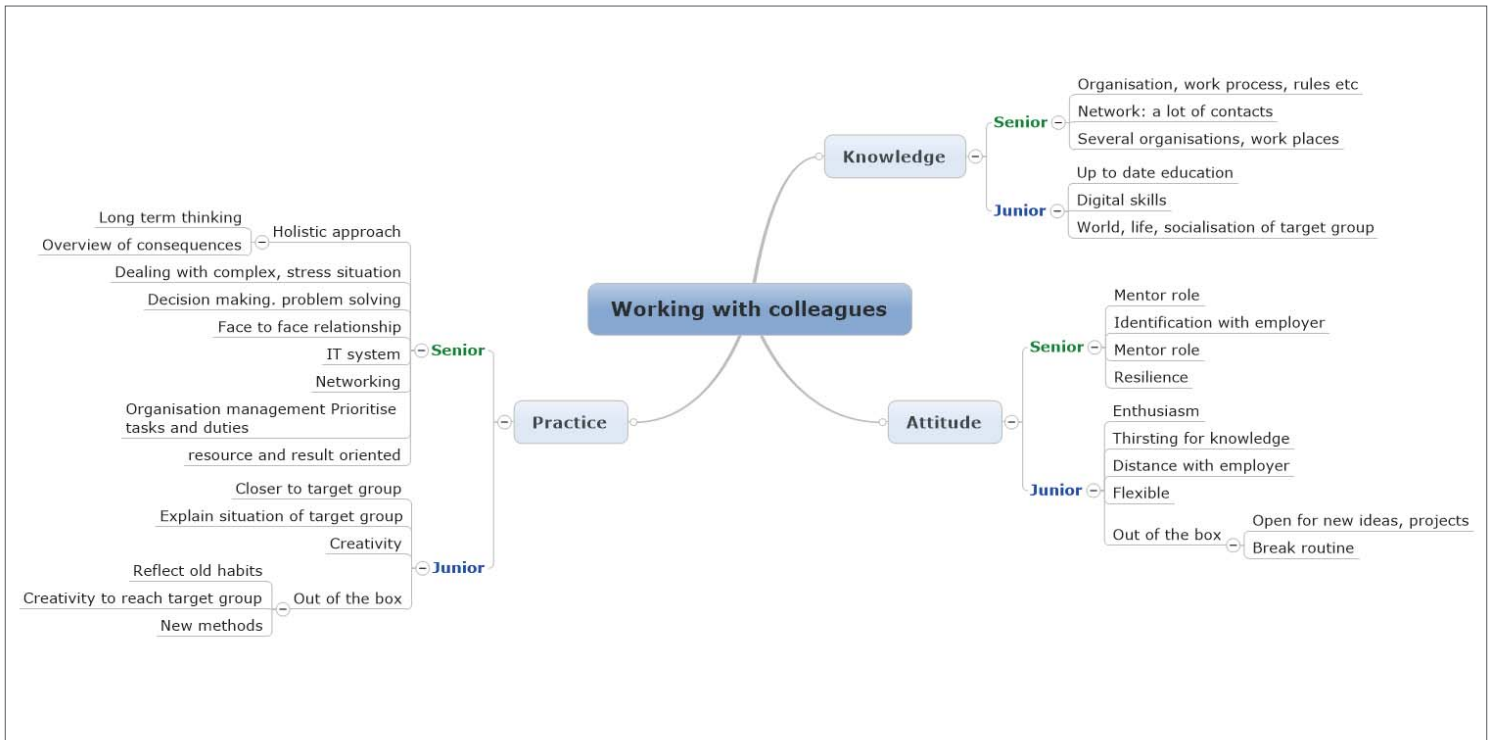
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Potential maps

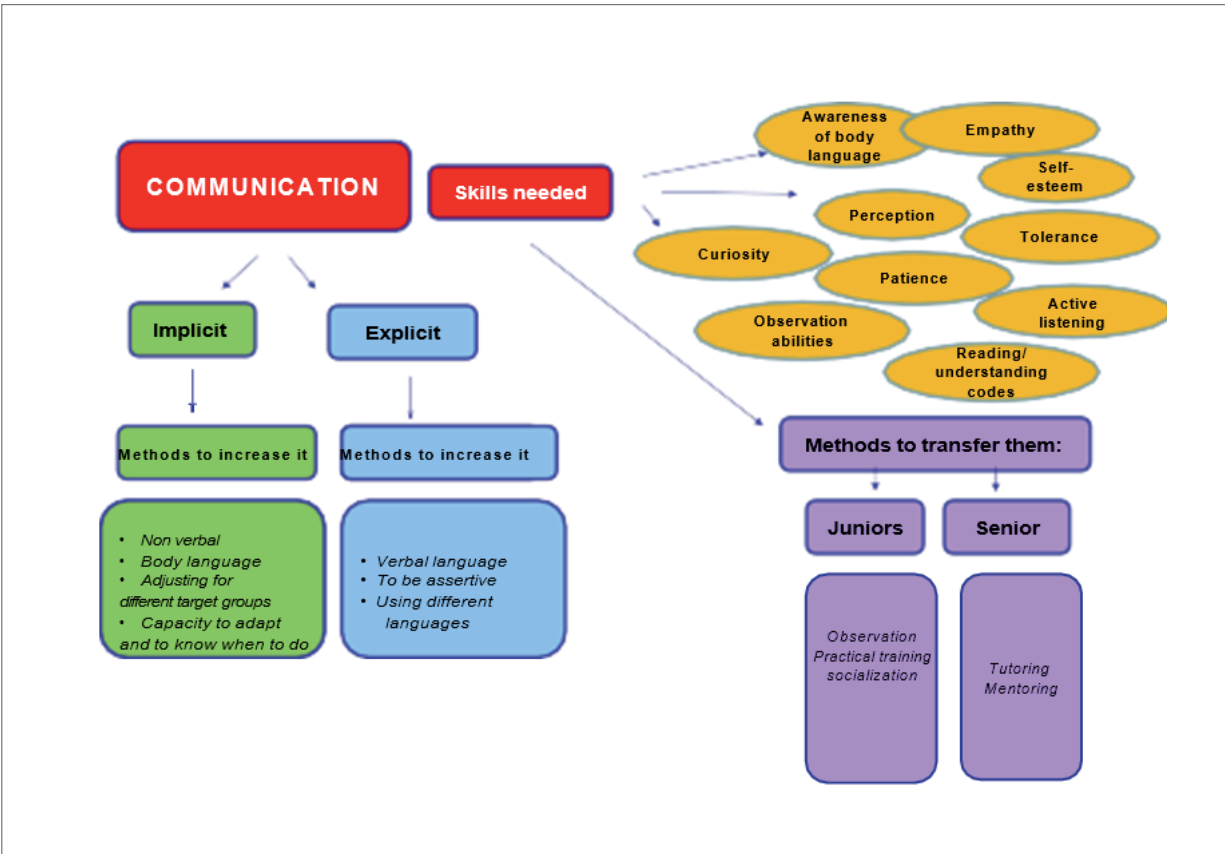
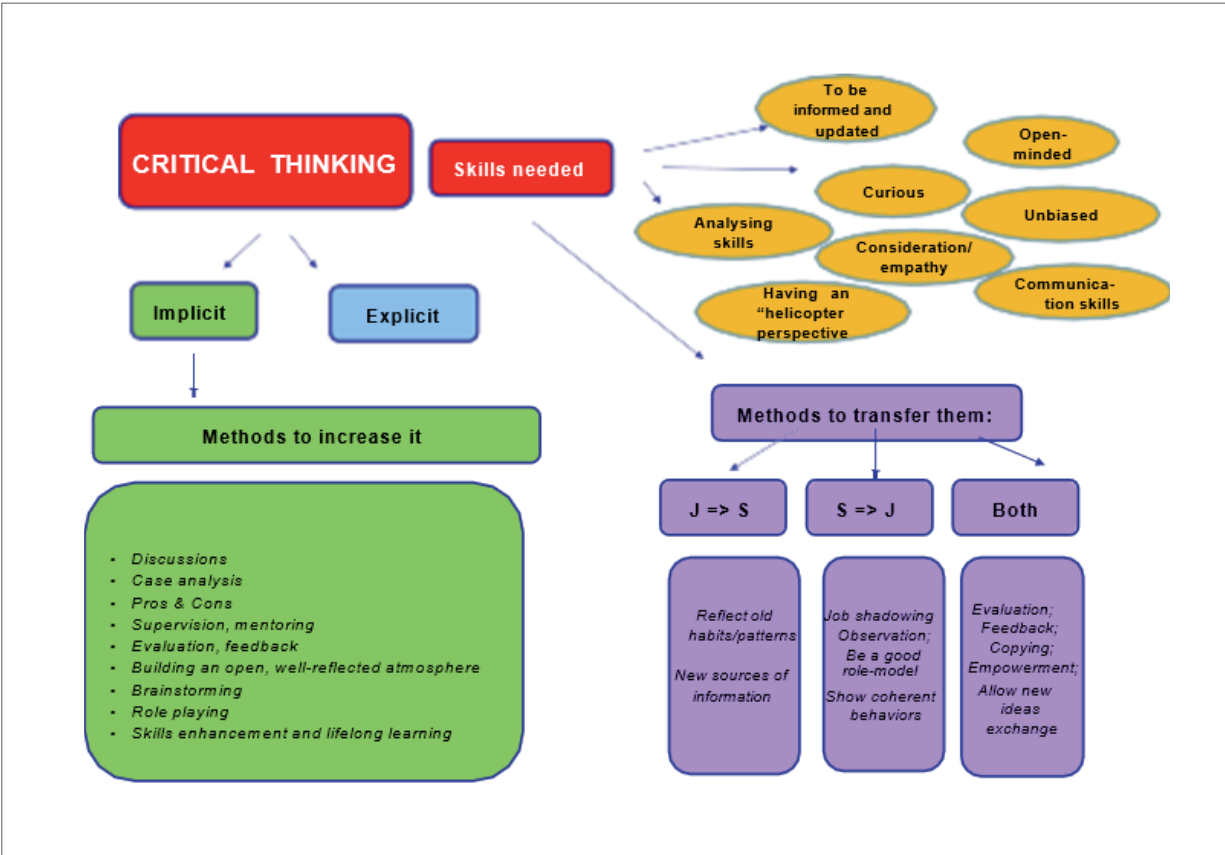
With the focus on “Knowledge, practice and attitude”



With the focus on “Working with colleagues and with target group”



With the focus on “Skills: Critical thinking and communication”



Online Survey

BRIDGE Survey

Within the framework of the European project "BRIDGE" (www.bridge-erasmus.eu), funded by Erasmus+ Youth (strategic partnership), we would like to have an overview of the competences of youth workers according to their generation (Junior & Senior) and of the methods of competence transfer in different European countries. For this purpose, we developed an online questionnaire.

We would be very happy, if you could take the time to answer it (about 15 minutes) **by the end of February 2022!**

We will include the results in the "Building Bridges" conceptual framework which will be published in June on the project website.

The data is strictly confidential, anonymous and only used for professional purposes. General Data Protection Regulation will be applied.

If you have any questions, please do not hesitate to contact us:

technical questions: cagla.yildiz@yes-forum.eu

questions about the **content** of the questionnaire:

- Austrian team: Sebastian.Frank@bpi.ac.at
- German team: Sierenn.Coudray@ib.de
- French team: Chloe.smorowski@moissonsnouvelles.fr
- Italian team: f.cesaroni@cooss.marche.it
- Swedish team: asa.engstrom@s-activa.se

Thank you very much for your help!

YES Forum for BRIDGE Team

There are 18 questions in this survey

Demographic Information

1 [2]How old are you? *

Please choose **only one** of the following:

- 18 - 25
- 26 - 35
- 36 - 45
- 46 - 55
- 56+

2 [3]What is your gender? *

Please choose **only one** of the following:

- Female
- Male
- Other
- Prefer not to answer

3 [4] In what country is your organization based? *

Please choose only one of the following:

- Austria
- Belgium
- Bulgaria
- Croatia
- Cyprus
- Czechia
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Ireland
- Italy
- Latvia
- Lithuania
- Luxembourg
- Malta
- Netherlands
- Poland
- Portugal
- Romania
- Slovakia
- Slovenia
- Spain
- Sweden
- Other _____

4 [5] How many years of experience do you have in the field of youth? *

Please choose only one of the following:

- 1-5
- 6-10
- 11-15
- 16-20
- 21+

5 [6] I consider myself as a: *

Please choose only one of the following:

- Junior
- Senior

Skills

For each of the options below, please click the cell that better matches your skills self-perception

6 [7] To what extent do you think you have the following skills? *

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely	Don't know
Communication and interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision-making and problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative and critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-awareness and empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assertiveness, self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7 [8 (Juniors)] Focus on a colleague you mostly work with, of a different generation from yours (Senior), and indicate to what extent they have the following skills: *

Only answer this question if the following conditions are met:

* ((5.NAOK == "1" or 5.NAOK == "2"))

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely	Don't know
Communication and interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision-making and problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative and critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-awareness and empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assertiveness, self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8 [8 (Seniors)] Focus on a colleague you mostly work with, of a different generation from yours (Junior), and indicate to what extent they have the following skills: *

Only answer this question if the following conditions are met:

* ((5.NAOK == "3" or 5.NAOK == "4" or 5.NAOK == "5"))

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely	Don't know
Communication and interpersonal skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision-making and problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative and critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-awareness and empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assertiveness, self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resilience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Formal and Informal Methods

Please select 3 options

9 [9 (Juniors)]What are the most effective informal methods to transfer skills to (or acquire skills from) a Senior in your experience? *

Only answer this question if the following conditions are met:
* ((5.NAOK == "1" or 5.NAOK == "2"))

Please select at most **fixnum**(3) answer(s)

Please choose all that apply:

- Creating a team spirit
- Promoting informal experiences out of one's comfort zone
- Listening to people's stories and experiences
- Brainstorming
- Direct observation
- Learning by doing
- Getting informal feedback
- Job-shadowing
- Role-playing

10 [9 (Seniors)]What are the most effective informal methods to transfer skills to (or acquire skills from) a Junior in your experience? *

Only answer this question if the following conditions are met:
* ((5.NAOK == "3" or 5.NAOK == "4" or 5.NAOK == "5"))

Please select at most **fixnum**(3) answer(s)

Please choose all that apply:

- Creating a team spirit
- Promoting informal experiences out of one's comfort zone
- Listening to people's stories and experiences
- Brainstorming
- Direct observation
- Learning by doing
- Getting informal feedback
- Job-shadowing
- Role-playing

11 [10 (Juniors)]What are the most effective formal methods to transfer skills to (or acquire skills from) a Senior in your experience? *

Only answer this question if the following conditions are met:

* ((5.NAOK == "1" or 5.NAOK == "2"))

Please select at most **fixnum**(3) answer(s)

Please choose **all** that apply:

- advanced training/team building
- training and workshops
- study visits
- illustration of the organization structure and procedures through handbooks, official manuals, video tutorials, podcasts
- exchange of good practices and case studies
- periodic staff meetings
- periodic supervision
- evaluation and regular feedback
- sharing reports within the organization
- mentoring/tutoring

12 [10 (Seniors)]What are the most effective formal methods to transfer skills to (or acquire skills from) a Junior in your experience? *

Only answer this question if the following conditions are met:

* ((5.NAOK == "3" or 5.NAOK == "4" or 5.NAOK == "5"))

Please select at most **fixnum**(3) answer(s)

Please choose **all** that apply:

- advanced training/team building
- training and workshops
- study visits
- illustration of the organization structure and procedures through handbooks, official manuals, video tutorials, podcasts
- exchange of good practices and case studies
- periodic staff meetings
- periodic supervision
- evaluation and regular feedback
- sharing reports within the organization
- mentoring/tutoring

Skills Analysis

Thinking of your work experience with young people, to what extent do you think the following skills and competences are important?

13 [11]Communication and interpersonal skills which means to be able to: *

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely
manage verbal and nonverbal communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adjust the tone of voice to the circumstances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
work in teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
manage relations in intercultural contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14 [12]Decision-making and problem-solving capacities which mean to be able to: *

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely
identify, define and manage problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
solve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mediate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
taking responsibilities and make decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15 [13]Creative thinking and critical thinking capacities which means to be able to: *

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely
bring a fresh and new perspective, think outside the box	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
handle a particular situation using your own resources and creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be unbiased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be open-minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
find constructive alternatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16 [14]Self-awareness and empathy which means to be able to: *

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely
know your emotions, strengths and weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have a strong sense of your worth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be aware of others' feelings, needs and concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17 [15]Self-control and assertiveness which means to be able to: *

Please choose the appropriate response for each item:

	Not at all	A little	Moderately	Strongly	Completely
express your personal thoughts, feelings and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
respect the ideas of the others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have a non-judgemental attitude	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
control yourself, master your desires and ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18 [16]Resilience which means to be able to: *

Please choose the appropriate response for each item:



	Not at all	A little	Moderately	Strongly	Completely
treat problems as opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cope with the challenges and problems of life without being overwhelmed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Thank you for your contribution!
22.03.2022 – 00:00

Submit your survey.
Thank you for completing this survey.

Template for mentorship

Role related support	Description, content/activity/date	Signature mentor
Discuss work tasks Work process (how does the process look like before and after my effort and tasks? Aim: to get a holistic view over a person's whole process and the support system)		
Feedback		
Reflections over the professional role		
Get support with new perspectives		
Talking about being new on the workplace		

Task related support	Description, content/activity/date	Signature mentor
Job shadowing		
Support in making priorities		
Opportunities to practice work tasks and get feedback		

Structured support	Description, content/activity/date	Signature mentor
Support in doing one thing at a time		
Possibility to do something within a limited time		
Possibilities for training and different exercises		
Start with easy tasks		
Mutual responsibility for a certain work task		

Relation based support	Description, content/activity/date	Signature mentor
Get to know colleagues during working hours		
Get to know other new staff		
Time for reflection with other new colleagues		
Start with easy tasks		
Afterword, a relaxed way to get to know others		

Legal notice

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Visit our BRIDGE website to get further information, downloads:

www.bridge-erasmus.eu

Refer to our documents:

BRIDGE – Preface & Introduction
Building Bridges – Potentials & Tools (Framework concept)
Crossing Bridges – Transfer & Anchor (Handbook)
Bridging the Gap – Policy Brief

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