

J2J Project  
**Curriculum for Peer Mentors and Job Coaches**  
**SWOT Analysis for FROG Methodology©**

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Mathias Maucher, Senior Project and Programmes Officer, EPR,  
with feedback by Ingeborg Lykseth and Kristine Øverås, lyk-z

**1. Summary information on identity training programmes for young people based on the FROG methodology©**

The identity training programme is conceived to assist young people of different ages – including those with disabilities (YPWD) and those from socially vulnerable backgrounds – to identify and develop their inherent qualities and unique individual abilities. It applies the so-called the [FROG Methodology for Leadership and Life Mastery©](#). It has been designed by lyk-z ([Webpage](#); [Facebook page](#)). The company with headquarters in Skien, Norway, was started in 1994 and was run as a personal company up until 2011 when lyk-z & daughters became a corporation.

All the activities and exercises using the FROG Methodology for Leadership and Life Mastery are adapted to work for adolescents who struggle with their concentration, focus, self-esteem, self-confidence, and anxiety. They aim at strengthening children and adolescents to identify their life project and dreams, to build a safe identity, to improve life mastery and for them to better get in charge of their own life and develop self-leadership. The training contains elements from neurophysiology, cognitive training, communication techniques from film studies, co-active coaching, and leadership. It should result in YPWD gaining faith and confidence in their own unique capabilities and values and thus create a stable basis for lasting behavioural change and personal growth.

Doing the activities and exercises serves as springboard to facilitate the return to school, to help the access vocational education and training (VET) – or to return to it – and to support the access to employment and more specifically to a job. A participation in the training programme should thus first prevent from dropping out of school, VET and employment and secondly also reduce the high costs related to dropouts of those “systems” for our economies and societies. It is important not to forget that reduced dropouts on an individual level also imply less suffering causes by them for the individuals and their families.

All tools used in the FROG Training Programme© are built on the understanding of Libet's research of unconscious decision making and the free will. Benjamin Libet (1916-2007), an American neuroscientist, was a pioneer for the investigation into human consciousness. He could provide evidence of how conscious awareness is produced by the brain.

## 2. Use of the FROG methodology© in the Jump To Job! Project

The Training Programme delivered by lyk-z in the context of the [“Jump To Job! Project”](#) focused on the acquisition of knowledge and competences as well as on the correct use of activities and exercises both for job coaches and for peer mentors to support YPWD, including people on the autism spectrum, in their labour market inclusion.

The project aims to provide the professionals who work with young people with disabilities with innovative skills and tools and thus to support the labour market inclusion of YPWD and their self-image. These skills and knowledge should ultimately help to increase their employment rates and sustainable inclusion in the labour market, not least outside supported employment.

The participation in the project by young people with disabilities as trainees alongside professional job coaches was conceptualised in a way to provide inclusive and effective coaching and an effective training programme that considers the special needs and experiences (“expertise from experience”) of YPWD being trained to become peer mentors.

By using the FROG methodology© the project was also expected to have measurable impact:

- YPWD are more self-confident and have a more proactive approach to job search: Motivation through empowerment to find a job was the heart of the change that the project aimed at generating.
- Job coaches and YPWD have a stronger, more fruitful relationship, supporting real job inclusion: The project brought together the knowledge, skills and needs of experienced job coaches and peer mentors – being themselves YPWD – to co-produce a training module, to give feedback to it and to thus contribute to the elaboration of a Curriculum for Peer Mentors and Job Coaches. This will allow the training module to support an approach of greater mutual knowledge and collaboration. Job Coaches and Peer Mentors will also have the opportunity to share difficulties and work together on the same goal.
- Companies are able to adapt their environment and work process to create sustainable jobs for YPWD: This means providing skills to not only carry out mediation between companies and YPWD employed, but also provide support to other employees, provide information to companies regarding employment legislation relevant for YPWD, support the relationship between company and worker, contribute to their integration into the company’s “social fabric”.
- Job coaches’ training is effective and takes into consideration clients’ inputs and insights and is co-produced with YPWD: The project had dedicated tasks, aimed at the facilitation and promotion of the co-production of contents and trainings, starting from the real-life experiences and contributions of the YPWDs themselves. In this way it guaranteed that both the exercises and training modules tested as well as the Curriculum for Peer Mentors and Job Coaches are based on the real needs of our target group and on their experiences in the education system, in the VET system, in employment and the labour market as well as in other spheres of life.

These objectives have to be seen in the broader context of the need to prevent and reduce social exclusion, including for people with disabilities (PWD) who on average are at a considerably greater risk of social exclusion. There is ample evidence, that the autonomy and self-image amongst YPWD are often poor or precarious, impacting their ability to participate in VET and to find work and creating a vicious circle. For YPWD, employment and vocational training brings about a positive image of themselves, of belonging and meaningfulness, of being active, useful, and acknowledged. Reversing the perspective, this implies that the sense of social inclusion among YPWD is significantly impacted by their successful participation in vocational education and training and by their labour market inclusion if it is in line with the principles of decent work and a rights-based non-discriminatory access to social and employment services available to support their efforts financially and in other ways.

The Training Programme delivered by lyk-z in the context of the [“Jump To Job! Project”](#) based on the FROG methodology© focused on bringing into practice the objectives of the project by addressing five big themes:

- **Vision:** These activities and tools aim to explore the participants' dreams about their future and verifying how much they are currently doing is in line with this image. This content recognizes the importance of the vision that young people have of their future with respect to their motivation to act and image of themselves.
- **Identity:** These activities are intended to build a sense of belonging to the Group, to encourage openness and sharing. Through group work, the ability to recognize reciprocal qualities and values will be stimulated as well as the use of new words to describe oneself and others, starting from new thoughts and strategies.
- **Communication:** These activities are intended to modify and improve the communication style. New tools are provided to build relationships and to acquire skills to be good listeners and to better understand communicative content.
- **Impact:** These activities aim to stimulate reflection on the impact that people generate on others, thinking about the difference between the concept of “Impact” and that of “Manipulation”. Responsibility for one's own influence over others and the possibility of being influenced by others is stimulated.
- **Big Leap:** For YPWD to use their own unique capabilities to start realising their dreams and aspirations and to arrive at a more stable basis for a successful transition into the labour market and in their personal life.

A more-in-depth and long-term cooperation or partnership between social service providers and employers is a key success factor to increase the employment of PwD in the mainstream labour market and more generally for more inclusive labour markets. It also helps employers gain a better understanding of the capabilities, talents and qualifications of PWD, support reasonable adaptations and in a mid-term perspective help changing the mindset of employers (and colleagues).

The training course elaborated in the context of the Jump To Job! Project – by taking up the insights from the two pilot phases – also considers the needs and perspective of employers.

The peer mentors trained have got more knowledge about their task and more confidence to both support the relationship between the employers and the YPWD recruited as well as to support directly as peers the young persons with disability (YPWD). They can thus not only contribute to an easier and quicker integration of the YPWD into a company's or organisation's "social fabric". They are also better equipped to raise awareness about invisible disabilities or misconceptions regarding YPWD as well as about the advantages of hiring them and thus obtaining more diversity in employment. The peer mentors also can support the realisation of a strength-oriented approach focusing on the capacities, skills, knowledge, and potential of YPWD rather than on their disability and limitations. They can also recall the need for an adaptation of the workplaces and the working (time) arrangements as well as for additional training or qualification initiatives for the YPWD to support the better integration in a new job.

### **3. Results of the use of the FROG methodology©**

Results from the measurement of the effectiveness and impacts of the identity training programmes using the FROG methodology© run by lyk-z have been very good so far:

- During the 4-year period from 2014 to 2017, 78% of the participants were back in independent life situations and in an activity with school, education, or work. This also implies improvements from the identity training programme regarding the feelings of trust, mastering, affiliation, engagement, and overall mindset of the YPWD.
- The socio-economic gains for each YPWD are enormous, in addition to the savings of a reduced number of worries and hardships for the young people with disabilities: In the 7-year period from 2014 to 2020 the saving for the Norwegian government from preventing a higher number of adolescents and young adults, among them many YPWD, was estimated to amount 6.9 billion Norwegian Crowns (about 665 million €).

lyk-z has measured those success rates and financial savings for the responsible governments and public authorities based on

- surveys of the participants and a comparison of the situation on the first day and the situation after the end of the training programme or
- on data collected twice a year reporting on the status of those before having been outside education, professional training (including apprenticeships), and employment (the so-called NEET) 6 months and 12 months after the training.

### **4. Feedback by job coaches and peer mentors from the two pilot phases of the Jump To Job! Project**

#### **4.1 Results and insights from the evaluation of the first and second pilot training courses**

The overall evaluation of the two pilot training courses in the four countries where the providers of vocational education services tested the FROG methodology© – i.e., Belgium, Greece, Slovenia and Spain – has been very positive, both from the participants, i.e., the YPWD and the peer mentors, and by the trainers/job coaches.

All issues were highly ranked. In both pilot phases all 18 items measures for the participants saw improvements comparing their self-assessment prior to and after the training.

The detailed results with many quotes both from the participants and peer mentors, but also from the job trainers/coaches are published in the “Promotional Material for the First Pilot Phase” and the “Promotional Material for the Second Pilot Phase”. Both documents are accessible from the [project webpage](#).

The five items assessed by the peer mentors as well as the three items evaluated by the job coaches across the board got high scores respectively and across the board.

- For the peer mentors the five items looked into were
  - Satisfaction with the training
  - Level of applicability of the workshop
  - Satisfaction with methods and tools presented and used
  - Qualifications, professionalism and commitment of trainers
  - Relevance of training for personal and/or professional activities
- For the job coaches the three items looked into were
  - Relevance of the FROG methodology© and the tools used;
  - User-friendliness of FROG methodology© and tools; and
  - Impact of FROG methodology© on self-esteem and social skills of YPWD

#### 4.2 Quotes from the young people with disabilities on their experience with the FROG methodology©

This section contains a selection of quotes from peer mentors, job coaches and YPWD participating in the training in Belgium, Greece, Slovenia and Spain to underline the overall very positive assessment of the two pilot training courses.

It well illustrates the increase of self-confidence and autonomy the peer mentors expressed when assessing the impact of the two training courses applying the FROG methodology© they have attended in the project.

##### 4.2.1 Feedback by peer mentors from Belgium, Greece, Slovenia and Spain

- I learned that all of us has their own dreams, which are very reachable. I met great people.
- I learned the connection between our thoughts, emotions, and behaviour.
- I know my dreams now.
- I learned how to identify my dreams and set goals to achieve them.
- I'm going to share my dreams so that people can support me in achieving them.
- I gained a lot of motivation to push forward my dreams.
- I learnt to discover what I like, to trust myself, to learn more from others.
- I learnt how to be a better person for myself and also with other people.
- I realised that I have the power.

- I learnt how to feel more comfortable in group and express my thoughts in front of them. I also learnt how to help other people to open up and to help them in order to discover their feelings and dreams.
- I won't be afraid of public speaking anymore.
- I have become aware of the fact that I am eager to learn.
- I have learnt that it's okay not to feel okay.
- I learned to never give up.
- I will work hard so that my dreams will come true.
- I have learnt to fight for my rights.
- I will look forward but I will not forget where I come from.
- I learnt new methods to make good use of my potential, to control effectively unpleasant situations as well as to help others discover their potential.
- The materials were very practical what I liked very much, and the methodology was very well developed, and very dynamic and interactive.
- The teaching materials are innovative, interactive, comprehensive, useful, and practical.
- The tools and exercises used were simple and playful but require a deeper look into oneself.
- All the trainers were very supportive and they made me feel comfortable from the beginning to the end of the training. They were passionate about the programme and they passed this feeling on to me.
- My experience with the trainers was fantastic.
- Wonderful trainers, with a lot of knowledge, wisdom, and compassion.
- Incredible support by the trainers when asking the right questions, so you can dig deeper inside yourself.
- I will go home and start to make videos and uploading those. My dream is to be a successful youtuber.
- Good atmosphere [during the two training courses for the peer mentors and job coaches], a lot of humour and great leaders/trainers.
- An unforgettable experience.

In general, the job coaches did not see important needs to adapt the exercises and activities. The, however, flagged up that young people with severe mental retardation, acute psychosis, less manageable personality disorders, severe speech or language disorders may not be suitable for the tools and exercises used when making use of the FROG methodology©. However, some modifications might be needed to adapt the exercises and time frames to the specific needs and/or individual situation of every YPWD. The recommendation not to include in a training course built on the FROG methodology© participants with a not-treated personality disorder was broadly shared.

#### 4.2.2 Feedback by job coaches participating in the training in Belgium, Greece, Slovenia, and Spain

- Belgium: Uncomfortable, confronting, new and unusual. All students were interested and I felt that I could add value to their story. It was striking that the students all named strengths in which they excelled already.
- Greece: Everybody was on time and no one skipped a session. The participants immediately felt as a team. Realising their dreams was one of the strongest moments during the training.
- Slovenia: Positive in terms that they had to think about themselves outside the box. If not being in the training they would never allow themselves to see or think like that. They also said that they are more motivated for new challenges and more focused towards their goals and dreams, including employment. The strongest moments were when participants shared something very personal about themselves, things they never shared with anyone before.
- Spain: Everyone participated actively since the beginning. The participants respected the time frames as well. The dreams the participants developed were linked to their own area of work and were very realistic.

### 5. Analysis of the strengths and weaknesses, opportunities, and threats (SWOT) on the FROG methodology©

#### 5.1 Strengths

- The adaptability of the FROG methodology© allows the training to be suitable both for job coaches and peer mentors. Their differences and heterogeneous skills have been used as a further stimulus for discussion as a moment of learning and mutual knowledge and for adapting the identity training courses, modules, tools, and exercises.
- Realisation of a co-production of contents and trainings, starting from the real-life experiences of the YPWDs themselves, i.e., their expertise by experience.
- Intensive training that leads the participants through individual processes.
- Focus on 1) mastery, i.e., everybody can make it, 2) a “do- orientation”, i.e. the tools and exercises are not theoretical, and 3) the now and the future.
- Focus on what is healthy and strong, on the capabilities, giving more attention to what sparks the engine and inner driving force, rather than focusing on limitations, impairments, medical or psychological diagnoses or health issues
- Use of a perspective that everyone is natural, creative, resourceful, and has to be seen as a whole individual.
- The identity training programmes for young people using the FROG methodology© evoke an emotional reaction on them. They go from the knowledge of what to do to the understanding of how to make it. This builds an inner motivation and leads the participants to take control and to act based on their unique values and qualities.
- Job coaches have trust in themselves and who pursue an approach to see the whole individual.

- Group processes that provide more reflection, learning and mutual understanding as constitutional elements of the FROG methodology©: People don't remember what you do, neither what you say, what they do remember is how you make them feel.
- Even though the trainings are not a therapy, a certain percentage of the participants claim to have gotten rid of – or has at least far less – symptoms of mental health problems, such as anxiety, depressions, depressed mood, insomnia, etc.

## 5.2 Weaknesses

- The success level and the positive effect of the identity training programmes for YPWD using the FROG methodology© depend on the extent they commit to the whole programme and engage in all exercises and activities. It is, however, important to underline that generating an emotional reaction is everything growth is about. This might be unpleasant now and then, but still, that is the way change and growth happen.

## 5.3 Opportunities (see also above under “Strengths”)

- Possibility to have the job coaches certified (if successfully passing training programmes of different duration offered by lyk-z).
- Availability of a FROG Online Platform©, offered by lyk-z, built on gaming software and artificial intelligence technology.

## 5.4 Threats (see also above under “Weaknesses”)

- Lack of time or insufficient financial resources for the job coaches (i.e., as a rule, for their employers) to be able to participate in certification course.
- Not having the certification as FROG trainer© does not allow to access the FROG Online Platform©, offered by lyk-z.
- Need of more support and time by the YPWD than initially foreseen to adapt to the group dynamics because of their disabilities (people on the autism spectrum, YPWD with mental health conditions).
- Difficulties in relation to the exercises to help the participants to find their own qualities. The job coaches needed to support the participants to bring out those qualities because some of the YPWD, when asked to identify their own qualities, first and foremost thought about activities to be undertaken to successfully enter into vocational training and/or the labour instead of their own strengths and qualities.
- The exercises with abstract concepts were more difficult than those without, that's why the job coaches/trainers need to be well prepared to facilitate a group of YPWD