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**How to mentor not able bodied persons for developing
inclusive entrepreneurship.
The Guide.**

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Introduction

This Guide is dedicated to entrepreneurs and VET trainers willing to act as mentors and coaches of people with disabilities and explains how they can rise sense of initiative and entrepreneurship of this target group. The publication is structured in units, each of them targeted to a specific learning outcome. The reader will find in each unit an informative materials but also a lot of practical exercises, grids for developing and monitoring improvement plans that will help to plan and monitor reader's mentoring/coaching activity.

In the material several different topics are described, such as: the key competence sense of initiative and entrepreneurship; inclusive entrepreneurship; how to promote learning in the work place; mentoring/coaching for inclusive entrepreneurship; principles of mentoring and coaching; establishing and maintaining a good working cooperation with the mentee/coachee; supporting the development of the mentee/coachee; monitoring the mentoring/coaching relationship.

Thanks to the using of this Guide it is possible to improve skills as mentor or coach and willing be able to help the people with disabilities to assesses their initial level of sense of initiative, set an individual goal and related action plan for improving the sense of initiative and entrepreneurship.

The reader can choose unit or units that are the most relevant to professional career or attend in the e-learning course related with this Guide that approximately will take 30 hours of self-administered learning. In the e-course, at the end of every unit and after passing quizzes the user will receive a certificate.

Chapter 1: The key competence sense of initiative and entrepreneurship: what it is and how to improve it

Preamble

To undertake could be one of the most important decisions someone makes in life. Entrepreneurship could be very good choice for people with disabilities.

The foundation that supports people in forming the business is their own motivation, willingness to be self-employed or run own business. What's more, belief in business project and perseverance with the task prove essential in achieving goal.

To minimise the risk at the start of setting up a business, potential business owners should develop certain skills and have some basic information at their disposal so that they are able to make good decisions and, as far as possible, minimise uncertainty through use of the relevant information.

Before starting up a business or self-employment it is necessary to consider the main advantages and disadvantages of becoming an entrepreneur.

What are the Key Competences?

As recommended by the European Parliament and the Council of the EU of 18 December 2006 on key competences in the lifelong learning process, they are defined as a combination of knowledge, skills and attitudes appropriate to the situation.

Key competences are indispensable for every human being to self-fulfilment and personal development, to be an active citizen, social integration and employment.

Here are the 8 defined key competencies:

- 1) communicating in the mother tongue;
- 2) communicating in foreign languages;
- 3) mathematical competence and basic scientific and technical competences;
- 4) IT competences;
- 5) ability to learn;
- 6) social and civic competences;
- 7) initiative and entrepreneurship;
- 8) cultural awareness and expression.

Our project concentrates on two competences: *initiative and entrepreneurship*.

1.1. Sense of initiative and entrepreneurship: what is it and how to improve it

1.1.1. Definition of entrepreneurship

One of the basic but difficult to answer questions is: What makes an entrepreneur? An entrepreneur is an individual that wants to work for himself/herself, be self-employed or run his/her own business. Entrepreneurs set forth to achieve this goal despite the fact that sometimes the path is long and uncertain.

In order to establish a company, various resources are employed in order to achieve the desired results. This is why the process of creating business cannot be left to luck. This is especially true given the complexity of the current economic environment and ever increasing market competition. Both of these challenges demand greater preparation and competence.

From the moment someone decide to become an entrepreneur, she/he must start using imagination in seeking out the opportunity that will be able to transform into a business. This is a process that requires varied and multifaceted qualities. The same qualities will be required throughout professional journey as potential entrepreneur come across different types of people, entities and organisations that she/he will need to deal with in order to achieve desired goal. Potential entrepreneur will need to make use of abilities and personal skills such as leadership capacity, motivation, personal integrity, interpersonal relations and communication. She/he will need an ability to make decisions, charisma, crowd psychology, creativity, etc.

1.1.2. Promoting entrepreneurship through education

Entrepreneurs are often seen as incentives for growth and job creation and a way to make the economy more competitive and creative. However, business support in addition to assisting entrepreneurs or entrepreneurs has the potential and provides management and financial support for building a business.

It also develops and encourages entrepreneurship in society, especially among young people, stimulates creativity, initiative and sense of responsibility and provides the necessary skills and knowledge to create and develop a business that operates. The reason for education and training is important to change culture and relax the mindset of young entrepreneurs. The importance of decision-makers is important.

Tradition as a person's ability to transform thinking into entrepreneurship has evolved over time to cope with creativity, innovation and risk as well as the ability to create and operate. Entrepreneurship is a key competence for all who need to be promoted at all levels of education. (From elementary to university) and lifelong learning. The European Commission has used two frameworks that emphasize the importance of education and entrepreneurial education. A new education and training strategy was launched in November 2012. "Rethinking Education" and, in January 2013, An Entrepreneurial Action Plan.

In particular, the Commission calls on the Member States to strengthen entrepreneurship education at all levels and strengthen the links between education and employers. The European Parliament, recognizing initiative and entrepreneurship, is one of the keys to lifelong learning. The 2006 guide has supported entrepreneurial education in a number of ways since then.

1.1.3. Entrepreneurship education

Europe faces many challenges that can only be surpassed with innovative and entrepreneurial youth, whose in their everyday life style has spirit and curiosity to think on new ways and has the courage to react and adapt to these challenges. In addition, a dynamic economy, which is innovative and can create the required jobs, will require a greater number of young people who are willing and able to be entrepreneurs. Young people start and achieve the growth of their commercial or social businesses or become inventors in the broader organizations they work for. **As education is vital to improve young people's attitudes, knowledge, skills and culture**, it is important that entrepreneurship education is resolved soon. Training on entrepreneurship is important to provides the skills and knowledge that are vital to the development of business culture.

According to the Key Competence Framework, this competence refers to individual's ability to change his mind into action. It contains creativity, innovation and risk, as well as the ability to manage projects to achieve goals. The development of general thinking and basic skills of entrepreneurship can be complemented by providing more specific knowledge of business in each level and type of education.

The Commission has long supported and helped to study entrepreneurship. As part of the education and training agenda, a strategic framework for European cooperation, education and training 2020, has, as the fourth long-term strategic objective, enhancing creativity and innovation and entrepreneurship at all levels of education and training. The European Commission continues to support the Europe 2020 strategy, which is essential for integrating creativity, innovation and business education into three main programs: Young on the Move, An Agenda for New Skills and Jobs, and Innovation Union.

Source: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/135en.pdf

1.1.4. Learning outcomes

Defined as statements of what a learner is expected to know, understand and/or be able to demonstrate on completion of a learning activity; they include any specific intellectual and practical skills gained. The second sub-section gives an overview of central guidelines to support teachers in implementing entrepreneurship education.

Specific learning outcomes

The overall goal of entrepreneurship education is to **give learners the attitudes, knowledge and skills to act in an entrepreneurial way**. These broad dimensions of entrepreneurship education have been broken down into various categories (see below) which provide the framework for the wide range of specific learning outcomes adopted by European countries. The model has been adapted

from Heinonen and Poikkijoki. Of course, this is a tentative approach as the concept of learning outcomes is still under development and widely discussed, even more so in the area of transversal competences such as entrepreneurship. The following figures and comments give a first idea of the kind of learning outcomes related to entrepreneurship and explicitly stated in the curricula of European countries. The comparability between countries is limited as the understanding and use of learning outcomes varies nationally. A common European understanding and approach to learning outcomes for entrepreneurship education is still to be developed.

Attitudes

Category 1. Self-awareness and self-confidence are the entrepreneurial attitudes which constitute the basis for all other aspects of entrepreneurship. They entail discovering and trusting in one's own abilities which then allow individuals to turn their creative ideas into action. In many countries, these attitudes might be pursued as general education goals.

Category 2. Taking the initiative and risk taking, critical thinking, creativity and problem solving are also fundamental, but they are also specific attributes of an 'enterprising self'.

Knowledge

Category 1. Knowledge of career opportunities and the world of work are learning outcomes that are not exclusively related to entrepreneurship, but usually form part of learners' general preparation for their future career choices. However, a sound knowledge of the nature of work and different types of work involve an understanding of what it is to be an entrepreneur. This knowledge also allows learners to define and prepare their place in the world of work with a well developed awareness of opportunities and constraints.

Category 2. Economic and financial literacy, including knowledge of concepts and processes that can be applied to entrepreneurship.

Category 3. Knowledge of business organisation and processes is specific knowledge of the environment in which entrepreneurship is often applied.

Skills

Category 1. Communication, presentation and planning skills as well as team work are transversal skills essential to entrepreneurs.

Category 2. Practical exploration of entrepreneurial opportunities includes the various stages of the business set up process, including designing and implementing a business plan.

The ongoing initiatives related to entrepreneurship education in a dozen countries show a range of activities, including closer cooperation between education and business, financial initiatives to fund pilot projects promoting entrepreneurship, the organisation of entrepreneurial competitions, the certification of entrepreneurial skills, the setting up and running of learner training firms and last, but not least, teacher training and support.

Finally, it is important to highlight, that the current picture of entrepreneurship education in Europe is viewed in a context where half of the countries are engaged in a process of educational reform. These ongoing changes often include the strengthening of entrepreneurship education among their objectives.

1.1.5. Benefits of entrepreneurship

An entrepreneur is a business-minded person who always finds ways to improve and grow in business. An entrepreneur can also be defined as a professional who discovers a business opportunity to produce improved or new goods and services and identifies a way in which resources required can be mobilised.

Finally, an entrepreneur is someone who constantly scans the environment looking for changes that can provide opportunities for creating new growth-oriented businesses. Entrepreneurs assume significant accountability for the risk and the outcomes of new enterprises, ventures or business ideas. **An effective and successful entrepreneur shows creativity and innovation in business and become an example for other people.**

An entrepreneur is an individual who:

- has the ability to identify and pursue a business opportunity,
- undertakes a business venture,
- raises the capital to finance it,
- gathers the necessary physical, financial and human resources needed to operate the business venture,
- sets goals for him/herself and others,
- initiates appropriate action to ensure success, and
- assumes all or a major portion of the risk!

An entrepreneur is a job-creator not a job-seeker.

An entrepreneur is a person who:

- has a dream,
- has a vision,
- is willing to take the risk,
- makes something out of nothing.

1.1.6. Key skills for entrepreneurs

Although **there is no exact combination of characteristics that must be fulfilled to become a good business person**, below we indicate some that can help in performance of professional tasks:

- ability to learn,
- creativity and innovation,
- intuition - ability to detect opportunities,
- ability to work without direct supervision. Being responsible and making demands of one-self,
- self-motivation and eagerness to carry through the projects at hand,

- self-esteem - confidence in the achievement of success and belief in one's self,
- ability to take decisions and take on risks,
- ability to dedicate and exert one's self in order to resolve problems,
- the will, initiative and fortitude to carry projects forward and sustain positions already gained. Perseverance in the attainment of established goals,
- thorough planning - optimise organisation of activities and coordination of resources,
- communication qualities,
- ability to choose collaborators well,
- negotiation capacity,
- flexibility in dealing with events and economic crises and ability to evolve with it.

Remember, before setting forth with your business, one of the principal analyses you must undertake is with regards to your own skills. You can then seek to develop those which are lacking.

Ideally an entrepreneur should be equipped with the greatest possible number of abilities or capacities for the undertaking. However, this is not always possible and as such we should concentrate on those which form the foundation of what would be an ideal entrepreneur. The various key skills required to be a good business person can be categorised as personal and social.

1.1.7. Importance of entrepreneurship

- Financial independence. Employment offers on the labour market for people with disabilities are very limited in terms of professions and economic sectors.
- Flexibility in terms of place of work (using modern technology tools) and working hours.
- Satisfaction and feeling self-confident.
- Self-employment is more secure than paid employment and allows the person with disability to work different hours.
- Allows a person with disability to follow his/her talent or passion.
- Allows to develop entrepreneurial skills and leads to personal growth.
- Keeps person with disability engaged and focused on his/her work not disability.

1.2. Checklist

A client who wants to be successful with her/his idea should keep in mind:

1. The **"perfect entrepreneur" does not exist, but** certain skills will be a great help in your journey.
2. **Innovate and create.** Seek new business opportunities, new alliances or new work practices that differentiate you from the rest. Discover new pathways, services and products.

3. **Take risks and manage uncertainties.** In a society that gives priority to safety, the entrepreneur takes risks and knows how to live with uncertainty.
4. **Confidence, perseverance and dedication.** We are talking about a medium-term project that requires confidence in oneself, persistence of effort and every day work. An analysis carried out over a short time period (at a moment of economic strength or weakness for example) will likely give a result that does not properly reflect the reality.
5. **Observation capacity.** The ability to scrutinise and analyse events and potential developments around you will allow you to anticipate and find accurate solutions.
6. **Draw on the experience of others.** There will be others that have followed or are following a similar path to yours. It is important to learn from their successes and failures in decision making.
7. **Willingness to learn.** What we know today may not be applicable tomorrow (a new I.T. Tool, a new accounting model...). The entrepreneur evolves and applies the appropriate measures according to her surroundings.
8. **Organise, direct, communicate.** You must learn how to co-ordinate teams of individuals and correctly manage material and economic resources. Also, how to communicate and have the conviction to transmit your ideas.

When a learner start up an innovative idea, it is very important to keep in mind what personal and social skills the learner owns, and which should be strengthen. These skills will let them have a good basis to face the -sometimes hard- process to realize their idea of company or small business.

Knowing the difference between what is urgent and what is important will allow them to solve many problems, will help them to organize their workload, and will make possible to waste less time and resources in having an efficient performance.

1.3. Exercises for learners

1.3.1. Entrepreneurial Self-Assessment Survey

Source: Quiz developed by the Women's Initiative for Self-Employment. (on-line: <http://www.antco.bc.ca/downloads/entrepreneurs-self-asseessment.pdf>)

This is not a test; this survey is for the learner/learner personal information. Ask him/her answer each of the following questions as honestly as possible from 1-5, being 1- strongly disagree and 5 - strongly agree.

QUESTIONS	1-5
1. I am willing to work 50 hours or more per week regularly.	
2. My family will support my going into business.	
3. I am willing to accept both financial and career risks when necessary.	
4. I don't need all the fringe benefits provided by conventional employment.	
5. I'd like to take full responsibility for the successes and failures of my business.	

6. I would experience more financial success by operating my own business.	
7. I feel a great deal of pride when I complete a project successfully.	
8. I have a high energy level that can be maintained over a long time.	
9. I enjoy controlling my work assignments & making all decisions affecting it.	
10. I believe that I am primarily responsible for my own successes and failures.	
11. I have a strong desire to achieve positive results even when it requires a great deal of additional effort.	
12. I have a good understanding of how to manage a business.	
13. I can function in ambiguous situations.	
14. One or both of my parents were entrepreneurs.	
15. I think my abilities and skills are greater than those of most of my co-workers.	
16. People trust me and consider me honest and reliable.	
17. I always try to complete a project I start, regardless of obstacles or difficulties.	
18. I am willing to do something even when other people laugh or belittle me for doing it.	
19. I can make decisions quickly.	
20. I have a good network of friends, professionals, and business acquaintances.	
TOTAL	

Ask the learner/learner to totalize the numbers before the statements and enter the total in the space provided and then ask him/her to follow the following statement.

Characteristics of an Entrepreneur

The following list describes some common characteristics of an entrepreneur. The number(s) after each characteristic indicates the related statement(s) in the assessment form. This list interprets the form qualitatively. Note that arriving at a conclusive portrait of a typical entrepreneur is very difficult. Therefore, you may score low on the assessment and still succeed as an entrepreneur.

Works Hard (Statements 1 & 8)

Self-employment requires a great deal of time and effort. The entrepreneur must perform a wide variety of time-consuming tasks. 77% of all entrepreneurs report working 50 hours or more per week, and 54% say that they work more than 60 hours per week. Such a time commitment requires that you have a high energy level.

Wants Financial Success (Statement 6)

A primary reason that most entrepreneurs have for going into business is to achieve financial success. If you want to be an entrepreneur, you need to establish a reasonable financial goal that you want to achieve through self-employment. This goal will help you measure how well you are doing in fulfilling your personal needs through an entrepreneurial career.

Has Family Support (Statement 2)

A successful entrepreneur needs family support. If you are married, your spouse must believe in your business because it will require that both of you sacrifice time and money. The stress may create disruptions in family relationships. If you have children, they will need encouragement in understanding your need to spend so much time away from the family. The more positive support you receive from your family, the more you can concentrate on making the business a success.

Is Energetic (Statements 1 & 8)

Self-employment requires long work hours. You will frequently be unable to control the number of hours required to fulfil all the necessary tasks. The entrepreneur must have a high energy level to respond to the job's demands.

Has an Internal "Locus of Control", (Statement 10)

Successful entrepreneurs have an internal locus of control or inner sense of responsibility for the outcome of a venture. To be an entrepreneur, you should have a strong sense of being a "victor" who is responsible for your actions. If, however, you often consider yourself a "victim" and blame other people, bad luck, or difficult circumstances for your failures, entrepreneurship might not be the right career move for you.

Takes Risks (Statement 3)

Entrepreneurs are risk takers. They risk their careers, time and money in order to make a success of their businesses. To be successful in self-employment, you should feel comfortable taking reasonable risks.

Sacrifices Employment Benefits (Statement 4)

One of the major realities of self-employment is that you won't receive a regular paycheck. You pay for your own fringe benefits. A nice office, secretarial assistance, equipment and other features of employment you have grown to expect are no longer available unless you provide them for yourself.

Has a Need to Achieve (Statements 7 & 11)

Entrepreneurs have a strong need for achievement. They strive to excel and accomplish objectives that are quite high. You should be willing to set high goals for yourself and enjoy striving to achieve those goals.

Has Business Experience (Statement 12)

An entrepreneur should have extensive business experience to be successful. General management experience is beneficial because an entrepreneur should know something about all types of management. Formal training and education in management also are helpful.

Is Independent (Statements 5 & 9)

Entrepreneurs like to be independent and take control of situations. Many people who become self-employed consider the opportunity to be their own boss as one of the major benefits of self-employment. Although being independent may not be a major concern for you, it is certainly an aspect of self-employment that you need to feel comfortable with. If you cannot afford to hire other employees when you begin your business, you may at first be lonely as a self-employed person.

Has a Self-employed Parent as a Role Model (Statement 14)

Research has shown that entrepreneurs are more likely to have a parent who is self-employed. A parent's inspiration and knowledge about operating a business can contribute to an entrepreneur's success.

Has Self-confidence (Statements 10, 15, and 18)

An important characteristic of entrepreneurs is self-confidence. This factor is particularly important when you face major challenges and difficulties with your business. You need to believe in yourself. Your belief will help you overcome the problems that inevitably affect all self-employed persons at some point in their careers.

Has Integrity (Statement 16)

People often cite honesty and integrity as characteristics of entrepreneurs. Customers do not want to deal with business owners who are dishonest and unethical. You should feel positive about your ethical treatment of people and be committed to conducting your business with the utmost integrity.

Has Determination (Statement 17)

One of the most important characteristics of entrepreneurs is determination. This trait is closely related to self-confidence. The more you believe in yourself, the more likely you are to continue to struggle for success when faced with tremendous obstacles. You need determination in order to overcome the problems that beset every new venture.

Adapts to Change (Statement 13 and 19)

A new business changes rapidly, so an entrepreneur must be able to adapt to change. Two primary skills are required for adaptation to change: the capacity to solve problems, and the ability to make quick decisions. Another skill is the ability to learn from your mistakes.

Has a Good Network of Professionals (Statement 20)

An entrepreneur has a good network of professionals. This network provides access to those who can be consulted for advice, information, and referrals. You should have an extensive network of professionals to whom you can turn for assistance.

Score Assessment

- | | |
|----------|-----------------------------------------------------------|
| 80 - 100 | You have outstanding ability to be an entrepreneur. |
| 60 - 79 | You have satisfactory ability to be an entrepreneur. |
| 40 - 59 | Self-employment may not be an appropriate career for you. |
| 0 - 39 | You should probably avoid entrepreneurship. |

1.3.2. Twenty one questions to extraordinary goal-setting

Source: Quiz prepared by BITE-SIZED Life Coaching (on-line: <https://lifecoachonthego.com/wp-content/uploads/2011/07/BSLC-21-Questions-Extraordinary-Goal-Setting1.pdf>)

GREAT Goals are:

- **Outcome focused:** Once you understand your WHY (and it's an enthusiastic WHY) you're 90% there!
- **In line with your values:** The more a goal aligns with your inner or core values - the EASIER it will be to achieve. NOTE: We can achieve goals that don't align with our values but it's harder to do and less satisfying.
- **Stated in the positive:** i.e. "I want healthy fingernails" rather than "I want to stop biting my nails".

And SMART:

- **Specific** (so you know exactly what you're trying to achieve),
- **Measurable** (so you know when you've achieved it!),
- **Action-oriented** (so you can DO something about it!),
- **Realistic** (so it IS achievable),
- **Time-Bound** (has a deadline).

Focusing on the Outcome:

1. What is it that you really, REALLY want? Think about it deeply...
2. What is the SPECIFIC outcome you're looking for?
3. What is the PAIN for you of NOT achieving your goal?

Aligning with your Values:

4. Is this goal in line with your life vision/overall life-plan?
/Don't know - what does your gut tell you?/
5. Is this goal in line with your values?
/Unsure? Ask yourself what's REALLY important to you in life - will this goal help you achieve more of that?/
6. Are the goals something YOU truly want, or are they something you think you SHOULD have or SHOULD be doing?
/If it is a SHOULD, it may be someone else's dream.../
7. When you think about your goal does it give you a sense of deep contentment or 'rightness', happiness and/or excitement?
/If so, these are good signs that it's a healthy goal./
8. If you could have the goal RIGHT NOW – would you take it?
/If not, why not? What issues are there?/
9. How does this goal fit into your life/lifestyle?
/Time/effort/commitments/who else might be impacted?/

Identifying Obstacles:

10. Can YOU start & maintain this goal/outcome?
/I.e. Do you have complete control over achieving it?/
11. How will making this change affect other aspects of your life?
/I.e. what else might you need to deal with?/
12. What's good about your CURRENT SITUATION?

/I.e. what's the benefit of staying right where you are? Then ask yourself how can I keep those good aspects while STILL making this change?/

13. WHAT might you have to give up/stop doing to achieve this goal?

/Essentially, what's the price of making this change – and are you willing to pay it?/

14. If there was something important around achieving this goal (to help you succeed, or that could get in the way) that you haven't mentioned yet, what would it be?

15. WHO will you have to BE to achieve this goal?

Goal Sizing:

16. Is your goal the right size to be working on?

/Too big? Break down into smaller goals. Too small? Fit into a larger goal/

17. What would be the MINIMUM/Super-Easy level of goal to achieve?

18. What would be your TARGET level of goal to achieve?

19. What would be your EXTRAORDINARY level of goal to achieve?

Resources - get moving:

20. What RESOURCES do you already have to help you achieve your goal? Make a list!

/E.g. things, support from people, contacts, personal qualities, knowledge, skills, money, time etc./

21. What RESOURCES do you NEED to help you achieve your goal? Make a list!

IMPORTANT: REMEMBER – GOALS are there to INSPIRE YOU not to beat yourself up with!

1.3.3. Wheel of life

The 8 sections in the Wheel of Life represent balance. Please change, split or rename any category so that it's meaningful and represents a balanced life for you. For example: family, relationship, health, finance, leisure, career, etc.

Next, taking the centre of the wheel as 0 and the outer edge as 10, rank your level of satisfaction with each area out of 10 by drawing a straight or curved line to create a new outer edge (see example). The new perimeter of the circle represents your 'Wheel of Life'. Is it a bumpy ride?

Careful execution of this exercise will allow you to get an idea of your life situation. It reflects all that most of us do more or less consciously. It is a moment of confrontation with reality.

Get Ready!

1. What do you see when you look at your circle?

2. What is most important to you in your life?

3. What is the most important thing for you in relation to your wheel?

4. What feelings do you have when you watch your life circle?

5. Which parts of the circle affect each other?

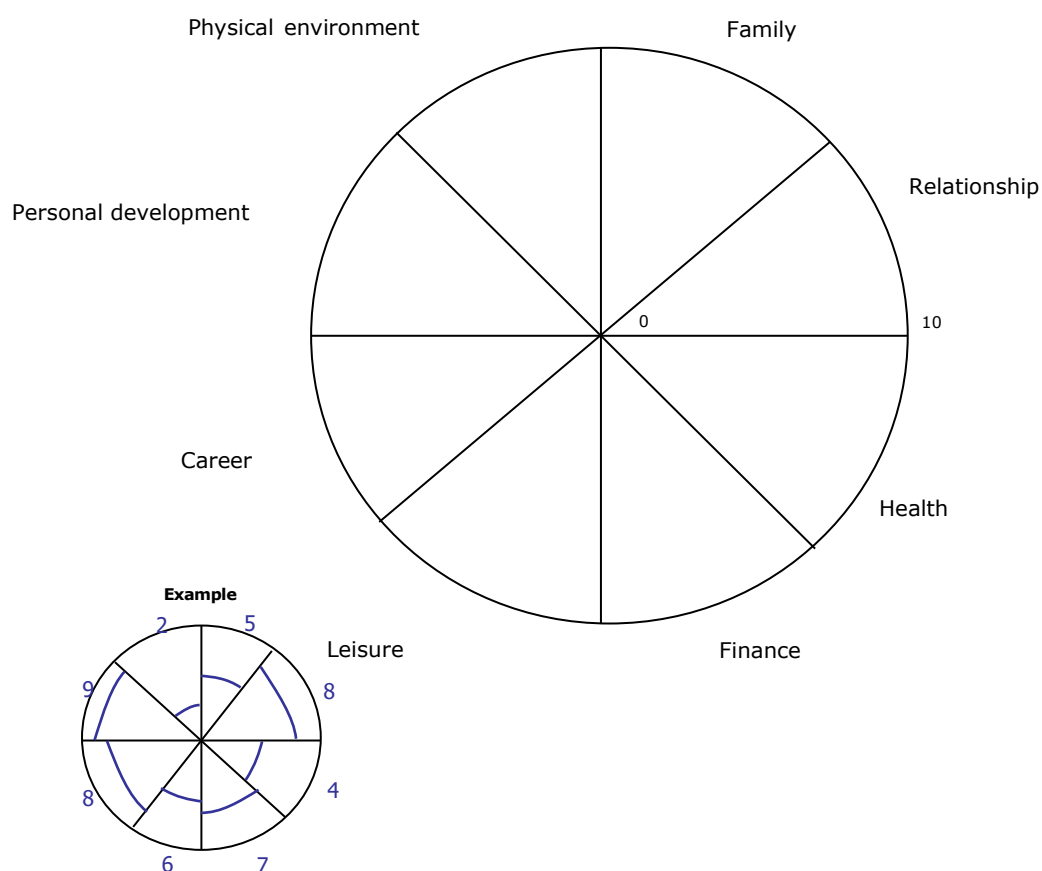
6. Which of the eight marked highlights the others?

7. In which areas would you like to increase your level of satisfaction?

8. What can you do to achieve the expected level of satisfaction achieved?

9. What else can you do?

10. What impact will one have on the satisfaction of one area?
11. Which area do you want to take first, to make an image of the whole circle in your the conviction improved?
12. How will your life look when you take care of this area?



Source: <https://www.thecoachingtoolscompany.com/products/coaching-wheel-blank-coaching-tool/>

1.4. Links and additional materials

Links

1. <http://keyconet.eun.org/initiative-and-entrepreneurship>
2. <https://www.youthpass.eu/en/youthpass/documentation/action-2/key-competence-initiative-and-entrepreneurship/>
3. <http://www.europeanschoolnetacademy.eu/web/boosting-a-sense-of-initiative-and-entrepreneurship>
4. <http://www.keycompetenceskit.eu/kck/>
5. <https://ec.europa.eu/jrc/en/entrecomp>
6. <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-compete>
7. <https://wrdp.org/wp-content/.../Entrepreneur-Self-Assessment-Survey.pdf>
8. http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/135en.pdf

Key Competences

- Knowledge of entrepreneurship definitions.

- ▶ Knowledge about how to promote entrepreneurship thru education and training.
- ▶ Understanding entrepreneurial attitudes in a learner/learner.
- ▶ Observation. Asking questions/gaining information. Analysing key competences and entrepreneur skills to be developed.

Quiz

1. Before starting up a business or self-employment it is necessary to consider?

- a) advantages and disadvantages of becoming an entrepreneur
- b) only advantages
- c) you have to be aware only about disadvantages

2. An entrepreneur is an individual that wants to:

- a) work for foundation
- b) work for corporation
- c) work for himself/herself, be self-employed or run his/her own business

3. Do you agree that, key competences in the lifelong learning process are defined as a combination of ?

- a) knowledge, skills and attitudes
- b) knowledge and work experience
- c) social skills and attitudes

4. Do you agree that, the process of creating business cannot be left to luck?

- a) I don't agree
- b) I totally agree
- c) I agree to some extent

5. Are we all able to improve our creativity if we put our mind to it?

- a) yes we all can do it
- b) no, because it is inborn skill
- c) yes, but only people with special knowledge

6. According you what is self-confidence?

- a) ability to manage the team
- b) capacity of the individual to believe in yourself and in the possibility of achieving personal goals
- c) capacity to learn new things very quickly

7. What is responsibility for entrepreneur?

- a) capacity to take responsibility for his/her own actions
- b) capacity to manage with stress
- c) ability to speak fluent English

8. Which one is not a social skill?

- a) communication
- b) active listening
- c) initiative and entrepreneurship

9. Is it important that you as an entrepreneur develop your social skills?

- a) no, I won't need them
- b) yes, it is essential to develop them
- c) only communication skill

10. What is verbal communication?

- a) body language
- b) communication using words
- c) sign language and active listening

Chapter 2: Principles of Mentoring and Coaching

Preamble

First of all, it is **essential** to precise that Mentoring and Coaching are often **confused with each other**, yet they express very **different realities**. That is why it is **important to define them**, to specify what **characterizes these supports** and to establish their most **significant differences**.

2.1 Mentoring

The word “mentoring” originates from “**Mentor**”. In Greek mythology, Mentor is the **preceptor** of Telemaque, Ulysse’s son, while this one is away from his island, Ithaque. “The odyssey”, text assigned to Homere, 8th century B.C. The concept of “mentoring” comes from the academic Anglo-Saxon culture.

2.1.1. Definitions of mentoring

“A mentor is a more experienced individual willing to share his knowledge with someone less experienced in a relationship of mutual trust”.

(David Clutterbuck, “Everyone needs a mentor”, 1991)

“Mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be”.

(Eric Parsloe, The Oxford School of Coaching and Mentoring)

“A mentor is that person who achieves a one to one developmental relationship with a learner and one whom the learner identifies as having enabled personal growth to take place”.

(Christine Bennetts, “Mentors, Mirrors and reflective practitioners: an inquiry into informal mentor/learner relationships”, 1994)

“Mentoring is a process in which (...) the mentor is able to support and help the learners to develop their knowledge, skills, thinking and behaviours and thus problem solving and performance in a current role as well as longer term career

development planning. The primary focus of a mentor is on the person, less on the learner's specific tasks, though help in these will also be welcomed".

(Colin Mason, "Briefing session for Mentors and mentees.
Mentoring–Theory and practice", 2005)

2.1.2. Commonalities between these definitions allowing to determine "a" definition

Words and/or expressions appearing in the above definitions:

- 1) experienced individual, sharing his knowledge, relationship of mutual trust,
- 2) to help and support people to manage..., in order to maximize their potential..., become the person they want to be,
- 3) one to one developmental relationship, whom the learner identifies..., personal growth to take place,
- 4) longer term career development planning, primary focus for a mentor is on the person.

From these, it makes sense to infer that **mentoring is** a support provided to a person (the learner) by a more experienced person (the mentor) willing to share her/his knowledge in order to help people maximize their potential. This type of support implies mutual trust, long term career development planning, and specific focus on the learner who will be enabled to become the person she/he wants to be.

It is noticeable that during the mentoring, **mentor and learner learn from each other**: it is a one to one relationship that **enriches both sides**.

Similarly, it makes sense to precise **what mentoring is not**:

- It is not training but the consideration of the learner's questioning.
- It is not a cloning: the aim isn't to transform the learner into the mentor.
- It is not management: the mentor isn't a direct supervisor of the learner, even if he generally has a hierarchical position far higher than hers/his.

2.1.3. Conditions of mentoring and skills required on both sides:

The first condition - it is essential that the mentor and the learner **wish to cooperate**:

- If the mentor doesn't feel sharing his experience with "this particular person" (supposed to be the learner), nothing significant can really happen.
- If the learner has no desire to learn from "this particular person" (supposed to be the mentor), it is better he looks for another one.

The second condition - the learner must be able to:

- ✓ **Ask questions:** he must not be expecting everything from the mentor but has to express his questionings all along the support.
- ✓ **Listen with attention, confidence and humility.**

Attention because it is important he can hear what the mentor is really saying.

Confidence because he must be able to dare and to take calculated risks based on the advices of the mentor.

Humility because it is inescapable for the learner to keep in mind that the mentor has experienced situations he hasn't met yet.

The third condition - the mentor must:

- 1) have a **significant experience** in the field he wishes to guide people.
- 2) be in a comfortable enough financial situation, no obvious need of more money.
- 3) have a **sufficient availability** to meet regularly the learner.
- 4) be **ready to share her/his experience**, and this, **for free**.
- 5) be **determined** to act according **to ethical lines**.
- 6) be able **of patience**: she/he has in front of her/him a "beginner", even if this beginner is an experienced adult in other fields.
- 7) be able **to show some teaching and human qualities**: she/he must know how to clearly explain her/his approach of things and the reasons of these choices.
- 8) and, last but not least: take **real pleasure in supporting people**: if she/he doesn't, her/his motivation as a mentor is questionable as well as the potential results.

2.1.4. Principles of Mentoring

The main principles of mentoring are the following:

- 1) Mentoring implies a **free (*)** and **long term** relationship:
 - free: the mentor is **benevolent**,
 - the support is supposed to last **as long as the objectives aren't met**.
- 2) It also implies a support **focused on the person** and not on the tasks. This means the mentor will guide the learner in order that she/he learns to evolve by taking her/his own choices. That is why, usually, the mentor won't give the learner answers but will help her/him to find the right ones for her/himself.
- 3) It can't work without **a trusting relationship** between **Mentor** and **Learner**. This point is fully developed in Chapter 6 "Establishing and maintaining a good working cooperation with the learner/the learner", so the reader is asked to refer to the next chapter. Moreover, it is important to add here that a **trusting relationship doesn't mean emotional closeness or intimacy**. The mentor must keep a **safety and constant distance** to **maintain efficient** her/his relation with the learner.
- 4) Mentoring can involve:
 - a **confirmed professional** and a **beginner** working in the **same society**.

- a **confirmed professional** and a **beginner** working in a **different society**.
- a **confirmed professional** and a **beginner still searching for a job**.

And, of course, for the purpose of this presentation, it can too involve:

- a **confirmed entrepreneur** and a **beginner professional creating her/his enterprise or setting as a free-lance worker**.
- a **confirmed entrepreneur** and a **confirmed professional** (experienced as an employee) **creating her/his enterprise or setting as a free-lance worker** in the field he already knows.

(The reader will notice again, that the mentor is always a confirmed professional).

5) **Mutual commitment** is required to set:

- the general aim of the mentoring.
- the meeting conditions.
- face-to-face interviews: places, days, frequency and duration.
- and/or phone calls: days, frequency, duration.

In both cases, they can be **fixed**, but generally they will be **adapted step by step to the needs of the learner** and her/his realization (her/his homework, her/his tasks on the enterprise front...).

6) A valuable mentoring **matches with flexibility**

- if it is important that the mentor follows ethical and professional rules, it is also essential that he is able to adapt his support to unexpected circumstances and evolving situations,
- by showing her/his own flexibility, the mentor gives the learner an example of behaviour to face unforeseen events.

(*): Mentoring is originally free **but some people, confusing coaching and mentoring**, propose this kind of support by contract **against payment**, which **denaturalizes it**.

2.2. Coaching

Etymologically, the term "coach" comes from "**Kocsi**", Hungarian word meaning "wagon". Some coaches (ex: Marcel Gemme, Coach in Quebec, Canada) think that, **historically**, the **professional coaching** can be considered as **going back to the Socratic methodology**. Actually, Socrates is famous for his ability to have helped his interlocutors and learners to **discover truths they already had in themselves** by **asking them successive questions** which bring them to develop and express more and more acutely their thoughts and feelings.

The word "coach" in connection with an instructor or trainer arose around 1830 in Oxford University; it meant a tutor who "carried" a learner through an exam.

The professional coaching, as we currently know it, was born in the **seventies** in **Harvard University** and **dealt originally with practice of sport**. Indeed, an English literature teacher, **Thimoty Gallwey**, furthermore **captain of the tennis team**, developed a personal reflection about the impact of the mental health in sport practice. Timothy published a book entitled "**The inner game of tennis**" about this subject.

Later on, **Vincent Lenhardt** (France, 1980), then **Thomas J. Leonard** (USA, 1994) developed the concept of professional coaching, Leonard being now counted as the pioneer of the field.

On the scientific level, the coaching is **based on several theories**: psychological, management, communication, psychosocial, leadership and motivation... theories, **all these theories have proven their worth and are used in the coaching.**

In addition, the **Palo Alto School** (school of thought underlying the family therapy and the brief therapy), the **PNL** (Neuro Linguistic Programming), and **andragogy** (adults education science, different from pedagogy: children education science) provide also tools for this type of support.

It is noticeable and remarkable that **coaching still remains the subject of scientific studies.**

2.2.1. Definitions of Coaching

"Coaching is a form of development in which a person called a coach supports a learner or client in achieving a specific or personal goal by providing training, advice and guidance. Occasionally, coaching may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns..."

(Wikipedia)

"Coaching:

- *the act of training a person or team of people in a particular sport,*
- *the act of training staff in business or office practice,*
- *the act of giving a person special teaching in a particular subject, especially in order to prepare him or her for an examination."*

(Collins English Dictionary)

"Coaching: extending traditional training methods to include focus on:

- *an individual's needs and accomplishments,*
- *close observation,*
- *impartial and non-judgemental feedback on performance."*

(Business Dictionary)

"Personal and professional Coaching: working in partnership with clients in thought-provoking and creative process that inspires them to maximize their personal and professional potential, which is particularly important in today's uncertain and complex environment. Coaches honour the client as the expert in his or her life and work and believe every client is creative, resourceful and whole. Standing on this foundation, the coach's responsibility is to:

- *discover, clarify, and align with what the client wants to achieve,*
- *encourage client self-discovery,*
- *elicit client-generated solutions and strategies,*
- *hold the client responsible and accountable (...)."*

(International Coaching Federation)

2.2.2. Main terms used in these definitions, allowing to determine “a” definition

Words and/or expressions appearing in the above definitions:

- *a form of development supports a learner or client, achieving a specific or personal goal, providing training, advice and guidance,*
- *training staff in business or office practice,*
- *special teaching in a particular subject, in order to prepare him,*
- *training methods, individual’s needs and accomplishments, close observation, impartial and non-judgemental feedback on performance,*
- *partnerships with clients, thought-provoking and creative process, maximize personal and professional potential.*

From these, it makes sense to infer that **coaching** consists of **supporting** learner or client to **achieve a specific goal** by providing **training, advice** and **guidance**. It implies **proven training methods** (notably **thought-provoking** and **creative process**), **close** observation, and **non-judgemental** feedback on performance.

Similarly, it makes sense to precise **what coaching is not**:

- it is not a general and long-term support,
- it is not focused on the person (learner or client),
- it is not a free support,
- it is not provided by a person necessarily experienced in the same business field as the client.

2.2.3. Conditions of coaching and skills required on both sides

It is essential that the learner:

- has the **resource to change**,
- is able to **formulate her/his main goal** and, eventually, secondary goals,
- is able to **accept and follow general playing rules** during the support.

The coach is supposed to have the **following qualities**: attention, open-mindedness, dynamism, diplomacy, ability to assess and to judge a situation, a result, etc.

2.2.4. Principles of Coaching

The main principles of coaching are the following:

1) It is important that the conditions of the coaching are clearly described in a contract signed by both sides: place and work schedules, mutual commitment, goal to achieve, fees... All of these points have to be précised before starting the support.

2) The coach will consider **each person as special**, different from the others. This is why she/he will pay individual attention and approach in regards to advices; some persons are **very sensitive** and embarrassed when given feedbacks (even constructive ones).

3) From the above point, we can deduce that the coach must **master several tools** to be **able to adapt her/his support** to the learner.

4) The coach will keep in mind that *"the ability to get the other person to try and figure out an answer or solution will help them immensely over just telling them"* (LinkedIn).

5) If the coaching ends generally with, **also**, a **real assertiveness** for the learner, the coach must not forget that her/his support has to be **focused on the goal** which has been précised at the beginning of the action and mentioned in the contract. With this in mind, the coach will ensure the **learner goes away with something specific he can do**. Her/his instructions must be **direct, specific** and **not ambiguous**.

6) The coach uses **positive language**. Firstly, this positive language **matches** with the aim of **going ahead** and to **overcome difficulties**. Secondly, using positive language will **get the learner customary** to the idea of **success**, new **good perspectives** and possibilities.

7) **Coach and learner are equal**: the first is paid by the latter to help him to achieve her/his goal. It is a **service delivery**, although of a **particular nature**.

8) Coaching is of **limited duration**: as all service deliveries, it **finishes according to the terms of the contract** and can be **extended at the client's request**.

2.3. Checklist

Rather than specifying from the above presentations of Mentoring and Coaching the differences between these two types of support, we found it **wiser to summarize** in check-lists the **recommended behaviours of mentors and coaches**.

The mentor's attitude

The mentor will:

- Commit her/himself in the long term.
- Show a willingness to share her/his experience.
- Focus the support on the person.
- Establish a good relationship with the learner while continue keeping some distance.
- Show flexibility in the support to adapt to the evolving needs of the learner.
- Refuse to mentor direct subordinate(s).
- Provide the support for free.

The mentor won't:

- Limit her/his action to punctual help.
- Stonewall to learner's questions.
- Concentrate on specific tasks.
- Become real great friend with the learner and penetrate her/his intimacy.
- Be rigid and refuse to follow the needs of the learner.
- Accept to mentor any person who asks her/his support.
- Ask for remuneration.

The coach's attitude

The coach will:

- Clearly set up the mentoring modalities and propose a mutual commitment covered by a contract.
- Commit her or himself in help to short term to achieve a specific goal.
- Remain focused on the task.
- Remain slightly reserved about her/his own life path or professional career.
- Establish a good relationship with the learner while always keeping real distance with her/him.
- Do things as they come along.

The coach won't:

- Accept to provide long term help aiming the personal development of the learner.
- Accept to adapt the support to the evolving goal of the learner.
- Comment on her/his own experience.
- Become friend with the learner and meet out the framework of the support.
- Focus the support on the person.
- Always keep in mind the goal which has motivated the coaching even if she/he may show some flexibility during the support.

2.4. Observation grids

Criteria for a mentor: self-assessment

Experience

2 - 5 years	5 - 10 years	10 - 20 years	More than 20 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Financial comfort (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Desire/Pleasure to help people to meet objectives (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Willingness to share experience (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Desire and possibility to long term commit (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ability to establish trusting relationship (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Patience/Pedagogical qualities (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Flexibility/Ability to adapt oneself to evolving situation (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Available time (per month)

Less than 1 hour	1 - 2 hours	3 - 5 hours	More than 5 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Desire to respect ethical lines (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Criteria for a coach: self-assessing

Experience in coaching

2 - 5 years	5 - 10 years	10 - 20 years	More than 20 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Financial comfort (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Desire/Pleasure to support a team meet its objectives (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Willingness to share experience regardless of the granularity or topic (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Desire and possibility to short term commit (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Focus on performance and task achievement (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Patience/Pedagogical qualities (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Flexibility/Ability to adapt oneself to evolving situation (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Available time (per month)

Less than 1 hour	1 - 2 hours	3 - 5 hours	5 hours or more
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Desire to respect ethical lines (min: 1- max: 10)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.5. Links, bibliography and key competences of mentor and coach

Links

* difference between mentoring and coaching

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9. <http://www.management-mentors.com/resources/coaching-mentoring-differences>
10. <https://www.td.org/Publications/Blogs/Human-Capital-Blog/2014/08/Mentoring-Versus-Coaching-Whats-the-Difference>
11. <https://www.quora.com/What-are-the-differences-between-a-coach-and-a-mentor?share=1>
12. <https://www.skillsyouneed.com/learn/coaching-skills.html>
13. Christine Bennetts, "Mentors, Mirrors and reflective practitioners: an inquiry into informal mentor/learner relationships", 1994
14. Colin Mason, "Briefing session for Mentors and learners. Mentoring–Theory and practice."

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15. <https://niviti.com/blogue/quelle-est-la-difference-entre-un-mentor-un-coach-et-un-consultant%E2%80%89>
16. http://www.portailrh.org/votre_emploi/fiche_lapresse.aspx?f=72996
17. <http://www.ucl.ac.uk/hr/od/coaching/differences.php>
18. <http://www.portailrh.org/expert/ficheSA.aspx?f=78757>

Key Competences

Mentor

- Building rapport (The ability to establish a meaningful dialogue). It includes the skills of active listening, empathizing and giving positive regard; of offering openness and trust to elicit reciprocal behaviour; and of identifying and valuing both common ground and differences.
- Observation. Asking questions/gaining information. Analysing entrepreneur key skills and competences to be developed.
- Active listening (It includes the skills of listening; observing as receiver; parallel processing; projecting; observing as projector; exiting).
- Providing feedback with tact and diplomacy.

Coach

- Observation. Asking questions/gaining information. Analysing entrepreneur key skills and competences to be developed.
- Emotional intelligence.
- Empathy, including Building rapport.
- Providing feedback with tact and diplomacy.
- Creative thinking: to apply creative solutions to surpass difficulties.

- ▶ To define strategic and operational plans.
- ▶ Setting direction.
- ▶ Action planning and goal setting.
- ▶ Self-Understanding: demonstrate awareness of own values, beliefs and behaviours, recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the client's, and where relevant, the sponsor's objectives.

QUIZ

1. During the mentoring:

- a) mentor and mentee learn from each other
- b) mentee learns from mentor
- c) mentor learns from mentee

2. Please indicate the important quality of the mentor

- a) Mentor must have a significant experience in the field he/she wishes to guide people
- b) Mentor must be ready to share his/her experience for free
- c) both a and b are correct

3. Mentoring is:

- a) short process
- b) takes as long as the objectives aren't met
- c) a process that lasts two months

4. Mentoring is focused on:

- a) on the person
- b) on the tasks
- c) on the mentor

5. Coaching is:

- a) process of supporting learner to achieve a specific goal by providing training, advice and guidance
- b) free support
- c) long-term support

6. Coaching is provided by:

- a) a person wide experience in the same field as the client
- b) a person not necessary experienced in the same business field as the client
- c) a person working in the same company as the client

7. In order for coaching to be successful the learner/client:

- a) must have the resources to change
- b) is able to formulate her/his main goals
- c) both a and b are correct

8. The coach has to have the following qualities:

- a) attention and open-mindedness
- b) diplomacy and ability to assess a situation
- c) both a and b are correct

9. Coaching contract conditions should include the following issues:

- a) goal to achieve
- b) place and work schedule
- c) both a and b are correct

10. Coach and learner are:

- a) equal
- b) coach is superior to learner
- c) learner is the boss in coaching process

Preamble

An inclusive mentor is a person **who takes care of himself**, takes care **of his/her learner relationships and** takes care **of his/her learner surroundings**. This is done through listening deeply the needs of the world around them, designing new relationships and possible conversations or creating spaces from the emotional point of view.

Usually, the PwD are perceived like second class citizens in the place of work because of a combination of factors, between which we can include inferior formative levels, as well as a series of prejudices, that provoke the people with disability do not work and those that do it are working in low specialized jobs with lower salaries and poor recognition.

With frequency, this is due to the people with disability are seen as not prepared for the work and generally don't get the opportunity to show the contrary. Other reasons are that, often, the people with disability haven't had access to formation and/or to professional training.

In conclusion, the people with disability result to be candidates very valid for the companies and self-employment once we break the barriers which impede it (physical, psychological and formative).

The Social Model of the Disability called already **Model of Independent Life** transforms "the individual problem of the disability" in the "social problem of the disability", a **question of ethical and philosophical character**: the "disability" pass from being "a private fact" to be "a social fact" in definite, the disability acquire moral status, it is an ethical question.

To create something by them, to assume their own life, to be a collaborative part in the Society, are some of the **ideas that people with disability need to assume and interiorized**.

They same are extraneous to concepts that have to revolutionize his life and carry them to the entrepreneurship. The mentoring/coaching to the entrepreneurship is a way to help people with disability to assume an independent life.

Entrepreneurial coaching/mentoring can be a sufficiently customized way to help PwD to develop their entrepreneur skills. However, the usefulness remains to be verified. The purpose of this unit is to examine the importance of inclusive entrepreneurship, challenges for people with disabilities to become entrepreneurs as well as its benefits.

3.1. Inclusive Entrepreneurship

3.1.1. Definitions of Inclusive Entrepreneurship

Based on the analysis of scientific publications and other documents, it can be concluded that the entrepreneurship of people with disabilities can significantly contribute to the economic development of the country through the creation of new products and services, jobs and the rehabilitation of this social group. The growing number of people who own the companies shows that disabled people show entrepreneurial traits that effectively break social barriers and actively participate in economic processes by running their own businesses or other forms of economic activity.

Entrepreneurship of people with disabilities is an important issue and challenge of contemporary societies, but at the same time a complex phenomenon in which the economic dimension is crucial, and on the other hand taking on the self-employed by disabled people and taking on the role of business owners is strongly culturally conditioned. Countries that give all enterprising citizens the opportunity and the necessary support to disclose and effectively exploit their opportunities are experiencing rapid economic growth. Therefore, exploiting the potential of entrepreneurship in people with disabilities is a source of increased prosperity for the various disadvantaged groups as well as for society as a whole.

Inclusive entrepreneurship is in principle a new concept not only in the language, but also in the theory of entrepreneurship. This is the concept of including social groups excluded from the labor market and, more broadly, from the capitalist economy, which enables people in these groups to use their skills and competences to carry out their projects, not necessarily business but mainly business ventures.

Inclusive entrepreneurship refers to the sociological concept of inclusion, but also to the economic conception of inclusion. Inclusive entrepreneurship provides equal opportunities for different social groups in fulfilling their aspirations and dreams, business and economic ventures, in other words equalizing opportunities for entrepreneurship, so that these opportunities are for everyone.

What is Inclusive Entrepreneurship?

It is a term created at the University of Syracuse based on the successful program of action for entrepreneurship for people with disabilities and people with low incomes. The program has identified unique tools and processes that must beat the entrepreneur through a four-tier entrepreneurial model, with an emphasis on stage 1, which uses self-assessment tools to help beginners identify and pursue their passions, strengths and give them a business dimension.

"Inclusive Entrepreneurship is a strategy and process that helps people with various disabilities and/or economic and social difficulties become entrepreneurs through business planning training, the use and development of business goals and support planning, and finally access to financial resources using partners or private resources operating within a consensus-based cooperation."

(Syracuse University Burton Blatt Institute/Whitman School of Management)

"It is entrepreneurship that contributes to social inclusion, to give all people an equal opportunities to start up and operate businesses. Target groups are those who are disadvantage and under-represented in entrepreneurship and self-employment, including youth, women, seniors, ethnic minorities and immigrants, disabled people and many other groups."

(<http://www.oecd.org/cfe/leed/inclusive-entrepreneurship.htm>)

"Self-employment for people with disabilities is both challenging and exciting. It is a positive challenge for people with disabilities who hope to have more income, become included in their communities, and improve the quality of their lives with family and friends. It is challenging for human service professionals who must move in this direction, but the reward is achieving successful outcomes for their clients."

(Alice Weiss Doyel)

3.1.2. Importance of Inclusive Entrepreneurship

Based on data from the Central Statistical Office, it can be concluded **that people with disabilities are far less economically active than people without disabilities**. Occupational inactivity and poor business activity of this social group are due, among other things, to the lack of knowledge of the problems of this environment, the social anxiety of persons who are not functioning properly, the cultural and civilizational backlashes, the stereotypes and prejudices of the environment, and the mental barriers inherent in the disabled people themselves. A large part of these people can work professionally or even run their own business or company if they receive adequate support and substantive help. Unfortunately, due to psychological and external barriers, physically disabled people are not always ready to take on such a challenge.

Professional activity of people with dysfunction is a **basic and key way to improve their economic status or social image by changing the perception of the disabled person by the environment**. It allows them to be treated not by the prism of inefficient bodies, but as persons with specific competences or abilities and having the same needs, rights and duties as others. The attractiveness of professional activity is not only on improving the economic status by increasing income, but above all, creating the possibility of psychosocial self-realization.

Self-employment or own business ensures independence and increased autonomy in personal and social life. It is about the ability to realize the interests and passions of life, as well as making decisions and knowingly directing one's own life. The work properly suited to professional predispositions, abilities and competences and the type of qualifications gives satisfaction, meets the needs of social utility and usefulness, increases the sense of value and stabilizes self-esteem. Enterprising people with disabilities regain their confidence, they can without fear and shame to live actively in their environment. The above

arguments indicate that entrepreneurial activation of people with disabilities may be an important instrument to counteract social exclusion of this group.

Promoting inclusive entrepreneurship constitutes an important part of the Lisbon agenda and the Europe 2020 strategy which treats entrepreneurship as a key component of smart, sustainable and inclusive growth.

Inclusive Entrepreneurship offers the ability for **individuals and families to achieve economic independence and stability, contributes to social inclusion to give all people an equal opportunity run businesses**. Target groups are those who are disadvantage and under-represented in entrepreneurship and self-employment, including youth, women, seniors, ethnic minorities and immigrants, disabled people and many other groups. By improving employment outcomes for people with disability will provide **significant benefits to workplaces, the economy, the community and individuals themselves**. Employment can provide people with disability with **increased income**, and with this, **higher living standards and financial independence**.

Moreover it can contribute to a sense of identity and self-worth and have **positive health impacts** for some people with disability. Inclusive entrepreneurship outcomes for people with disability can also reduce demand on welfare systems.

3.1.3. Social economy

Social economy is one of many ways to define an economic activity that combines social and economic goals. It is also referred to social economy or social entrepreneurship.

The concept of social economy is very broad and affects many spheres of social life. However, trying to find a common denominator, we can say that the key principle of this idea is the primacy of action for the people (members and dependents) over the maximization of profit. This means that the social economy entities important - next to the economic - has a social mission. Thus, the social economy, meeting the needs of its members or dependents, often perform tasks, which neither the state nor the other operators do not comply sufficiently effective.

Social economy, based on the values of solidarity, participation and self-government, plays a key role in local social development. It allows the use of human resources in a complementary way to the private and public sectors, prevents social exclusion and alleviates social tensions. In broad terms: the social economy supports the process of building civil society.

Social economy also corresponds to the priorities of the European Union: social cohesion, full employment and the fight against poverty, participatory democracy, better governance and sustainable development.

3.1.4. Work based learning and its function

Learning at work is an important aspect of adult learning. Employees have the opportunity to update their knowledge, skills and competences, acquire new

skills and increase their employability. Workplace learning benefits both employees and employers as it contributes to increased competitiveness and productivity.

Source: M. Idzikowska, *Uczenie się w miejscu pracy a pokonywanie barier w komunikacji interpersonalnej*, (on-line source: <https://ec.europa.eu/epale/pl/blog/uczenie-sie-w-miejscu-pracy-pokonywanie-barier-w-komunikacji-interpersonalnej>).

"Learning in the workplace is a necessity today, almost a duty. As emphasized by Dr Anna Lubrańska from the University of Lodz, "... the condition for optimal functioning (at work and in everyday life) has been constant learning, cognitive engagement, and improvement. Learning enables individuals to maintain and strengthen their professionalism, self-steering, a greater awareness of themselves, their rights, privileges and their role in the environment, the possibility of impact on the environment. Continuing lifelong learning is simply a necessity in today's reality, while being a contemporary realization of the thought that(...) a person learns all his life". Adult education through institutional education, training and self-teaching activity forms, perfect professional qualifications and competence of employees present and future. Professional vocational education currently carries out several functions. These are as follows:

- Adaptive function - related to the adaptation of the employee to new jobs emerging in connection with technical and technological progress.
- Compensation function - professional training should be undertaken by all those who need to supplement knowledge because of a change in position within the organization.
- Renovation function - that is to educate people who come back to work after a long break, need to update their knowledge and skills.
- Reconstruction function - resulting from the fact that the modern world requires mobility and flexibility from the people, forcing the reconstruction of subjective possibilities and habits.
- Creation function - the increasing popularity of work organization based on the functioning of the teams results in an increased need to improve creative thinking."

3.1.5. Recommendations for an Inclusive Entrepreneurship

Entrepreneurship is a way of life and a collection of qualities through which we achieve our goals, often associated with the achievement of measurable profit. Can entrepreneurship be learned? Of course, it can be, but it is not easy and requires the candidate's consequences, sacrifices and systemic support on many levels.

How to do it? Here are some key recommendations:

- Promotion of entrepreneurship culture among people with disabilities and the fight against stereotypes.
- Multi-level tools and support services in the area of business financing.
- Training, curricula tailored to the needs of this social group and labor market needs.

- Promotion of role models, disabled people who have been successful in business.
- Different forms of individual support for the disabled, such as training vouchers, assistant services and work trainers, individual funding for job placement and transport to the workplace should be increased. On the larger scale, there should be available work coaches and recruited mentors from the companies.

Mentoring, training or early learning in the workplace and more are some of the tools needed to help people transform their ideas into action, even though entrepreneurship is about learning by doing.

3.1.6. Role of the technology

Modern technology is extremely important in entrepreneurship of people with disabilities. This issue has been very well described in OECD document, the document underlines that:

"Technology is an important factor for disabled people to achieve and maintain self- motivation and self-esteem and to participate in social environment(Sans-Bobi, M. A. et al. 2012). "Assistive technologies (AT), accessible websites and accessible applications enable disabled people to be part of the society (Seelman, K. D. 2008). For example, artificial limbs, retina implants or screen readers, which enhance inclusion and self-esteem, establish important conditions for disabled people to start a business. Moreover, technology is a crucial factor for starting a business today. Using state-of-the-art technologies like computer systems, including software and hardware, or manufacturing processes is essential to compete in today's global landscape."

(Disabled entrepreneurship and self-employment: The role of technology and policy building, OECD 2014)

So in case of people with disabilities we have be aware that technology plays a dual role:

- Assistive Technologies AT which means rehabilitation devices for people with different types of disabilities like hearing, visual impartments, mobility problems, prosthesis, etc. AT can make their social, educational and professional participation possible.
- IT technologies important for every entrepreneurs especially for disabled entrepreneurs like Web 2.0 and their tools.

IT technologies can support people with disabilities in getting education since there are many universities, schools or training institutions offering online courses. Social network offer possibilities to communicate with others, exchange ideas and motivate. Mentoring and coaching support can be provided partially online too. For the disabled entrepreneur IT technologies are crucial in sales or marketing since the consumer has the last word in the acceptance of a company product or service and the ability to influence many more consumers via social networks. The

power that the Internet offers today as a means of transmitting consumer opinions on a product or service is unlimited.

This unlimited power has one great advantage when it comes to marketing: its impact can reach a huge number of potential clients. For this reason companies today also fear that a bad review could destroy the best of publicity campaigns or thwart communication efforts being made to sell a product.

The Internet is one of the preferred communication routes for users. It puts at the entrepreneur disposal many mediums that can be used to reach the clients: blogs, forums, chats, social networks, web pages, etc. The use of the Internet generally implies direct distribution.

Tools for the Web 2.0. The most popular are:

- Instant Messaging. A form of communication between two or more people in real time based on text sent via devices connected to the Internet. Examples of providers: WeChat, WhatsApp, Facebook Messenger, Line, Viber, Snapchat, Kakao Talk, Chat On, Skype.
- Blogs. Referred to as digital logs, log books, cyber logs, cyber diaries, web blogs, or weblogs. It is a place where one or more authors publish texts or articles chronologically with the most recent appearing first. The author is always at liberty to leave on show whatever they feel is appropriate. They serve as a space to publish personal ideas and the opinions of others on a diverse range of subjects. When used as a marketing tool they are referred to as corporate blogs. The main objective is to gain clients that are interested in the product or service.
- Wikis. Sites and web applications where the pages can be edited by multiple users via a web navigator. Content can be created, modified or deleted by those that have access to them. Entrepreneur can view them easily and for free online. The most well-known example is Wikipedia.
- Social Networks. These facilitate the act of socialising in a community online and allow people to connect according to some variable such as relationships, affinity, tastes, friendship, etc. They allow connections between people at a low cost which can prove beneficial for entrepreneurs and small business owners seeking to increase their contacts base. They often act as a tool for client relationship management and can be used as a medium for publicising products or services. In this sense they have a much wider reach than some more traditional mediums.

Yet, people with disabilities like physical or cognitive impairments often are limited regarding these capabilities, even if they have a high education. In most cases this is due to inappropriate technologies that do not meet the requirements of people with disabilities.

Therefore, the efficient utilization of technology is often not possible for disabled people. This means people with disabilities have disadvantages to obtain independent individuality (individual person perspective) as well as necessary information for self-employment (information society perspective) and to vanquish barriers to organise their business in a competitive manner (business organisational perspective). To strengthen the self-employment of disabled people it is therefore indispensable to provide AT to them.

Summarizing the role of IT technology is crucial for people with disability and should be considered a priority for European countries policies. It make possible for people with disabilities to obtain education, skills, competences, to reduce their unemployment rate and increase opportunities to became self-employed.

3.2. Mentoring for an Inclusive Entrepreneurship

3.2.1. Principles of the independent life

"The people with disability have to be appreciated like experts in its own lives."

"The Independent Life is a fundamental human right for all the people with disability, independently of the nature and scope of his deficiency."

The disability is only a link of the diversity. Sometimes we think the social majority is seen or considered as "normal people" but this is not true, the big **social majority** is composed by **the sum of people with diversity**.

Disability is one more of the many differences among a society, and it is deserve the same condition and ethical respect that all the other differences: ethnical, cultural, religious, etc.

And therefore the respect of the disability and the social approach to it is not only a requirement of legal question; it is supported in an ethical question and moral status. It is very important that the Mentor insert this concept in the person with disability, because sometimes they feel as part of a marginal group; so once more: a disabled person is part of a diverse society in the same way and level than a non disable and has to compete, takes advantages of his capabilities and makes himself valuable members of the Society.

3.2.2. The new terms associated to the disability

The new approaches to the disability have made arised new concepts all over the world. New terms that express how much "NEW" we want to say about disability.

What does the term "equal" mean?

People with disabilities have right to be treated as equals within the society. The terms "equal", "equity" and "equalization" appear so much in the Uniform Norms as in the World-wide Program of Action of the United Nations.

- Equal rights.
- Same treatment.
- Equal opportunities.
- Equal results.

The concept of equalization is simple and derives of the universal statement of the Human Rights: It means that everyone has the same rights in the same degree.

People with disability must implement the concept of Independent Life in their life as further as possible to their capacities. They can, in many cases, have a self-employed work with, what the law refers reasonable adjustments.

What are reasonable adjustments?

The concept of “reasonable adjustments” is relatively simple: **It suggests the supply of conditions that answer to a need or lack, which allows an adaptation or an adjustment to particular circumstances or environments.**

In the context of the equality of opportunities for people with disabilities reasonable adjustment is to provide feasible adaptations in terms of installations and services, conditions of work or life which place the people with disability in equal position and starting point than non disabled people.

What is the feasibility?

In some countries, the private and public resources are relatively wide and exists a considerable margin to provide reasonable adjustments to people with disability. Mostly, and particularly in the third world countries, the private and public resources are scarce and all assignments require difficult resignations. There are clear limits to what is feasible. For example, in a country where the educational installations are rudimentary, will be difficult to supply special education. The equity is relativized by the feasibility.

What does the term “equity” mean?

Justice and equity are different concepts. The justice is universal, but no always can take into account the concrete cases in its application.

Taking like reference the law like measure of the justice, the equity is here, to correct the omission or the error produced by the rigorous application of the justice. So equity makes the justice fair; and both, equity and justice, are not incompatible but complementary.

Justice vs. Equity. The concept of **Justice** has varied his conception in this last century, and in which we begin will orient more to another that have to see with the **Equity**. We spoke of Justice, as a concept linked to giving all equally. Today, we speak of Justice in Equity, as a concept that is linked to give each one what needs.

- Justice: Give to all equally.
- Justice in equity: Give to each one what they need.

Inclusive Entrepreneurship must be approached as a question or matter of Equity. We have to ask ourselves some questions:

- What reasonable adjustments are necessary to achieve conditions of equity?
- What special supports?
- What specific aid is provided by the various administrations?

And we must know that our role of mentors is essential and crucial: Without our accompanying during the process there is no possibility (or a lack of possibilities) that people with disability are incorporated in conditions of self-employment equity.

Ethical codes and social responsibility

Ethical codes - supported in all these new concepts will arise not only new legal texts, but new ethical codes to face a new approach of the Disability, to determine social changes, and to produce changes in the private and public organisations attending people with disability, that will have to assume the new legality and the new ethical conception tied to the disability.

Social responsibility - the ethical aspect of disability raises the moral contrast and validation of the behaviours of individuals and organizations with respect to disability. In this situation, once assumed that the "problem of the disability" is not an individual problem but a "social problem", **the social responsibility of the solutions** arises. The self-employment of people with disability is not a subject of individual responsibility but it is a social responsibility of society and mentors and coaches who assist them.

3.2.3. Me as mentor for an Inclusive Entrepreneurship

- 1) I know the new concepts of disability.
- 2) My support is indispensable for my learner to be successful in equity conditions.
- 3) I know all the aids for People with disability from the different private and public organisations.
- 4) I assume and spread the spirit of Independent Life.
- 5) My behaviour is reflection of the new ethical crowd about disability.
- 6) I assume I´m a link in the Social Responsibility.
- 7) I have to do the same effort as my learner.
- 8) **AND I KNOW THAT MY ROLE IS EXTREMELY REWARDING.**

3.2.4. Justification of the use of a mentoring/coaching program

Encourage the employability of people with disabilities through the acquisition of new personal and professional skills.

The identity, dignity, and feelings of belonging, contribution, collaboration and active participation in society that are acquired through the right to work think that it should not be limited by gender inequality or any other physical, psychic, organic or sensorial inequality.

We work to achieve that all kinds of barriers and obstacles can be overcome and bring people to a higher level of personal/professional development and social inclusion.

3.2.5. Aims of the use of programs of personalised mentoring

General aim

Labor inclusion of people with disabilities to both, qualified and not qualified work, as well as an active self-employment ventures.

Specific aims

To facilitate the development and acquisition of personal and professional competences and attitudes that promotes proactivity and the search and development of new ways of life and personal and professional growth through the incorporation into the labor market.

Promote the acquisition of competences, capacities and entrepreneurial skills in people with disabilities, so that in addition to knowing the essential issues to be able to establish a business and that it is viable, incorporate personal skills that promote adequate resistance and emotional development that help them to make the difference.

Empower, facilitate and develop the leaders of the future; a future where what is valued is their ability and competence, not how they get a job.

3.2.6. Development of a mentoring program

Phases of application

The program should be based on a circular and vertebral axis formed by three factors:

- **Overcoming** - through training in coaching for the development of new attitudes and coping skills for daily live, with ability and with disability. There is no distinction between people with capacity and disability, attitudes do not have 'wheelchairs or are deaf, dumb or blind', and have no physical, hearing, visual, organic or intellectual disability, besides not even having mental illness. Emotional competencies of people settle in the heart and mind. We will work with emotional intelligence and individual empowerment, where each person most needs it. The whole process of circular development will be carried out through the realization of different formative actions at group level, as well as in an individualized way with each of the assistants involved in this process of change, which occurs between the transitions from the academic, unemployed or pensioner worlds, to the labour world. Transition is more difficult, arduous and complex in people with disabilities.
- **Disability** - through the study and analysis of each of the persons with disabilities to develop their own action plan to begin converting weaknesses into strengths and threats into opportunities. Current legislation promotes and facilitates economic policies that support insertion into the labor market. As a complement to our work, we will support and disseminate its knowledge and development.
- **Entrepreneurship** - Promoting the creation and development of new business lines through the professional practice of coaching, or as a result of the implementation and execution of the action plan and attitudes of life developed jointly to strategic plan of incorporation into the labor market. It will look for that area, this market niche or area where value is given so that the people involved find their place in the market. The first headline question will be: What can we do that we are not doing? The second header

question will be: What else? The third head question will be: When are we going to do it?

3.2.7. Target groups of the personalised program of mentoring

Direct target group

The target people of this coaching are persons with disabilities who wish to join the labor and professional market and where gender equality is also promoted.

Indirect target groups

As it cannot be otherwise, in addition to the people involved in this program and who benefit in the first person - we can say with totality that the families of people with disabilities will benefit enormously by the change of attitude and motivation of these People who will be able to face the incorporation into the labor market as full members in equal rights and opportunities.

Similarly, non-disabled persons who participate in these processes may observe and experience the professionalism, attitude and orientation to results of people with disabilities who also participate.

The disability community and the academic community will also benefit directly because it will be able to provide active solution to the labor insertion and social integration of a collective that every day has more representation among its ranks.

Finally, society in general, will see one of its pending tasks being solved with the incorporation into the ordinary life of professionals with disabilities, who will begin to quote their insurance, duties and taxes.

Criteria for selection of the target population

Persons with disabilities who want to access this type of process will be interviewed in order to assess their level of commitment to participation in them, so that the work program to be developed can guarantee the efficiency and effectiveness of labor integration and inclusion and professional that contributes to the success of the program.

Interviews in this first stage will be done either face-to-face or through Skype, or any other telematic method that allows direct interaction with the candidate who opts to join the program.

Their competences will be evaluated through the performance of a psychometric test that will be done either in person or through the internet through the use of a few access codes.

The International Labor Organization (1991) defines competence as "*the ability of a worker to perform the tasks inherent to a particular job*". The competences are therefore personal characteristics that contribute and facilitate the achievement of an excellent performance in a given position/role within a specific business and organizational context.

A psychometric evaluation test should be carried out through a questionnaire that measures and evaluates key basic competences in the professional field. These competencies are grouped into five thematic areas (along with a sincerity control).

The areas to be evaluated will be: Intrapersonal, Interpersonal, Task Development, Environment and Management.

The objective of the selection is to facilitate and make notice to the people who participate in the program who are valued as professionals who are incorporated into the labor market, and where they are evaluated by their personal and professional competences, and not by their disability, whichever.

3.2.8. Program of performances developed in a mentoring and coaching itinerary

The training will be structured so that from the moment a person thinks about accessing a mentoring/coaching program, she/he is developing the skills and competences needed for his full social and labor integration.

They will have to develop communication and emotional skills that will be of great use to them when facing processes of selection or direction of teams and qualified managerial work in small, medium and large companies.

Implementation of individualized coaching and mentoring processes for professional insertion

Each concrete case will be dealt with individually, with special emphasis on beliefs about their abilities and possibilities for joining the labor market.

It will enhance the development of their values and motivation to develop coping skills to stress and management of uncertainty that involves landing in a new personal stage that must necessarily lead to professional development.

The objective of this work through the coaching sessions will be to promote from the acceptance of their particularity the development of a healthy self-esteem, a better self-confidence, and the development of a personal and vital autonomy that is not affected by their disability.

The benefits of coaching and mentoring, along with the follow-up that will be done with the learners, will facilitate the integration of their personal identity and full incorporation into society through a personal and entrepreneurial adventure.

3.3. Checklist

Advantages

- **Control.** You choose the work you like to do and that makes the most of your strengths and skills. The result can be more job satisfaction.
- **Excitement.** Entrepreneurship can be exciting and many entrepreneurs consider their work highly enjoyable. Each day is filled with new opportunities to challenge your abilities, skills, and determination.
- **Flexibility.** Entrepreneurs can schedule their work hours around other commitments, including spending quality time with their families.

- **Freedom.** Freedom to work whenever they want, wherever they want, and however they want draws many to entrepreneurship. Most entrepreneurs don't consider their work actual work because they are doing something they love.
- **Rational Salary.** As an entrepreneur, your income is directly related to your efforts and the success of your business.

Disadvantages

- **Administration.** While making all the decisions can be a benefit, it can also be a burden. Being an entrepreneur comes with a lot of paperwork that can take up time and energy.
- **Competition.** Staying competitive is critical as a small business owner. You will need to differentiate your business from others like yours in order to build a solid customer base and be profitable.
- **Loneliness.** It can be lonely and scary to be completely responsible for the success or failure of your business.
- **No Regular Salary.** Being an entrepreneur often means giving up the security of a regular pay check. If business slows down, your personal income can be at risk.
- **Work Schedule.** The work schedule of an entrepreneur can be unpredictable. A major disadvantage to being an entrepreneur is that it requires more work and longer hours than being an employee.

Basic elements that should be incorporated into every inclusive mentoring/ coaching program:

- Identification of desired outcomes.
- Establishment of clear goals for the program.
- Assessment of the accurate climate, including commitment, cultural readiness, resources and accessibility.
- "Buy-In" by target groups and key stakeholders.
- Marketing the program.
- Training.
- Training in working place.
- Program maintenance.
- Program evaluation.

3.4. Observation grids and exercises for learners

Be aware about all documents needed during the process:

Source: (online document: <https://www.thecoachingtoolscompany.com/free-coaching-exercises/>)

Sample Mentor Application

Print legibly or type. Please describe your qualifications in detail. You may attach up to one additional page. A resume may also be attached. Submit your application and additional information to the staff person assigned to coordinate

mentoring activities within the agency. All materials submitted will remain CONFIDENTIAL.

Name: _____

Job Position: _____

Phone: _____

E-mail Address: _____

Describe your experiences as a mentor or learner in either an informal or formal partnership.

State at least three qualities or characteristics you feel you need to have in common with a learner in order for the mentoring/coaching to be a productive partnership.

1. _____ 2. _____
3. _____

What competences would you like to pass to your learner?

<input type="checkbox"/> ICT	<input type="checkbox"/> Disseminating	<input type="checkbox"/> Human resources
<input type="checkbox"/> Promotion of career	<input type="checkbox"/> Providing feedback	<input type="checkbox"/> management
<input type="checkbox"/> Balancing work	<input type="checkbox"/> Handling customers	<input type="checkbox"/> Resolving conflicts
<input type="checkbox"/> Using the failure as an opportunity	<input type="checkbox"/> Presence	<input type="checkbox"/> Risk tolerance
<input type="checkbox"/> Common goals	<input type="checkbox"/> Talk in Public	<input type="checkbox"/> Working in team
<input type="checkbox"/> perspective	<input type="checkbox"/> Organizational understanding	<input type="checkbox"/> Easy comprehension
<input type="checkbox"/> Dealing with difficult people	<input type="checkbox"/> Managing projects	<input type="checkbox"/> Financial
<input type="checkbox"/> Creativity	<input type="checkbox"/> Inspiring people	<input type="checkbox"/> Other: _____
	<input type="checkbox"/> Hability to negotiate	

Signatures: _____

Date: _____

Sample Mentor-Coach/Learner Activity Sessions Summary

Mentor: _____

Learner: _____

Date: _____	Time _____	Session _____	Began: _____
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Location: _____	Time _____	Session _____	Ended: _____
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Summary of Session:

1. Are the activities planned in the last session completed? What have you learned?

2. If you could repeat it, would you do the same? What and why? If not, explain why.

3. What is the most important lesson you have learned?

Plan activities to discuss at the next session:

1.

2.

3.

Mentor Signature:

Learner Signature:

Sample Learner Application

Please describe your qualifications (one page). Submit your application (the data submitted will be treated as CONFIDENTIAL).

Name:

Job Position:

Phone:

E-mail Address:

Write three characteristics you think you need to have in common with a mentor in order to be a productive partnership.

1.

2.

3.

What are the areas that you would like improve? Please check the following examples and choose those competences for which you would like to be mentored:

☐ ICT

☐ Promotion of career

☐ Balancing work

☐ Financial

☐ Common goals perspective

☐ Dealing with difficult people

☐ Creativity

☐ Disseminating

☐ Providing feedback

☐ Handling customers

☐ Presence

☐ Talk in Public

☐ Organizational understanding

☐ Managing projects

☐ Inspiring people

☐ Ability to negotiate

☐ Human resources management

☐ Resolving conflicts

☐ Risk tolerance

☐ Working in team

☐ Easy comprehension

☐ Using failures as opportunity

☐ Other: _____

Signatures: _____

Date: _____

Sample Mentor Evaluation

Your Name

Date

Mentor's Name

--	--	--

Availability

#	Questions	Poor	Fair	Average	Good	Excellent
A	Level of knowledge of your mentor					
	Comment:					
B	Do your mentor provide further answer to questions not initially answer?					
	Comment:					
C	How is your mentor teaching new concepts?					
	Comment:					
D	How is your mentor modelling professionalism?					
	Comment:					
E	How is your mentor providing a good learning environment?					
	Comment:					
F	How good is your mentor using humour as a stress release?					
	Comment:					
G	How is your mentor modelling self-care?					
	Comment:					
H	Rate your experience with your mentor					
	Comment:					

A. Frequency you meet your mentor

- ☐ Rare than monthly
☐ Monthly
☐ Weekly
☐ Daily

B. It was enough?

- ☐ Yes ☐ No

Choose from Poor to Excellent in each question.

Narrative:

1. Strong points of your mentor?
2. Weak points of your mentor?
3. Would you like to be a future mentor?

Please explain the answers.

Exercise for learners - Business tolerations: What are you putting up with?

Instructions: We tend to get dragged down and overwhelmed by things that accumulate over time - and end up cluttering our minds - and our businesses.

You may not want to do anything about them right now, but just writing them out here will raise your awareness and you'll naturally start handling, fixing and resolving them. So, make a list of what you're putting up with at work (and at home if something bothers you while at work) and see what's cluttering your mind, and slowing you or your business down!

Examples: Incomplete tasks, frustrations, poor processes and procedures, unresolved issues or problems, other people's or your own behaviour, clutter, shoulds, unmet needs, crossed boundaries, poor morale, overdue bills or invoices, outdated design, guilt, exercise/eating/sleep habits, office cleanliness/tidiness, undone filing, indecision, procrastination etc...

Now is the time to identify what you're tolerating! Write as many items as you can, then over time as you think of more, simply add them to your list:

- | | |
|---------|---------|
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |

Finally, pick ONE toleration and an action to take right away (or in the next day or so):

Action _____ *By When* _____

Why not put your completed chart somewhere obvious - so you can refer to it over time?

Action Brainstorming Worksheet

Name: _____ Date: _____

Whether it's actions or behaviours, what could you STOP, do LESS of, KEEP DOING, do MORE of - and what could you START?

	STOP	Do LESS	KEEP DOING	Do MORE	START
1					
2					
3					
4					
5					

3.5. Links, bibliography and key competences

Links

1. <http://www.oecd.org/employment/leed/inclusive-entrepreneurs-in-europe.htm>
2. http://www.wikipreneurship.eu/index.php/Inclusive_entrepreneurship
3. <https://ec.europa.eu/epale/pl>
4. <https://www.linkedin.com/pulse/inclusive-entrepreneurship-key-diversity-start-ups>
5. Adult education in the aspect of professional development and realities of the contemporary labor market, Anna Lubrańska - University of Lodz: <http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-9096618b-a01b-4d9e-a71d-fcbef7a840cf>
6. Formation _____ for _____ entrepreneurs: <http://www.educarchile.cl/ech/pro/app/detalle?id=224378>
7. Articles and reports on entrepreneurship, entrepreneurs environments, investments: <http://www.innobasque.com/home.aspx?tabid=1075>
8. sMOOC Entrepreneurship and Social Enterprise: <http://emprendedor-social.wix.com/smooc>
9. The 12 guidelines entrepreneur to succeed: <http://www.acebarakaldo.com/es/blog/las-12-pautas-del-emprendedor-para-alcanzar-el-exito>
10. Keys to undertake and not die trying: <http://javierdisan.com/2013/07/01/10-claves-emprender/>
11. Business, _____ third _____ sector _____ and _____ social _____ entrepreneurship: <http://www.equiposytalento.com/tribunas/research--consulting-international/empresa-tercer-sector-y-emprendizaje-social>
12. The _____ University _____ Association _____ with _____ Special _____ needs _____ (AUNE): <https://www.facebook.com/AUNE-Asociaci%C3%B3n-de-Universitarios-con-Necesidades-Especiales-528157397228877/>
13. The _____ National _____ Association _____ of _____ University _____ with _____ Disability _____ (ANUDIS): <http://sid.usal.es/internet/discapacidad/1585/9-1/anudis-el-punto-de-encuentro-para-las-personas-con-discapacidad.aspx>
14. The Spanish Association of Coaching (ASESCO): <http://www.asescoaching.org/>
15. Discapacidad vs. empleo. Aspectos a considerar para la inclusión en el empleo ordinario, Miriam Díaz Vega, Manuel Sanchez Torres, Ricardo Moreno Rodriguez. URJC

Key competences

- ▶ Understanding the concept of inclusive entrepreneurship. Ability to help a learner/ learner to plan the career and business development idea.
- ▶ Understanding the challenges for a learner. Setting goals.
- ▶ Questioning skills. Guiding a learner thru different issues.
- ▶ Listening skills. Gathering information and clarifying it for a learner.

Quiz

1. Inclusive entrepreneurship offers:

- a) freedom
- b) regular paycheck
- c) economic independence and stability

2. Social economy:

- a) prevents social exclusion
- b) supports process of building civil society
- c) both are A and B are correct

3. Work-based learning benefits:

- a) labour offices
- b) employees and employers
- c) local government

4. What are Assistive Technologies?

- a) social media
- b) computer software
- c) rehabilitation devices for people with different types of disabilities

5. Tools that facilitate socialising online, help people to connect and publicise products are:

- a) blogs
- b) SKYPE
- c) social networks

6. What are the principles of Independent life?

- a) being able to live alone
- b) it's a legal right and status of the PWDs
- c) the PWD has to be appreciated as experts in its own life

7. What is reasonable adjustment?

- a) to provide feasible adaptation in terms of installations and services
- b) to do every adjustment to particular circumstances no matter which adjustment or particular circumstances are
- c) train the PWD to adapt him/herself to a working place

8. What of the following affirmations is correct?

- a) justice and equity are incompatible
- b) justice is being fair in each individual case
- c) justice in equity is to give each one what they need

9. The three axis of the development of a mentoring program are:

- a) overcoming, disability and entrepreneurship
- b) disability, independence and economy
- c) overcoming, entrepreneurship and economy

10. How should be implemented a mentoring program?

- a) individually
- b) in groups
- c) doesn't matter

Chapter 4: Establishing and maintaining a good working cooperation with the learner

Preamble

In the previous chapter ("Principles of mentoring and coaching"), the concepts of mentor and coach were defined as follows:

Mentoring is a support provided to a person (the learner) by a more experienced person (the mentor) to maximize their potential. This type of support implies mutual trust, long term career development planning, and specific focus on the learner who will be able to become the person she/he wants to be.

Coaching consists of providing guidance and guidance to the client. It implies proven training methods (notably thought-provoking and creative process), close observation, and non-judgemental feedback on performance.

It is now in this chapter to present how to establish and maintain a good relationship with the learner and learner.

4.1. A good working cooperation with the Mentee

4.1.1. What is at stake in a good working relationship between mentor and learner (mentee)?

On the learner

The learner is immersed in the way his mentor is. This attitude of listening, respecting the difference of point of view and sharing has a positive impact on his relations with his colleagues and collaborators.

If the right relationship is established, the learner can better perceive and understand the professional relationships he encounters and grasp the interactions with his personal stakes. He is able to explore his professional situation to better understand the contours, make better decisions and thus obtain better results. He develops a sense of competence that allows him to accept challenges at the real height of his abilities. He then feels more confident and adapts more easily to the necessary changes of a company in permanent development. He is more comfortable even in complex and tense situations. This has a positive impact on her level of stress but also on the people around her (reduction of psychosocial risks). Moreover, all this contributes to the fact that the learner feels that it is realized because the personal dimension is taken into account in the exploration of

his professional situations. He develops a feeling of recognition towards his mentor but also towards the company that allows him to achieve this.

On the mentor

On the other hand, the mentor/learner relationship is a two-way relationship that nourishes and enriches the mentor. He has the feeling of contributing to someone's success, which may satisfy the need for some to partly give back to what they have received from previous generations. This is the main and first motivation of a mentor when applying to enter a mentoring program. But it is not enough if one wishes to remain there. Well thought out, one program has other impacts on mentors. A mentor who has understood his role with the learner opens up other ways of perceiving situations. The mentor enters into a process that invites him to revisit his own representations, convictions and principles but also to become aware of the importance of his experience. The mentor learns what concerns people of another generation or gender. He makes discoveries through the meetings and learners he accompanies that are not without influences on his own practices, which he then questions. His position as a manager is enriched by this new perception but also by the posture of listening and exchanging.

Finally, with the practice and support of the program, the mentor becomes aware of what he might improve in his behaviours to maintain the mental posture. He then opens up a more personal dimension from which he derives a benefit which he could not have suspected at the outset.

4.1.2. What are the conditions for achieving a good working relationship between the mentor and the learner?

For the relationship to be successful, certain conditions are necessary. The mentor is a volunteer and volunteer, with recognized experience, and belonging to the same organization as his or her learner.

Trust

Trust is one of the most important keys to the relationship between the mentor and the learner. It is because of this that the learner will feel free to evoke and then to explore the real stakes of the situations that concern him, to accept to see the elements differently and finally to feel supported to implement the decisions That it will take. Mentoring competence relies on the ability to create, maintain and develop a relationship of trust with the learner. The mentor accompanies her in her reflection, at her own pace. He is vigilant to the weight of his words and the influence they may have. Being helping without help (i.e., without giving advice) is the challenge the mentor must face in order to allow his or her learner to develop. It is by creating the particular space, but without taking up space, that the mentor offers the learner the opportunity to express him freely. The mentor has no objective other than to maintain this relationship of trust which allows the learner to express his or her real concerns and feel free to consider all the components (professional and personal).

The posture

The apparent simplicity of the mentor relationship tends to mask the particular conditions that allow it to be created, developed and continued. To allow this alchemy in the relationship to occur, it is necessary to prepare the components carefully. The mentor's posture and interpersonal skills are essential in a case of mentoring. Over time, it is the way the mentor questions situations that is integrated by the learner to eventually learn to learn from his experience.

In practice

The mentor must ensure that his level of experience and knowledge are sufficient to meet the needs of the learner.

The relationship is successful when it is organized for a limited period (between 6 months and one year), on the basis of regular meetings (approximately once a month).

The binomial can be based on a mentoring charter that defines the rules of operation of the program.

4.2. A good working cooperation with the coachee

The success of a relationship between coach and learner (coachee) rests on the privileged character and confidence established in this relationship. The more confident the learner is, the more capable he is of capturing the resources available to solve his problems.

4.2.1. Posture and necessary skills of the coach

The coach shall use all means necessary to enable the client's professional and personal development to be carried out, including, if necessary, using a colleague.

The coach must:

- Understand and ensure that the coaching relationship takes into account the context within which coaching takes place.
- Ensure that the expectations of the client are understood and that they also understand how these expectations will be met.
- Create an environment in which the client and the coach are in solidarity and have the possibility to progress.
- Ensure that his level of experience and knowledge are sufficient to meet the needs of the learner.

Work on yourself is a key to success

The coach attests to a thorough, completed or ongoing work process, this work being distinct from his training. It is more particularly his ability to establish a relationship between him and his learner. This capacity comes from a "high" self-knowledge which will allow to highlight the relational processes of her learner

(either in her relationship with the client or in the relationship provided by the client).

4.2.2. Recognize its limits and limits of the trade

The coach must, in all circumstances, operate within the limits of his/her competence, recognize his potentially insufficient areas and, when necessary, notify the client and direct him to another coach, or even help him find another support professional such as a psychotherapist or counsel.

He/she should also be aware of potential commercial or emotional conflicts of interest that may arise during the coaching relationship. They must be dealt with promptly and efficiently to ensure that the customer is not harmed.

4.2.3. Individual factors of effectiveness and success

For the learner:

- Have sufficient energy to invest in personal challenge and in the implementation of concrete changes.
- Be able to take as object of observation and analysis and accept its share of responsibility in the problems stated, change and non-change.
- Be able to be in a trust with his coach and be able to receive feedback on himself from him.

For the coach:

- Mobilize enough empathy and understanding towards his client.
- Not to be encumbered with various problems (personal, but also with the order of paradoxical prescriptions that may have been received from the client).
- To have enough awareness of what can be played, for him also, of transferential movements in the relationship that he begins with this client.

4.2.4. The commitment relationship between the coach and the learner

The coach is bound by professional secrecy. He takes all precautions to maintain the anonymity of the people who consult him and, in particular, does not communicate any information to a third party on a person/client without his formal agreement. All information about a customer is treated in strictly confidential manner in compliance with the laws in force.

This rule of confidentiality is essential for the establishment of a relationship of trust without which the coaching process can neither begin nor endure.

The characteristics of the coach/learner relationship are as follows:

- Confidentiality.
- Non-judgmental listening and often a certain involvement of the coach.

- The focus on the client and his subjective reality (how he sees things).
- Benevolence, without, however, excluding confrontation.
- A priori positive on the resources of the client.
- The systemic hypothesis as a tool of understanding (one looks at the relationship that the client develops with the coach during the sessions, seen as a reflection of the client's external relations system).

These different points make it possible to establish and maintain a successful relationship with the learner so that he feels confident. However, this is not enough as a factor of change and effectiveness of coaching. Indeed, this relational factor also carries with it two dangers, the risk of dependence and the limited nature of this link.

Thus, one could imagine that some learners seek to change, partly unconsciously of course, in order to please their coach, creating in this a surface change and little durable, which would cease when the relationship would stop. One can also think that the coaches try to prolong this bond so good for them, then developing strategies always unconscious to sabotage their progress, in order to benefit longer from an environment so good for them.

Therefore, if the relation "good enough" seems to be a source of energy mobilization for the learner, it is not and must not be predominant in its investment, otherwise it can become problematic.

4.2.5. The transferential link between coach and learner

One of the characteristics of an accompanying relationship such as coaching is the existence of a transferential link between coach and learner. This link can put the learner in a relationship of dependence with the coach. The coach in any case will get a benefit from this situation and will refrain from any abuse of power and act of acting against the learner.

4.2.6. Make coaching meaningful to make it effective

In coaching a second efficiency mechanism is present. This is what might be called "the existential dimension". In other words, what interests the two protagonists is the situation of the learner in his environment and the meaning that this environment has for him/her.

This existential dimension consists of the following elements:

- The client is invited to a consciousness of himself in situation, to "reflexivity" and "introspection".
- The client has to assume responsibilities and obligations (choice of his objectives and work situations, decision on the experiments and choice of change or non-change).
- It is put before the opportunity to look at what makes sense to it, or, on the contrary, has more, more or less enough to draw consequences, and even to make decisions on the basis of these discoveries.

- The learner analyzes his relationships with his environment and seeks to improve his "fit" to it.

4.2.7. The need for action

Two springs are essential complements to the performance of a coaching. These are the dynamics of the project, on the one hand, and the fact of being action-oriented, on the other.

Project dynamics

- Change and adaptation are the general objective in coaching, namely that visible, observable, modified elements are expected.
- The customers work on the basis of specific objectives, establish by themselves and limit his/her investments, what he expects and implicitly what he will do to achieve it.
- The progresses over the time are used to measure the implementation of the project.
- Resistance to change is analyzed and worked to be overcome.
- At the end of coaching, the client evaluates the results he has achieved in relation to his objectives.

Focus on action

- Coaching is not interested in why, but in how to change; it does not bother with the determinants of the past.
- A change is integrated only if it is put into action in the reality of the client.
- The experimentation of new behaviours is very interesting and useful as a learning situation for the learner, whether or not the client does "what could be suggested" by the coach.

4.3. Checklist

Cooperation with the mentee

- Make room for listening and respect.
- Establish a climate of trust.
- Enabling freedom of speech.
- Allow questions to be asked.
- Learning to learn from experience.
- Organize for a limited time.
- Rely on a charter (possibility).

Cooperation with the coachee

- Allow the coach and the learner to be in solidarity.
- Embracing understanding and empathy.
- Building on a mutual commitment.
- Establishing Confidentiality.
- Be centralized on the learner.
- Make sense to be effective.
- To be articulated to a dynamic of project and to be centred on the action.

4.4. Observation grid

Criteria between a mentor and a learner: self-assessment

Experience on the post at stake in mentoring

2 - 5 years	5 - 10 years	10 - 20 years	More than 20 years
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mentoring is voluntary (*min: 1- max: 10*)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ability to respect the difference in point of view (*min: 1- max: 10*)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Better analysis of his professional situation (by the learner) (*min: 1- max: 10*)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Better management of the stress level (by the learner) (*min: 1- max: 10*)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sense of recognition on the part of the learner (*min: 1- max: 10*)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Ability to review its own convictions and principles (*min: 1- max: 10*)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The learner expresses himself freely (*min: 1- max: 10*)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The learner understands limitations (*min: 1- max: 10*)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Criteria between a coach and a learner: self-assessment

Presence of a climate of trust (*min: 1- max: 10*)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Taking into account the context in which coaching takes place (*min: 1- max: 10*)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Understanding the expectations of the learner (*min: 1- max: 10*)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of experience and knowledge sufficient to meet the needs of the learner (*min: 1- max: 10*)

1 - 2	3 - 5	6 - 7	8 - 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The coach attests to a thorough working approach (*min: 1- max: 10*)

1 - 2
☐

3 - 5
☐

6 - 7
☐

8 - 10
☐

The confidentiality of the relationship is respected (*min: 1- max: 10*)

1 - 2
☐

3 - 5
☐

6 - 7
☐

8 - 10
☐

Ability not to give judgment in listening (*min: 1- max: 10*)

1 - 2
☐

3 - 5
☐

6 - 7
☐

8 - 10
☐

The relationship is centred on the learner (*min: 1- max: 10*)

1 - 2
☐

3 - 5
☐

6 - 7
☐

8 - 10
☐

There is meaning to coaching (*min: 1- max: 10*)

1 - 2
☐

3 - 5
☐

6 - 7
☐

8 - 10
☐

4.5. Links and key competences

Links

1. <http://www.alga.fr/wp-content/uploads/Le-mentorat-de-de%CC%81veloppement.pdf>
2. http://www.emccfrance.org/medias/fichiers/programme_de_mentorat_interne.pdf
3. <http://www.subtilcoaching.com/120717%20CODE%20de%20DEONTOLOGIE%20E MCC%20France%20V5-2.pdf>
4. <http://www.eveprogramme.com/12306/la-boite-a-outils-dun-mentoring-reussi/>

Key Competences

- Building rapport.
- Active listening.
- Providing feedback with tact and diplomacy.
- Action planning and goal setting.
- Effective communication: negotiation, assertiveness, empathy.
- Creative thinking: to apply creative solutions to surpass difficulties.
- To agree to stay on the agreed areas of support and not take the role of a counsellor.

Quiz

1. Good working cooperation between mentor and mentee is characterized by the following:

- a) mentee understands the professional relationship with mentor
- b) mentee feels confident and adapts easily to necessary changes
- c) both a and b are correct

2. Good working cooperation has the following impact on the Mentor:

- a) mentor is contributing to the mentee success
- b) mentor is enriched in his/her position as manager
- c) both a and b are correct

3. What are the conditions for successful working relationship between mentor and mentee?

- a) trust
- b) interpersonal skills of mentor
- c) both a and b are correct

4. Posture and necessary skills of the coach:

- a) understanding the expectations of the client
- b) create an environment in which the client and the coach are in solidarity and have the possibility to progress
- c) both a and b are correct

5. What are the individual factors of effectiveness and success of cooperation with the coach for the learner?

- a) to have energy to invest in personal change and to implement concrete changes
- b) to be able to trust the coach
- c) both a and b are correct

6. The coach is successful when he/she:

- a) has empathy and understanding toward the client
- b) signed the contract and received the money for his/her services
- c) when he/she is able to find a job for his/her client

7. Which are characteristics of coach/learner relationship:

- a) confidentiality
- b) non-judgmental listening
- c) both a and b are correct

8. What makes the coaching affective:

- a) the client assumes responsibility and obligations in the coaching process
- b) the learner is able to analyse his/her relationship with his/her environment and seeks to improve his/her "fit" to it
- c) both a and b are correct

9. Project dynamics means:

- a) resistance to change is analysed and worked to be overcome
- b) the client is waiting for the coach to find out his/her goal to reach
- c) the coach lets the client work independently on the change

10. Coaching is focused on action which means:

- a) coaching is interested in how to change
- b) the client puts the change into action in his/her reality
- c) both a and b are correct

Chapter 5: How to promote learning in the workplace

Preamble

Despite the fact there is lot of literacy about education in the workplace when we talk about mentoring of people with disability we have to plan a concrete model of learning at the workplace which can be define in three different levels. The actions we may put in practice will have three different target groups: the learner, the company and the future learners and mentors inside the company. In the first level we can distinguish the promotion of learning in the workplace as all the characteristics, skills, competences or capacities we may encourage in our learner, so our first level will be working on the entrepreneur with disability. In the second level we may develop the culture of learning in the workplace; so our second level is working on the company. And the third level can be defined as workplace mentoring where elder employees become mentors of other younger employees.

5.1. How to promote learning in the workplace

5.1.1. Some definitions

What is the “culture of learning”?

The culture of learning is a business environment that stimulates continuous absorption of knowledge. Companies involved in professional development, formal training, non formal and informal learning and promoting learning at all. By promoting the culture of learning through work learning, we guarantee that pupils participate in the learning process and disseminate knowledge and best practices to their organizations. The interpersonal skills of counseling, personal development and interpersonal relationships will increase commitment. These factors lead to employee satisfaction and a better level of treatment for a more efficient and efficient organization.

What is workplace mentoring?

Workplace mentoring is learning partnership between employees for the exchange of technical information, knowledge and skills about a specific profession or a particular job position. Counseling can best be described as a developmental process: dynamic and unique for each individual. Informal mental relationships can be developed in a working environment when more experienced employees take new employees "under their wings." If you look at successful companies and their great success, one aspect is above all: successful companies have excellent leaders and and with excellent leaders come excellent employees. Leadership and guidance are the key to success in almost all areas, and guidance is the way to provide personal leadership to new employees and tenured employees. With the introduction of a mentoring programme, companies can guarantee that their employees can work fully with their knowledge and position. The counselors will add the "knowledge transfer", which will be useful for reducing the workload curve, means that companies can have very productive employees in a shorter time. Training people with disability to become or improve entrepreneurial skills means training leadership skills and how to transfer what they learned during the training through their organisations. The mentoring may be WIN/WIN/WIN (for the company, the mentor, and the learner), but it must be incorporated into the culture of the company.

What is promoting learning in the workplace?

By learning in the workplace we means to train persons with disability in all the skills needed to develop and fulfil their tasks at the workplace. The trained skills are within these five areas: Intrapersonal, Interpersonal, Task Development, Environment and Management. The training is individualised and specific of each field of work but in general the benefits obtained by the learner are similar:

- Personal and professional growth.
- Acquisition of new technical, interpersonal and/or leadership skills.
- An opportunities to know the company from the inside out.
- Expanded relationships within a profession.
- Possibility to become a mentor of other PwD in the future.

These benefits are considered as goals for a mentor during trainings in the workplace.

5.1.2. Role and characteristics of a mentor in the workplace

Characteristhics of successful mentors:

- interest,
- oriented to the others needs,
- excellent listening competences,
- commitment,
- confidentiality,
- excellent coaching and feedback skills.

The role of the mentor:

- help the learner to get identify with the environment,

- help the learner with difficult situations,
- help to develop the learner self-confidence,
- ensure a clear, open and reciprocal communications,
- help the learner to be creative and think.

5.1.3. Promoting learning in the workplace with people with disabilities

We will establish a set of principles that any mentor of workers with disabilities must respect and meet. Each case is different and may be treated individually; use these principles as a general statement but concreting in each case to fall on in those aspects that need an extra work or reinforcement. Likewise, it will also be unquestionable points that the mentor of disabled people should take care of as personal trainer of the disabled people and should try to instill them in his place of work.

Please, see a list of main skills, capacities, attitudes, values and principles that may orient the work of a mentor during this phase:

Personal qualities that the coach/mentor of people with disabilities in the workplace must work	Domain of character: <ul style="list-style-type: none"> – control of emotions, – empathy, – make wise decisions, – it has initiative, – collaborate effectively and spontaneously, – friendly and tolerant.
	Self Concept: <ul style="list-style-type: none"> – trust yourself and value your achievements, – interested in the change, – study and investigate causes, – establish appropriate relationships with others.
	Attitudes: <ul style="list-style-type: none"> – communicates easily, – work in team, – it is organized, – rely on the institutional environment, – it has a sense of belonging and pertinence.
	Values: <ul style="list-style-type: none"> – punctual and responsible, – respect the rules and regulations, – assumes commitments and tasks, – it is honest and ethical, – it is tolerant, democratic and participatory, – it is respectful with the other's work:
	Motivation to achieve: <ul style="list-style-type: none"> – set goals, plan and evaluate short, medium and long term, – set priorities,

	<ul style="list-style-type: none"> – organize resources based on results, – diagnoses, programs, executes and evaluates, – evaluated continuously to reorient and change strategies.
	Spirit of work and innovation: <ul style="list-style-type: none"> – express interest in the activities carried out at the institution, – plan innovative projects, – plan and organizes day-to-day pedagogical activity, – reinforce competencies difficult to achieve.
Attention centred on the worker with a disability	Empathy with the worker with disability: <ul style="list-style-type: none"> – the mentor inspires confidence to workers with disabilities, – it is patient and tolerant of the learner's learning process, – it worries and motivates, – the mentor is flexible with the disabled worker, – orientate and guide.
	Diagnose the group of workers with disabilities: <ul style="list-style-type: none"> – observes strengths and weaknesses of workers with disabilities, – exchange ideas with them.
	Plans executes and evaluates activities aimed at the logical and creative thinking of the disabled worker: <ul style="list-style-type: none"> – clearly explains to the worker with disabilities the application of processes: observation, description, seriation, classification, comparison, – promotes the development of logical and creative thinking in each process, – apply problem solving as a tool for learning, – it combines learning strategies: memory, elaboration and application, – it adapts the knowledge to the level of the disabled worker.
Social sensitivity	Knowledge of the environment" <ul style="list-style-type: none"> – is concerned with knowing the characteristics of PwD, their difficulties, aspirations, social-economic environment, living conditions, etc., – show interest, respect and confidence towards their families, promoting a permanent approach.
Agent of change	Motivator: <ul style="list-style-type: none"> – has a commitment for those who the work is its best possibility of access to knowledge, – uses innovative strategies (creative), – create a participatory climate, – stimulates and promotes the participation of all actors involved (direct and indirect target groups, stakeholder and groups of interest).
	Attitude of change: <ul style="list-style-type: none"> – willingness to work in adverse conditions for the achievement of the insertion of the person with a disability,

	<ul style="list-style-type: none"> – proposes to turn the working group into a learning community, – ability to implement changes, – adequate use of resources, – permanent reflection on its professional practice, – openness to change and flexibility, to deal with uncertainty.
Learning team	Positive interdependence: <ul style="list-style-type: none"> – share features, – guarantee with their individual responsibility the work of the group, – teaches their own knowledge to the co-workers of people with disabilities and to people with disabilities who mentor.
	Interpersonal skills and small groups: <ul style="list-style-type: none"> – has leadership, – make timely decisions, – creates a climate of trust and communication, – handles conflicts.
	Group processing: <ul style="list-style-type: none"> – discuss achievement of objectives, – evaluate work relationships, – constantly evaluates the positive and negative actions of group members.
Mastery of teaching and learning tools	Mastering strategies for the development of cognitive abilities: <ul style="list-style-type: none"> – design learning strategies, – it promotes divergence, analysis and production of ideas to solve problems, – dares to give free rein to creativity and initiative, – discusses thematic approaches that are involved in the environment, – approach problematic situations in order to find a solution.
	Handle motivation strategies: <ul style="list-style-type: none"> – permanently evaluates its action by applying instruments or techniques that involve all actors in their educational activities, – has group driving skills and abilities, – dares to give free rein to creativity and initiative, – make use of motivational activities: brainstorming, etc., – recognizes the achievements of disabled workers verbal individually and before the group.
Create an appropriate learning environment	Resources and physical environment: <ul style="list-style-type: none"> – organize the workplace to propitiate the exchange of ideas, – condition physical space with appropriate information materials, – take care of the neatness, ventilation and luminosity, – organize work committees, – is organized and careful with the material and

	administrative documents, – develops and uses resources.
	Affective environment: – is concerned about establishing synergy with workers with disabilities, – establishes a climate of sensitivity for new knowledge, – promotes a safe, warm and reliable climate for the group, – take into account learners' approaches.
	Environment for coexistence: – consider diversity as a value, – practice and motivate to practice tolerance, – do activities that challenge democracy, – promote demonstrations of teamwork and solidarity, – emphasizes the value of productive work.
Self-learning	Investigator: – show an attitude of dedication and dedication to research, – diagnose, program, execute and evaluate processes, – put the action-research process into practice.
	Evaluate the learner's learning process: – develop and implement tools based on competencies and indicators, – continuous recording of evaluations, systematize learning, – attend the individual characteristics of the person with disability and the field of work.
	Ongoing training: – management of technological learning tools, – use of bibliographic documents, – systematize his/her pedagogical practice, – apply metacognitive processes, – plan, regulate, supervise and reorient its practice and learning.

"I learned through my years of teaching to be more spontaneous and to tell the truth. I created that atmosphere and, by contagion, I saw my life imbued with greater integrity."

(Frank McCourt)

5.2. Checklist

When creating a mentoring programme...

- Identifies the main contact that will coordinate and will be responsible for checking the installation, support and maintenance of the mentoring programme.
- Prepare the desired result or goal: "why" the mentor program.
- Teaching schedule for organizations:

- ✓ The objectives and measures that have been achieved have been clearly identified from the outset.
- Identify the specific objectives of the advisory program.
- Evaluation of the organization:
 - ✓ Assess the level of commitment of senior and middle management staff.
 - ✓ Identify cultural preparation.
 - ✓ Identify key players committed to the success of mentoring (mentors, teachers, supervisors, clients).
 - ✓ Identify the resources available.
- Secure the connection if necessary and appropriate.
- Marketing:
 - ✓ Identify a learner profile (who would be eligible to participate).
 - ✓ Identify a mentor profile (what qualities and/or criteria will be used for identifying and selecting mentors).
 - ✓ Communicate the program throughout the area or agency.
 - ✓ Conduct participant selection.
 - ✓ Identify employee records (who may be involved).
 - ✓ Specify qualification and criteria to be used for identify and select counselor.
 - ✓ Contact the program in the organization.
 - ✓ Facilitate applications.
 - ✓ Selection of participants.
 - ✓ Develop a personalized strategy for mentors.
- Training (Mentor and Learner).
 - ✓ Use of a "Learning Contract" with specific goals identified that are explicit, realistic and achievable.
 - ✓ Determine the length of relationship.
 - ✓ Clarifying roles: mentor, learner, supervisor of learner.
 - ✓ Closing the relationship.
 - ✓ Overcoming obstacles in the relationship.
 - ✓ Maintaining confidentiality between mentor and learner.
 - ✓ Evaluation of the mentoring process.
- Program Maintenance:
 - ✓ The main counselor is the program supervisor who allows the trainee to complete the implementation, monitor the progress and evaluate the process.
 - ✓ Specify the tracking process. (Record keeping, written dispute, obstacles, termination of early relationships).
 - ✓ Recognition and support of mentors.
- Documentation - Written guidelines explain:
 - ✓ The goals of the program.
 - ✓ The basic principles of mentoring.
 - ✓ The specific process of mentoring within the agency.
- Program Evaluation - Outcome analysis of program:
 - ✓ Information needs of key stakeholders.
 - ✓ The program is continually evaluated for effectiveness and modified as needed to achieve its objectives.

5.3. Observation grids

Evidence Assessment	Strongly Disagree	Disagree	Neutral	Agree	Totally agree
Entrepreneurship Project	1	2	3	4	5
The learner redefines the needs, changes and obstacles of the environment as opportunities to undertake.					
Apply strategies of creative thinking to generate ideas of projects.					
It determines a feasible solution to be implemented as an entrepreneurship project.					
Establish achievable goals for an entrepreneurship project.					
Defines a plan of action for an entrepreneurial project that contemplates the necessary resources to execute it.					
Acting with Initiative	1	2	3	4	5
The learner implements a change assuming its risks.					
It manages to work autonomously, anticipating and solving favourable and unfavourable situations in the achievement of an entrepreneurship project.					
Persevere towards the fulfilment of previously defined goals.					
Communicate Effectively	1	2	3	4	5
Express an idea or project with clarity and empathy.					
Negotiates and persuades others to achieve their own or common goals.					
It manages to present with clarity, assertiveness and empathy a project of entrepreneurship to diverse audiences.					
Working Collaboratively in Networks	1	2	3	4	5
Identifies actors that can contribute to the achievement of project objectives.					
Identifies the resources of the environment necessary to materialize an entrepreneurship project.					
It establishes contacts that can contribute to the project using virtual means.					
It requests support and resources from various sources.					
Execute Projects	1	2	3	4	5
The learner complies with the actions defined in the action plan.					
Distribute project resources efficiently.					
Controls and monitors the progress of the entrepreneurship project by making the necessary adjustments to achieve the objectives of the project.					

Sample Learner Activity Log

This document can be used to account for time away from usual work activities.

Name: _____ Title: _____

Activity	Date

5.4. Links, bibliography and key competences

Links

1. The University Association with Special needs (AUNE)
<https://www.facebook.com/AUNE-Asociaci%C3%B3n-de-Universitarios-con-Necesidades-Especiales-528157397228877/>
2. The National Association of University with Disability (ANUDIS)
<http://sid.usal.es/internet/discapacidad/1585/9-1/anudis-el-punto-de-encuentro-para-las-personas-con-discapacidad.aspx>
3. The Spanish Association of Coaching (ASESCO)
<http://www.asescoaching.org/>
4. Discapacidad vs. empleo. Aspectos a considerar para la inclusión en el empleo ordinario, Miriam Díaz Vega, Manuel Sanchez Torres, Ricardo Moreno Rodríguez. URJC
5. Formation for entrepreneurs
<http://www.educarchile.cl/ech/pro/app/detalle?id=224378>
6. A start-up manifesto for Europe (September 2013)
<http://www.personas emprendedoras.es/gestion/noticias/manifiesto-startup>
7. Movies leadership for entrepreneurs
[http://www.idaccion.com/blog/10-peliculas-de-liderazgo-para-personas-entrepreneurs /](http://www.idaccion.com/blog/10-peliculas-de-liderazgo-para-personas-entrepreneurs/)
8. OECD/EU (2016), *Inclusive Business Creation: Good Practice Compendium*, OECD Publishing, Paris.
<http://dx.doi.org/10.1787/9789264251496-en>

Key competences

- To execute projects according to an action plan and efficiently.
- Working collaboratively in networks.
- Effective communication: negotiation, assertiveness, empathy.
- Creative thinking: to apply creative solutions to surpass difficulties.
- To define strategic and operational plans.

Quiz

1. Mentoring should...

- a) encourage characteristics and skills in the mentee
- b) develop a culture of learning in the workplace
- c) A and B are correct

2. What *promoting learning in the workplace* is?

- a) individualized and specific training for the mentee
- b) it's to promote that people study alone during the workday
- c) it's to encourage other workers to teach to PWDs

3. The role of the mentor is:

- a) ensure communication is clear, open and reciprocal
- b) help to develop creative thinking
- c) A and B are correct

4. What of the following affirmations is correct?

- a) the mentor must share all the information with others to create sympathy for the mentee
- b) the mentor must maintain confidentiality
- c) the mentor can use the confidential information obtained in other cases to benefit the current mentee

5. How to create an appropriate learning environment in the workplace?

- a) organizing the workplace to propitiate the exchange of ideas
- b) through tutorials in the mentor facilities
- c) A and B are correct

6. Social sensitivity is about...

- a) make the society to be sensible towards PWDs
- b) show interest, respect and confidence towards the environment of our mentee
- c) A and B are correct

7. What of the following characteristics of a mentor is **WRONG**

- a) empathy
- b) control of emotions
- c) be strict

8. Promote learning at the working place...

- a) is beneficial for the mentee and the company
- b) is beneficial for the mentee and the mentor
- c) is a WIN/WIN/WIN relation for the company, the mentee and the mentor

9. Training and entrepreneurship...

- a) is not a key aspect
- b) must be continuous
- c) must be previous to start the entrepreneurial process

10. Main skills that mentor/coach must work:

- a) domain of character, spirit of work and innovation
- b) set goals, plan and evaluate in short, medium and long term
- c) A and B are correct

Chapter 6: Supporting the development of learner

Preamble

The “**Supporting the development of the learner**” phase is the most productive stage of the mentoring and coaching relationship and **where the most time and energy is spent**. Trust and rapport have now been developed so the mentor can begin to constructively challenge the learner, probe their thinking and facilitating the creation of a professional development plan. Coaching and mentoring enable disabled people to **recognise and apply** their gifts, skills and abilities, such as resourcefulness, resilience and determination, and focus less on their impairment or health condition as an issue. Coaching and mentoring build **self confidence**, enabling disabled people to **strive for goals** and offer a **very viable career path** as it employs many of the resources they have needed to develop to manage their lives. In this phase mentoring enable disabled people to recognize and apply their skills and abilities, such as resourcefulness, resilience and determination, and focus less on their impairment or health condition as an issue. Mentoring is an innovative guidance methodology based on the creation of a strong relationship of trust and active listening between an expert and a person that needs to “learn”. Mentoring could be a precious tool for helping and supporting, built on the educational value of a one-to-one relationship. Once the relationship has been established, it lasts for the entire duration of the path. The rapport is unique and exclusive and create a close and reciprocal relationship where a “competent” and “significant” adult allows the other to acquire knowledge and to develop his/her capabilities. This rapport is an useful strategy through which mentor and mentee can face situations of difficulty and inconvenience.

6.1. Key models/techniques to use during the mentoring sessions

Here we present different models that can be used during a mentoring session:

CLEAR model

- Contracting – opening the discussion, setting the scope, agreeing the desired outcomes.
- Listening – using active listening to develop understanding of the situation.
- Exploring – helping the learner to understand the effect this is having and challenging them.
- Action – supporting them to choose a way ahead.
- Review – reinforcing ground rules and value added, giving/receiving feedback.

OSKAR model

- Outcome – what is the objective of this session?, what do we want to achieve today?
- Scaling – rate the situation on a scale of 1-10. How did you get this far? How to get to 10?
- Know-how & resources – what helps you perform at n rather than 0? How does this happen?
- Affirm & Action – what is already going well? What is next? What will it take to get to... 10?
- Review – what is better now? What did you do to effect that change? What will change next?

Although, more recently has been quoted as OSCAR with the C=Choices & options.

The Story Telling model

- Listening – demonstrating active listening at least 80% of the time.
- Appreciating – showing you are appreciating what they are saying about success.
- Suggesting – what alternatives can be suggested? Sharing personal reactions. Drawing out.
- Asking – what else do you need? What else do you/they need to do?

The GROW model

The GROW coaching model – originally conceived by Graham Alexander and further perfected by Sir John Whitmore – is probably one of the best-known and appreciated coaching models in the world. Unlike other coaching models, the GROW model is much more than a toolbox linked to an acronym. It's an approach, a philosophy which helps you create the right context to help individuals transform their potential into peak performance. The GROW Model is a simple yet powerful framework for structuring your mentoring sessions.

According with Sir John Whitmore intuitions the model has 4 steps:

- **G for Goal setting:** define the short- and long-term goals.
 - ✓ Which goal do you want to reach (in the short term, medium term and long term)?
 - ✓ What could be the first step to reach it?
 - ✓ Does this goal fit with her overall career objectives?
- **R for Reality:** explore the current situation.
 - ✓ How is the current situation?
 - ✓ Who is involved?
 - ✓ Which are the elements that can affect the situation?

- ✓ What is happening now (what, who, when, and how often)? What is the effect or result of this?
- **O for Options:** identify and evaluate different action strategies.
 - ✓ What have you already done?
 - ✓ What else could you do?
 - ✓ What possibilities, solutions or opportunities could you see?
 - ✓ Can you imagine some other options?
 - ✓ What is the cost/benefit ratio of each possibility?
 - ✓ What are the advantages and disadvantages of each option?
- **W for Will:** what will you do by when.
 - ✓ Are you able to reach the goal?
 - ✓ What will you do now, and when? What else will you do?
 - ✓ What resources (emotional, economic, managerial...) are necessary?
 - ✓ How can you keep yourself motivated?
 - ✓ When do you need to review progress?

(Source: mostly taken from www.mentoringforchange.co.uk).

6.2. The purpose of each stage of the Mentoring Life Cycle

The table below presents the purposes of each stage of the Mentoring Life Cycle.

Contract agreement	<ul style="list-style-type: none"> – Set a clear contract which gives details of the agreement made. – Specify the level of commitment that the mentor is agreeing to provide. – Identify specific areas of support that the mentor is agreeing to provide support to the client. – Agree the method/way in which support will be provided (e.g. telephone, e-mail, face to face). – Set a clear timeframe for the support. – Record and sign the contract agreement. – Set boundaries of confidentiality.
Assess/identify the support need	<ul style="list-style-type: none"> – In the initial contact the mentor-coach/learner-learner need to work together to identify what the learner needs. – Why do they need this support? – How do they want to be supported? – Clear communication is important for it to be successful. – Asking the right questions and listening is essential. – Allow time and space, do not rush the individual. – Don't bombard with questions. – Do not bring your own agenda. – Keep focused on the agreed areas of support.
Develop a plan	<ul style="list-style-type: none"> – Set out a Plan for the task and actions needed. – Identify who has agreed to do what. – Facilitate and explore options available.

	<ul style="list-style-type: none"> – Make sure that the plan is realistic. – Use questioning techniques and own knowledge and experience to identify solutions and agree actions. – Listen to the individual and support them to set their own goals. – Encourage self reflection. – Remember – a mentor asks the right questions to support the individual to reflect and reach their own solutions. A coach has the right answers and takes a more teaching role. The support required will tell you which technique is needed. – Identify what resources are needed. – Sign post appropriately. – Record on the recording template the actions agreed.
Provide support/guidance/feedback	<ul style="list-style-type: none"> – Provide support and guidance. – Give information when appropriate. – This should be an exchange of ideas through discussion. – Enable people to arrive at their own decisions. – Advice can be given if appropriate. – Be careful when offering your opinion not to dictate what the learner should or shouldn't do. – Recognize the limits of your own knowledge, skills and experience and do not offer advice outside of this. Remember- wrong information can be harmful. – Work at the individuals pace and do not rush them.
Recording Template	<p>The recording template is needed to provide:</p> <ul style="list-style-type: none"> – A dated record of each contact. – A record of what is planned, what actions have been agreed and by whom. – Review/reflect evaluate. – Review/evaluate what has been achieved against the set goals. – Reflection - What has worked, what hasn't, what do I need to change and how? – What do I need to do next? – Has the relationship worked for the learner?
End of agreement	<ul style="list-style-type: none"> – The initial contract is important as this specifies the support that you as the mentor have agreed to and the timeframes for the support. – Focus on the agreement throughout the contact so that everyone is then clear when it is due to end. – Be clear that you have reached the end of the agreed mentor-coach/learner-learner relationship.

6.3. Coaching and Mentoring for success across the Business Life Cycle

It is possible to analyze mentoring activity following the stages of the business life cycle.

Start up stage	<p>Your time is spent on:</p> <ul style="list-style-type: none"> – Developing the concept for the business. – Identifying the possible target markets that will buy the learner's products and services. – Figuring out how you're going to make the product. – Developing the brand. – Setting up the business. – Sourcing finance.
Growth stage	<p>Your time is spent on:</p> <ul style="list-style-type: none"> – Producing the product, delivering the service. – Finding new customers. – Developing new products. – Building and managing your team. – Managing money – what you owe to who, who owes what to you. – Implementing systems. – Business coaching for a business in growth stage.
Maturity stage	<p>Your time is spent on:</p> <ul style="list-style-type: none"> – Managing the team. – Managing and maintaining clients. – Improving efficiency and effectiveness across all areas of the business. – Protecting your market position and your 'cash cow'. – Protecting your business IP and assets. – Business coaching for a business in maturity stage.
Renewal stage	<p>Your time is spent on:</p> <ul style="list-style-type: none"> – Managing existing clients. – Identifying new opportunities for new/extended products and markets. – Reinventing, repositioning, rebranding. – Restructuring, recruiting and managing your team. – Acquiring new clients. – Protecting your business IP and assets. – Business coaching for a business in renewal stage.
Harvest/exit stage.	<p>Your time is spent on:</p> <ul style="list-style-type: none"> – Succession planning. – Looking to sell the business. – Valuing the business. – Transferring the business. – Finding a new different use. – Wealth creation/realization/enjoyment.

	– Separate the areas of the business that can be considered into one of the previous stages.
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6.4. Hints and tips & what to do

6.4.1. Hints and tips

Supporting the development of the learners requires specific technique and daily behaviour and attitude. They may seem simple, even trivial but it is good to keep them in mind, according to the following reminder:

- keep eye contact,
- stand facing each other with your head held high,
- keep an open posture, do not cross your arms and legs,
- bend to the mentee, show involvement in the things he/she says,
- be relaxed, show that you are comfortable,
- be aware of your body language,
- grab the feelings as well as the contents, read between the lines,
- do not confuse the content with the form in which it is expressed; start from the assumption that the mentee has something to say even if in difficulty to communicate it,
- be empathetic with the mentee, try to put yourself in his shoes,
- avoid distracting yourself, choose a comfortable and quiet place for meetings,
- do not suffer the pressure of time during the meetings,
- do not enter the conversation too soon, let the mentee finish what he/she is saying; stop a few seconds before giving feedback,
- give the mentee time to correct an error (it is a sign of respect),
- use simple gestures or phrases to show you are listening,
- ask questions that begin with "what" or "how"; avoid questions with yes/no answers,
- recall specific things said by the mentee in order to deepen them.

Beyond the specific techniques of behavior and attitude, we must also consider that a good mentor will do everything possible to adapt himself/herself to the interests of the learner, verifying how everything relates to the theme addressed in the meeting. The mentor should also bring to light the elements that in his opinion are overlooked, only when it is convinced that the mentee feels ready to move on to another aspect of the problem.

6.4.2. What to do

Plan and prepare

Take time to plan before the meeting (to ensure that you are clear about what is expected of you in this meeting, what you were meant to have done beforehand and what the key areas might be for discussion at the meeting). A correct

preparation will ensure that the time you have together is best used and not spent agreeing what it is that you will discuss.

Be clear about roles

Be very clear about what you will and won't do for the learner. This will be part of the initial contract but it will also be worth reminding the learner as time goes along, so that they are not relying on you to do all the work. Initially you may want to be more directive and more involved but ultimately you want them to be empowered to make their own contacts, take their own actions and do things without you (despite you are beside them in surveillance mode).

Set and measure clear outcomes

How will you know whether you are doing a good job, unless you agree with the learner what they want to achieve and then review/measure throughout the relationship how they are achieving against these targets? Mentoring or coaching is not just an opportunity to discuss things with more senior people and to learn a little about ourselves but also to tackle and achieve some personal challenges. It is important to agree some realistic goals early, to set the focus of the relationship, even if these do change over time. A PDP is a helpful way of doing this.

Focus on opportunities, not problems

Although mentoring is about helping learners with their problems, it is also about helping them identify their strengths and development needs and then to identify and manage opportunities to develop them. It is important to ensure that the conversations are not just based around problem solving of immediate business issues and are focused on the individual and their wider career concerns.

Keep appropriate records

It is important for both parties to keep records of what was discussed and agreed and what is to be achieved for the next meeting. This does not have to be on any additional formal documentation but it is helpful to have a small list to review at each session – this then is helpful when reviewing what is being gained from the relationship, at a later date.

Establish and re-establish rapport

If two people do not 'click' in the first two meetings, it is unlikely that the mentoring relationship will carry on as effectively as it might and it is important to remember that not all mentoring relationships will work out. It is very important to recognise this early, so that the pairings can be changed, to ensure that the learner is linked up with someone that they are more compatible with. This does not show a failing on the mentor's part, in fact quite the opposite as changing the pairings early will ensure mentoring success in the longer run.

Make time

All mentoring relationships suffer from lack of time and diary pressures. People often chosen as mentors are the ones that are in most demand and so have even more pressure on their diaries and time. It is important that as mentors that you commit to giving up a certain amount of time each week and that you want to do this – forcing yourself to meet your mentor when you have other things on your mind, will not be helpful for either of you. Good mentors are willing to invest the

time in developing other people and feel that it is an excellent use of their time and so block out time easily for this.

Encourage independence

Dependency is unhealthy for both parties. In the long run, the hope of any successful mentor is to ensure that your learner has the confidence to go it alone and to achieve their career aspirations without you. It is unhealthy to do everything for the learner (although they might be grateful for this at the beginning of your relationship) as ultimately you will be developing an individual to do as you do and not to think independently, without you. When you then suggest closing the formal relationship, this could cause more issues for the learner that you may have solved during your relationship.

Recognise that all good mentoring relationships come to an end

A good indication of when to finish a relationship is when the learner has achieved their short and medium term goals and is operating quite independently or one or both parties feel that the relationship is no longer beneficial to them. This is a good sign and will indicate to the mentor that they have done a sound mentoring job, as the learner is now more able and more confident about creating their own opportunities for the future.

"It is essential that every mentoring relationship is seen from the start as a temporary alignment. Elements of it may exist, in the form of mutual aid and friendship, for many years after, but there must be clear starting and finishing points."

(Clutterbuck, 2004)

6.5. Checklist and observation grids

Monitor the development of the learner

The development of the learner should be monitored at regular intervals. For example, at the beginning of each meeting one could examine up to what point the mentee has realized the action points established in the previous meeting. The following questions represent some of the key elements, useful for the development of a mentoring program.

Reflexive questions	None	Low	Normal	Intense	Strong
To what extent has the mentee shown a sense of participation in the meeting?					
How was the attitude of mutual listening?					
Level of frankness of the meeting:					
What was the level of attention to the process of meetings (interactions, moods)?					

What was the level of commitment to the tasks to be performed?					
----------------------------------------------------------------	--	--	--	--	--

Reflective Notes

When you replay client sessions in your mind, here are some questions which might help you explore what was going on in the coaching space:

- What is happening outside the coaching space that could impact on what you are the two of you are thinking and feeling? (In the world, the organisation, the weather, the news...).
- What are you bringing with you into the coaching space? What assumptions are you making? What do you notice about your response to this client?
- What is going on for your client? What do you see, hear, sense? What do you notice about your client's energy levels and well-being?
- What is unfolding in the coaching space? What are you doing that enables the work? What is working well? What is getting in the way?
- Did the learner know new things at the end of the conversation?
- Think about pace and challenge and trust.
- What might you develop?
- What is coming to the surface as you replay the session in your mind?

Silent supervision also helps to go beyond the content of a session to create greater awareness. Bring to mind a client with whom you've recently worked and a particular session you've had with this client.

- What words come into your mind as you recall your client's presence? How do they look, sound, smell, hold their bodies?
- What thoughts are you holding onto about this client?
- What feelings are you holding onto about this client?
- Who does the client remind you of?
- What is your best hope for coaching this client?
- What is your worst fear about coaching this client?
- What does this client need from you as their coach?
- What do they really need from you as their coach?
- What will it take for you to be the best coach you can be for this client?

6.6. Links, bibliography and key competences

Links

1. OECD/EU (2016), Inclusive Business Creation: Good Practice Compendium, OECD Publishing, Paris <http://dx.doi.org/10.1787/9789264251496-en>
2. ISFOL (2006), Guida al Mentoring. Istruzioni per l'uso, I libri del Fondo Sociale Europeo, Catanzaro
3. www.mentoringforchange.co.uk
4. American Psychological Association, "Getting Your Mentoring Relationship Off to a Good Start" <http://www.apa.org/pi/disability/resources/mentoring/success.aspx>

5. OECD/EU (2016), Inclusive Business Creation: Good Practice Compendium, OECD Publishing, Paris
<http://dx.doi.org/10.1787/9789264251496-en>
6. University of Wolverhampton Business School, "A Managers' & Mentors Handbook on Mentoring 2009/10"
7. The Coaching and Mentoring Network
www.coachingnetwork.org.uk
8. Tenfold Business Coaching
<http://www.tenfoldcoaching.com.au/business-life-cycle.aspx>

Key competences

- ▶ Building rapport (The ability to establish a meaningful dialogue. It includes the skills of active listening, empathizing and giving positive regard; of offering openness and trust to elicit reciprocal behaviour; and of identifying and valuing both common ground and differences).
- ▶ Active listening (It includes the skills of listening; observing as receiver; parallel processing; projecting; observing as projector; exiting).
- ▶ Setting direction (It includes the skills of goal identification, clarification and management; personal project planning; testing the learner's level of commitment to specific goals; reality testing).
- ▶ Action planning and goal setting (It includes the skills of obtaining information on the learner's goals; defining and detailing the mentoring goals; planning the achievement of the proposed goals; establishing and applying short-term and medium-term decision-making procedures).

QUIZ

1. Which is the best period to set the goals of mentoring?

- a) during the mentoring
- b) at the beginning of mentoring
- c) it is not necessary to set goals

2. What happens during a mentoring session?

- a) mentee observe, question and explore
- b) mentors demonstrate, explain and model
- c) A and B are both correct

3. Which are the main steps of CLEAR model?

- a) Listening, Appreciating, Suggesting, Asking
- b) Contracting, Listening, Exploring , Action, Review
- c) Goal settings, Reality, Options, Will

4. Which is the correct order of the four stages of the GROW model in order to start a conversation?

- a) the conversation can start at anyone of the four stages of the GROW model
- b) Goal settings, Reality, Options, Will
- c) Options, Will, Reality, Goal settings

5. Two most important skills that a mentor must have are:

- a) ability to ask random question and ability to listen effectively
- b) ability to ask open question and ability to listen effectively
- c) ability to ask closed questions and ability to listen effectively

6. What of the following information is correct?

- a) during the contract agreement mentor/coach should set a clear timeframe for the support
- b) in order to assess the support need mentor/coach should rush the individual and bombard him/her with questions
- c) in order to provide support and guidance mentor/coach has to dictate what someone should or shouldn't do

7. The recording template is needed to provide:

- a) what do I need to do next
- b) a dated record of each contact
- c) A and B are both correct

8. Each stage of the Business Life Cycle:

- a) has the same strategies and tactics
- b) has unique challenges, pressures and opportunities
- c) needs that focus, resources and activities of the business don't change

9. In the Maturity Stage mentor/coach should support the client in:

- a) developing the brand
- b) finding new customers
- c) protecting market position and cash cow

10. A good mentor/coach should not do:

- a) recognise that all good mentoring/coaching relationships never end
- b) encourage independence
- c) be clear about roles

Chapter 7: Monitoring the Mentoring and Coaching relationships

Preamble

There has not been a plethora of studies on the best ways to match individuals in mentoring (and coaching) relationships. The few existing point to **similarities between participants** in values and life goals. However, this 'attraction to like' seems only to work at the level of general interests and background (whether social, cultural or educational).

It does not mean that mentors and learners, coaches and learners need to have identical management or **learning styles**. Quite the opposite – it seems that when this was the case, learners soon lost interest as they perceived there was little new that could be learnt.

With one-to-one mentoring and coaching, it is easy to establish early on whether sufficient **empathy** is present. Even on a corporate level, those in charge of setting up a mentoring or coaching scheme should consider how the potential candidate(s) fits in with the overall organizational culture and the individuals likely to be involved.

Good rapport is also important because coaching and mentoring are powerful relationships that are open to abuse from both sides. The participants need to agree clear rules and boundaries before the process begins and stick to the same parameters throughout. Unless there is total trust, openness and commitment to confidentiality, the scheme will quite simply be unsuccessful. In addition, it should always be a voluntary programme – no one should be coerced into being coached or mentored.

7.1. Monitoring the mentoring or coaching relationship

By monitoring a mentoring or coaching relationship we mean the whole set of activities aimed at identifying the necessary information to assess the ability of the user and to verify if the interventions, actions, procedures and methodologies used have been implemented and managed as provided during the activities designing stage and if they are giving the desired results.

Therefore the monitoring stage is the necessary support for evaluation and it represents the actual tool to screen the achievement of the objectives of the course, in order to identify the weaknesses and/or strengths to improve the planning phase. Monitoring and assessment stages are closely interlinked and

interdependent. There are no unique monitoring methodologies, each mentor can organize the monitoring model that they consider most appropriate, considering that each orientation program can be evaluated according to different objectives, using different tools and identifying different schedules. However, there are important guidelines to be observed in order to carry out monitoring actions and successful assessments.

Monitoring actions are carried out according to a program that has been set during or before the interventions planning stages. These actions must follow the program throughout its duration, it is important to consider a final stage to summarise what has been done providing a conclusive assessment on the overall development of the program. It is also ideal to plan a follow up stage, where the short/medium term results might be verified.

The purpose of monitoring and especially of assessment activities is to get feedback on the development of the mentoring plan in order to find strategies for the improvement of it and to increase learning objectives achievement. For this reason, monitoring and evaluation cannot be purely statistical, but they have to analyse critically all the aspects necessary to enable a precise study of the course. Therefore it is really important to select which information has to be actually recorded.

Deadlines are also important and they have to be planned in order to accompany the program throughout its time schedule. Specific monitoring and assessment actions and tools for the preliminary, progress, final and follow-up stages should be defined.

7.1.1. Monitoring and assessment stages

Kram (1985), Missirian (1982), Levinson et al. (1978) and Rolfe-Flett (2002) have referred to specific phases or stages that characterise a mentoring relationship:

- Initial phase: the parties know each other and build the relationship that both consider very important.
- Cultivation phase: both parties benefit from the relationship, with learning and growth strongly present.
- Termination phase: the relationship ends and contact decreases. Sometimes the separation is not amicable and end in resentment.

Rolfe-Flett (2002) introduced another important phase called 'redefinition'. She explains that sometimes occurs at the end of the relationship when both parties choose to work together, but with different expectations.

Monitoring and assessment steps can be divided into four different phases; each of them is connected to one or more stages of job placement plan.

Monitoring and Preliminary assessment. Monitoring/preliminary assessment is the phase where the candidate's personal information is collected and placement objectives are set. Information collected is necessary to identify professional and social skills that will help to find any gaps to be filled; to find out whether it is necessary and/or possible for a recovery procedure of some essential functions (such as specific professional skills, manual skills, social skills, personal autonomy,

mobility autonomy, etc.); to find the most suitable tasks and the best job position for the applicant; to build a mentoring plan set according to the person's specific needs; to define all the aspects that will be the subject of mid-term examination (monitoring plan). Among monitoring and preliminary assessment tools are the analysis activities of the working environment. These activities are aimed at analyzing the market, verifying the business idea through the preparation of a business plan.

Monitoring and Progress Assessment. In order to set structure, stages and timing of monitoring progress activities, it is necessary to take into account the mentoring plan drawn up on the basis of information gathered in the early stages of the relationship. According to this information, monitoring activities should collect the necessary information to evaluate the accuracy of the mentoring plan, to identify any other areas of deficit, to verify the mentee's response to the methodologies rendered and the compliance with time schedules. The plan should include all the tasks the user will carry out, it should point out which areas may be lacking, methodologies and tools to be employed and time needed to reach fulfillment thereof. If any problems arise it is essential to reformulate the plan or to find alternative strategies to achieve the goals set. This phase is the core of the check activities and for this reason must be followed with particular attention, either for the definition of the tools to be used and for the observational method.

Monitoring and Final Assessment. Final assessment is made when the mentoring plan activities are completed. This action has the purpose of collecting information on the overall progress and analyse it in relation to the expected outcomes, highlighting the most important aspects. The result of this action can be either a detailed report and/or a portfolio of skills gathering all the information recorded during the observation.

Monitoring and Follow up Assessment. The *follow up assessment* is carried out after a pre-planned timing by the end of the supported placement plan and is set to test medium/short term effects. Approximately *the follow up assessment* can be made, according to circumstances and/or needs, after 3, 6 or 12 months. At this stage, the information to be found and the methods of screening may vary depending on the objective set up for the *follow up assessment*, for example, if we simply need to verify if the mentoring plan is working even without the support of the tutor, a telephone interview after 6 months will be enough; if instead we need to check whether behavioral and/or skills changes have occurred it will be necessary to provide an on-site monitoring and to use structured tools (observation form); if from the final monitoring activity critical details that can affect the plan emerge it may be necessary to check even just a month after the conclusion of the program.

7.1.2. Reciprocity of relationships

In maintaining a good relationship, the mentor and the learner must have **certain goals or objectives**. The relationship will focus on these and both parties must trust, respect, empathies and be honest with each other. A good

relationship can make both parties **comfortable with meeting regularly and sharing ideas or knowledge** with a view to supervisee development. The learner must be eager to learn, enhance ones self-awareness, learn from mistakes and successes, develop and apply new skills and design action plans or timetables. In addition, he/she must be diligent, conscientious and hardworking, open to criticism, willing to listen to others and to talk openly.

The mentor and learner should have **regular meetings**. The meetings can be face-to-face. Some learners rely more on phone calls or e-mail discussion. However, face-to-face meetings are the most practical in mentoring. In mentoring, the learner and mentor should make an attempt to contact each other **at least every two to four weeks**. Meetings vary widely, in frequency and overall length.

7.1.3. Dynamics in a mentoring relationship

The most critical factor in any mentoring relationship is the **power dynamics** operate in the relationship. At the start of any mentoring engagement there exists an **unequal power equation** between the mentor and the learner. This imbalance occurs as the mentor is perceived as an authority figure, an expert, a provider or facilitator of solutions. The learner is the receiver of mentor's services.

The primary motivation of the mentor is **critical to the success** of a mentoring engagement. When the motivation is arising out of a job to be completed it is not a priority for the mentor. The success of mentoring depends on the mentor's **personal disposition** in terms of self anchoring, the need for self importance and emotional well being.

The learner's **motivation** too is critical for an effective mentoring engagement outcome. The learner's motivation manifests in the form the awareness for the need for support and mentoring, and acting on the awareness in finding a mentor. The learner **is not seeking readymade solutions** from the mentor but looking for a mirror or sounding board in the mentor. When the client is an autonomous seeker his/her expectations from the mentor vastly differ from a learner who wants to be led by the hand and rescued. Most clients conditioned from upbringing seeks answers rather than **wanting to find the answers for themselves**. In this context if the mentor is not clear of his role he or she abdicates responsibility for his/her life and the mentor takes over to meet his or her unfulfilled need for power or relationship needs to control another. The best mentor is one **who feels secure within**, who does not need to prove anything to others or to oneself. In this state of being a mentor functions selflessly and makes oneself redundant in a mentoring engagement.

7.2. Coaching and mentoring relationships ground rules

Like any professional relationship, coaching and mentoring work best when **trust is high and conversations they are conducted in an atmosphere**

of mutual respect. The following ground rules can help the relationship stay positive and focused:

- **Make time** to prepare before each session by reading through notes and reflections from previous sessions. **Think about** what you need to do to disconnect enough from the issues and demands of your day job to be able to listen well and to be able to think.
- **Take time** after a session to record your initial reflections and document any observations you want to have to hand for the next meeting.
- Be **punctual** and **make the room** as welcoming as possible.
- Avoid **cancelling sessions** wherever possible and give your colleagues adequate notice and reschedule at the next available opportunity. Where sessions are regularly cancelled by either person, research studies suggest that the support programme is more likely to fail.
- **Stay in role and avoid changing hats** to a role outside your agreement (e.g. counsellor, consultant etc.)
- The purpose of this relationship is to support your learner in their **development at work**. Remember to keep the responsibility with them and to encourage them to own the process and access their own resources.
- Ask your clients to **give you feedback** to help you best meet their needs. There is an online automated evaluation method that becomes active when you mark a relationship complete so, please, remember to tick the box titled "*This relationship has now ended*" within each relationship file.

Please, find another important guideline for mentoring and coaching in the following list:

- be respectful,
- agree expectations of the role,
- agree support in line with the support request,
- agree clear boundaries,
- agree when and where meetings will take place,
- sign post when questions are outside of your area of responsibility or knowledge and experience,
- focus on the agreement – do not take on the role of counsellor,
- so signpost people to a range of information appropriate to inform their choices and options,
- work within appropriate levels of contact, with clear boundaries,
- be an enabler/supporter not a decision maker,
- no gifts or gratuities.

7.2.1. How the coaching relationship develops

The table below presents the development of the coaching relationship.

Identifying needs	<ul style="list-style-type: none">– Define skills in need of improvement or acquisition in order to perform a job competently.– Determine skills needed for career advancement and/or to reach minimum performance targets.
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	<ul style="list-style-type: none"> – Check previous performance appraisals for specific training promised – was it delivered?
Devising coaching sessions	<ul style="list-style-type: none"> – Allocate time to suit both coach (line manager) and employee – ideally after the month-end rush. – Build in time for correction of errors. – Prepare real-life scenarios, including supporting documentation.
Providing feedback	<ul style="list-style-type: none"> – Set expectations – ensure the employee understands what is required of him/her. – Do not look just for negative outcomes – identify areas of good performance for praise. – Provide constructive criticism – if time and circumstances allow, ask the employee to repeat certain tasks, asking why he/she is approaching it in a particular way (as much as possible, let trainees find their own answers). – If necessary, 'show and tell'.
Letting go	<ul style="list-style-type: none"> – Know when to delegate full responsibility to the employee. – Ask for external feedback if relevant.

7.2.2. How the mentoring relationship develops

Successful mentoring relationships tend to evolve through clear phases.

Building rapport

- Trust – the two participants should have confidence in each other.
- Focus – give the process your full attention, active listening and constructive judgement.
- Empathy – each party must respect the other's entitlement to a point of view and be understanding of their needs and motivations.
- Shared sense of purpose – both sides must see value in the relationship and able to discuss negative thoughts about it.
- Goal of independence – this requires an understanding that the success of the relationship will almost certainly mean an end to it (at least on a formal basis), and the independence of the learner.

Setting goals

- Define what the employee wants and how that will be achieved (this requires the mentor to scrutinize the employee's motivation).
- Create a project plan, broken down into actions needed to reach achievable sub-goals.
- Set out a step-by-step 'bottom line' of actual tasks that can be done now.

Making progress

A mentoring session will have gone well if:

- There was a clear agenda.
- Both parties focused on the issues – maybe even achieving some unexpected insights.
- Both sides were stretched intellectually.

- Both were prepared to step outside their comfort zone.
- There were clear action points or specific further thinking to do.
- Something useful was learned.
- Both were enthusiastic about meeting next time.

Winding up

Mentoring relationships that drift apart are highly likely to be remembered negatively by both parties. In contrast, those where the winding-up is planned and the achievements recognised and celebrated are almost always seen positively. This encourages mentors to take on similar roles again with new learners, while those who have been mentored well will be more open to the idea of taking on a mentoring role themselves in the future.

Typically, successful mentoring relationships will evolve into more informal, ad hoc but rewarding, long-lasting relationships, which can be highly beneficial and productive for the organisation. This is less likely where the mentoring relationship disbanded clumsily or was allowed to fade away.

7.3. Reviewing the mentoring an coaching relationship

Reviewing the coaching relationship

It is important to review each coaching relationship at regular intervals to ensure effective operation – this checklist will help you.

1. How long will coaching last and how will it fit into existing work schedules?
2. How will measure the level of success?
3. What suggestions does the employee have that might have a positive impact on the coaching sessions (e.g. 'homework', reading, shadowing)?
4. What coaching sessions might be adapted for providing coaching to this trainee in other skills – or to other people within the finance team?

When reviewing the overall coaching programme you should consider the following questions.

- How should the right people be identified and selected for coaching roles?
- How will we add to (a) our coaches' skill sets and (b) our pool of potential coaches?

Reviewing the mentoring relationship

It is important to review each mentoring relationship at regular intervals to ensure effective operation – this checklist will help you.

1. When is the mentoring cycle due to end and how will be this managed?
2. What are we going to evaluate within the programme and how are we going to evaluate it?
3. What are the key outcomes in relation to the original objectives/success criteria?

Session reality check for mentors–ask yourself these questions:

- What percentage of the talking did I do?
- Who asked the questions?
- Who found the solutions?
- Who did the creative thinking?

- Where was the power?

Reviewing the overall mentoring programme

It is also important to review the **overall mentoring programme**; this checklist will help.

1. How will we acknowledge and share the successes of the programme?
2. How will mentors, employees and other stakeholders be encouraged to contribute to improving the scheme?
3. Based on the results so far, can we confidently recommend opening the scheme to more people?
4. How can we continue to build/retain a pool of mentors for new employees or when re-matching is necessary?
5. Have we found the 'best' mentors? Will the scheme suffer from using mentors of lesser capability?
6. Are the business priorities still the same? Is the rationale for this type of scheme still valid?
7. To what extent can the management of the scheme be handed over to other parties?
8. What specific aspects of the programme's administration and support systems can be improved?
9. Can/should we make the next cycle less formal?
10. Should we opt for greater publicity this time? Can we use successful relationships as case studies?
11. What would make top management/line managers confident that extending mentoring will deliver significant benefits?

7.4. Conflict management

Conflicts are the daily life of all forms of social living. Conflict is an inevitable social phenomenon that characterizes relationships between people. First of all it is necessary to make a distinction between the conflicts that are created for the maintenance of the existing functioning and the conflicts caused by a change. Each innovation is linked to the arise of numerous and different conflicts, all caused by the "struggle" between the maintenance of the status quo and the perspective of a future situation that, not knowing its implications, often appears threatening: only if people can conceptualize a better vision of their future than their present, change is possible. We can say that a change is possible when "it goes through the conflict between today and tomorrow. In a certain sense, no change without conflicts can take place because when the person is forced to adapt to new conditions, the discomfort connected to the transition processes is always present. There are several conflict management strategies that can be summarized in two approaches:

Conflict suppression that entails negative effects:

- creativity reduction,
- lowering the quality and strength of decisions,
- initiative inhibition,
- deterioration of communication processes,

- relational pain.

Conflict emergence, whose positive effects are:

- stimulate cooperation,
- limit the "betrayals",
- encourage commitment,
- reinforce the sense of identity,
- activate higher levels of communication,
- improve the awareness of one's role,
- increase the psychic energy for innovation.

People come into conflict each other because they are victims of cognitive distortions and distortions due to self-defense. Let's see how these distortions occur:

Cognitive distortions:

- naive realism,
- excessive self-confidence,
- taking the game in play as a "fixed cake",
- illusory conflict (inclination to see an opponent in the other),
- tendency to confirm,
- halo effect,
- injury,
- unconscious inferences (cognitive premises for axioms),
- projection.

Distortion due to self-defense:

- partisan evaluations,
- reactive devaluation (giving greater importance to everything that is denied or made unavailable),
- effect determined by possession (ie the fear of losing against the other party is stronger than winning together),
- consistency between the different aspects of one's identity,
- the conflict also manifests itself when people, who depend on each other for the nature of their work, have different points of view, different or even conflicting interests or objectives,
- the inputs coming from the outside - in terms of needs, demands, expectations, proposals - cause disturbances to the internal balance, posing problems that demand to be faced and resolved.

Potential of conflict

We have repeatedly stressed that conflict is a natural and potentially generative component in relationships. In fact, conflict stimulates the multiperspective nature of thought, making sure that various perspectives regarding a situation are considered. Conflict stimulates a better understanding of themselves and other factors in relation to the tasks assigned. However, conflicts assume a negative or positive value depending on how they are managed, it being understood that, if neglected or denied, conflicts can potentially lead to destruction. We deepen these two sides of the conflict.

7.4.1. Destructive conflicts

Destructive conflict occurs when it interferes with the effectiveness of the work done and with a healthy work climate.

Typically, this type of conflict is characterized by a way of competitive communication in which one tries to influence the other simply in order to be right about their ideas, their solutions and points of view.

This creates a type of "**winner-loser**" relationship. The two members believe that only one of them can "win" and affirm himself on the other leading him to accept his point of view.

An evident result of these dynamics is the rapid deterioration of the work environment and interpersonal relationships.

In this way it is created a particular context where each of the two members stays on the defensive, limiting the expression of their ideas in order to not risk that these ideas are evaluated aggressively or badly judged from the other.

In these cases the conflict moves from the professional to the personal level, also interfering with productivity, effectiveness and efficiency of work.

Characteristics of destructive conflicts:

- Competition: people feel in constant competition. The interaction is experienced as a challenge.
- Egocentrism: people are more interested in their individual benefits than those of the work group.
- "Winner-loser" approach: decisions and solutions are formulated looking at the advantage of a well-identified part.
- Narrow-minded atmosphere: comments, proposals and criticisms are not accepted by the single parties in contrast.
- Defensive communication: touchiness; resistance to change (people see every new idea or suggestion as a threat to the current way of doing things).
- Personal attacks: people use aggressive, sarcastic and opposite verbal and non-verbal phrases.

7.4.2. Constructive conflict

Constructive conflict is present when members of a working group are aware of the fact that disagreement is a natural aspect within group dynamics, indeed it is a necessary step for achieving common goals.

Attitudes that are adaptive at all times are functional and constructive. Many conflicts are a mixture of competitive and cooperative impulses. Constructive conflicts adequately compensate the interests of both parties to maximize opportunities for mutual gain. Constructive conflicts contain an element of creative adaptation that arises from the realization that it is necessary to know both, one's and other's, interests and goals so that we can find a way both parties are willing to walk to find a mutually acceptable result. Focusing on the process, not just on

the outcome that a person wants, is the key to the productive management of conflicts.

This type of attitude is reflected in the types of communication characterized by **cooperation**: we listen to the ideas and opinions of others with attention, interest and positivity.

Communication is used to highlight common objectives and the factors that combine them. It is a kind of communication that encourages a "common advantage" orientation in which everyone can claim to be winners.

This positive atmosphere pushes people to express and freely motivate their points of view by focusing on the content of the problems or issues addressed rather than on personal aspects. In order to encourage constructive conflict, communication should clearly highlight the interest of members in listening to each other's ideas and points of view, willingness to change their perspective on a topic and respect for the integrity of other group members and the opinions they represent.

It is in this context that people are comfortable in expressing their thoughts, actively and constructively participating in group activities.

Characteristics of constructive conflicts:

- Cooperation: people willingly work together; actively participate; dialogue and mutual respect are present; there is a positive atmosphere.
- Attention to the objectives of the task: people focus their attention on work goals and not simply on individuals' goals.
- "Common advantage" approach: the taken decisions and the identified solutions are for the benefit of all the members of the group, not for just one or for a few.
- Open atmosphere: people welcome suggestions, proposals, criticism from everyone.
- Supportive communication: people listen carefully and empathically because they are genuinely interested in the ideas and opinions of others, providing constructive feedback.
- Attention to professional issues/problems.
- Orientation to change.

For these reasons constructive conflict is an important factor for the effectiveness of work by allowing people to broaden their understanding of the issues/problems faced, enabling them to develop a wider range of ideas and solutions.

It is important that the mentor knows how to recognize the signals that mark constructive or destructive conflict within a working group.

Making conflicts constructive is not always simple because it is individually necessary to win pride and self-centeredness, actively seeking to recognize the importance of the others' contribution by stimulating active participation.

7.5. Checklist

Help to shift the context	<ul style="list-style-type: none">– Help the learner to envisage a positive future or outcome.– Help the learner to envisage worthy goals and inspire them to move towards these.
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	<ul style="list-style-type: none"> – Examine, collaboratively, their commitment to their goals.
Listen effectively	<ul style="list-style-type: none"> – Act as a sounding board, asking helpful and challenging questions. – Demonstrate respectful listening (providing an ear but not giving advice). – Show empathic listening (verbal/non-verbal behaviours that show sincere interest).
Identify feelings	<ul style="list-style-type: none"> – Help learner to identify motivators for success. – Listen for words but underlying meaning as well – mentors need to detect emotions and feelings and respond appropriately to them. – Reinforce belief in positive potential for growth beyond current situation.
Use constructive criticism	<ul style="list-style-type: none"> – Discuss negative behaviours without judging. – Recognise repetitive patterns of behaviour and counsel to break the pattern. – Ability to confront negative attitudes and behaviours without being destructive. – Provide insight into unproductive strategies and behaviours.
Provide appropriate information	<ul style="list-style-type: none"> – Offer non-judgemental, sensitive responses – provide professional guidance. – Present multiple viewpoints to generate more in-depth analysis. – When appropriate, suggest possible solutions or sources of helpful information.
Encourage learner autonomy	<ul style="list-style-type: none"> – Empower learner's self-confidence. – Identify and create learning opportunities. – Make statements that encourage personal actions to fulfil expressed objectives.
Encourage exploration of options	<ul style="list-style-type: none"> – Help learner to consider multiple options beyond the obvious or 'tried and true'. – Encourage learner to choose the path and make it work.

7.6. Observation grid

Coaching/Mentoring Review Form

Learner Name:	
This form is to be completed after setting goals for coaching sessions and, again, at the final session to review progress with the client. Although not mandatory, it will help us to assess and review benefits and impact of coaching. Where appropriate you may be approached to produce a case study of your experience.	
Contracting Phase Date of session:	Review Phase Date of session:

Goals for Coaching/Mentoring? <i>(if goals change during the course of the sessions please provide details)</i>	Were the goals achieved? Please provide details.
What would success look like in meeting these goals?	What differences has coaching made to you?
What do you think the benefits might be to your organization?	What impact has the coaching made for your organization?
After your final session please indicate:	
How many sessions you had? 1, 2, 3, 4,	
Where were the sessions held? Client location, Coach Location, phone, other?	

Coaching/Mentoring Feedback Form

FEEDBACK: I would like you to provide me with feedback following our sessions.	
How did you found the Coach/Mentor's style?	
Did the sessions meet your expectations?	
Would you recommend Coaching/Mentoring to others?	
Please describe how have things changed since undertaking coaching?	
Have you considered undertaking any coaching/mentoring course in the future?	
Other points/elements which I enjoyed or found particularly helpful are:	
1.	
2.	
3.	
Areas which I did not find helpful or where I was expecting more are:	
1.	
2.	
3.	
Name of Learner:	
Date of feedback completed:	

7.7. Links and key competences

Links

1. Skills and Knowledge Book The Role of the Mentor and Coach Sheffield City Council: <http://www.londonleadingforhealth.nhs.uk/sites/default/files/coaching%20%20mentoring%20hanbook%20final%20version-April2014.pdf> (SOTTO)
2. http://isfoloa.isfol.it/bitstream/handle/123456789/1566/Isfol_FSE29.pdf?sequence=1
3. <http://education.qld.gov.au/staff/development/performance/pdfs/dp-mentoring-handbook.pdf>

4. <https://www.associazioneitalianamentoring.it/aim-aps-approfondimenti>
5. <http://www.disabilitysheffield.org.uk/admin/resources/e-book-1-role-of-coach-and-mentor.pdf>

Key competences

- ▶ **Understanding Self:** demonstrate awareness of own values, beliefs and behaviours, recognises how these affect their practice and uses this self-awareness to manage their effectiveness in meeting the client's, and where relevant, the sponsor's objectives.
- ▶ **Commitment to Self-Development:** explore and improve the standard of their practice and maintain the reputation of the profession.
- ▶ **Managing the Contract:** establish and maintains the expectations and boundaries of the coaching/mentoring contract with the client and, where appropriate, with sponsors.
- ▶ **Building the Relationship:** skilfully builds and maintains an effective relationship with the client, and where appropriate, with the sponsor.
- ▶ **Enabling Insight and Learning:** Work with the client and sponsor to bring about insight and learning.
- ▶ **Outcome and Action Orientation:** demonstrate approach, and use the skills, in supporting the client to make desired changes.
- ▶ **Use of Models and Techniques:** apply models and tools, techniques and ideas beyond the core communication skills in order to bring about insight and learning.
- ▶ **Evaluation:** gather information on the effectiveness of their practice and contributes to establishing a culture of evaluation of outcomes.

QUIZ

1. Mentors and mentees need to have:

- a) Identical management
- b) Learning styles
- c) Similarities in general interest and background

2. In order to react effectively a mentor must:

- a) Decide to carry on the relationship even if there is no input from the mentee/coachee
- b) Be a good communicator
- c) Set up a one-sided relationship

3. Which is the purpose of monitoring activities?

- a) To get feedback on the development of the mentoring plan
- b) To make a statistic on the mentoring plan
- c) To record every kind of information

4. What is critical for an effective mentoring engagement outcome?

- a) Mentee's motivation
- b) Mentor's personal disposition
- c) A and B are both correct

5. When does the "Redefinition" phase occurs?

- a) At the end of the relationship when both parties choose to work together, but with different expectations

- b) At the beginning of the relationship, when the parties get to know one another
- c) At the end of the relationship, when the relationship ends and contact decreases

6. Identify which are the correct ground rules of a mentoring relationship:

- a) Take on the role of counsellor
- b) Avoid cancelling sessions
- c) Be a decision maker

7. What of the following information is correct?

- a) Agree when and where meetings will take place
- b) It is not important to agree clear boundaries
- c) Be a decision maker

8. What of the following information is correct?

- a) Mentor should not create a project plan
- b) Mentor should set out a step-by-step bottom line of actual tasks
- c) Mentors and mentee shouldn't be prepared to step outside their comfort zone

9. Which are the positive effects of a conflict emergence?

- a) Stimulate cooperation
- b) Reinforce the sense of identity
- c) A and B are both correct

10. When should the mentor/coach fill the Review Form?

- a) After setting goals for the session and at the final session to review progress with the client
- b) At the beginning of every session
- c) At the end of every session

Annexes: Cases studies of Mentoring and Coaching regarding the "Entrepreneurship training for people with disabilities"

Preamble

In the following section you can find interesting real cases of mentors working in the field of disability. Through the reading and studying of this cases you will have a complete picture of the work developed by mentors and coaches and will provide you a useful tool for future cases.

Please, use the case as example, good or bad practices and to reflect on them. Here we propose some questions that can be useful to use the cases:

Reflect

- Has the mentor's role been important in learner's life?
- Do you agree with the solution?
- Do you think that the methodology of cases is suitable for people with intellectual difficulties?
- Do you consider that problems are an opportunity to develop learning?
- Is ergonomics learning forgotten?
- What would you do? How you would solve the problem?
- Do you think it's good to impose a solution when the learner agrees but the family don't?
- Have ICTs improved the situation of isolated people?
- Analyzes the Mentoring Approach.
- Do you think the mentor's methodology is adequate?

Erwann

Erwann worked during 20 years as a building worker. His health didn't allow him to go on in this field and, when he was 44 years old, he decided (because of his health condition) to completely change of path: he liked dogs, had always had several ones simultaneously and wished to become a Labrador breeder. However, he knew nothing about the entrepreneurship, nothing about the aids for persons with disabilities and felt quite lost in spite of his desire to setting up his business.

On the advice of a friend, he met a counsellor specialized in the support of disabled people and, thanks to him, learnt that he could get some financial aid if he wanted to settle in dog breeding. This information encouraged Erwann who decided to meet professional breeders.

He looked for dog breeding in his town. He choose to avoid Labrador breeders due to he didn't want trigger distrust if they thought they would later be competitors. He found three breeders who agreed to receive him.

The first one he met was in a hurry: he showed Erwann his breed, the place, the dogs and quickly left him. Till now, Erwann doesn't know why this man accepted his visit.

The second one was very kind and very pleased to have a visitor. He offered him drinks, cakes and conversation about everything but the real purpose of Erwann, who had difficulty to leave after two hours. He well drunk and ate but nothing about dog breeding.

Fortunately, the third one was passionate about his activity and showed willingness to share his experience (40 years) with new breeders.

Erwann, very impressed by the enthusiasm of this man asked him if he would like to mentor him while he was preparing then starting his business. The man agreed at once, saying he would be happy to help in a field he knew very well.

They agreed on a mutual commitment and, guided by his mentor, Erwann could successively make the good choices:

- he found a good place to settle,
- he dealt with competitive suppliers to buy the necessary material,
- he met several veterinary practitioners used to work for breeders,
- he learnt to handle the administrative issues,
- and even met other breeders used to assist one another in emergency.

The mentoring lasted three years. Erwann is now 47 years old. He is well settled and very happy in his new activity. He is very grateful towards his mentor.

Mentoring, strictly speaking, is over, but he and his mentor are still in contact and meet regularly to discuss their passion. Erwann is still attentive to good advices.

Rosario

Rosario has suffered significant mobility limitations since she was a child, she has a 45% degree of disability, and she is working at the accounting department of a company whose corporate purpose is the wholesale of aesthetic products. Her main task is to provide support to the head of department in accountancy. The arrival of this person has caused that Rosario has been relegated in the majority of the functions that she was carrying out, and now, the head of the department asks her to do other tasks: to pick up and file papers, make phone calls, sort tables, or bring coffee.

Rosario feels very bad. Her low self-esteem has been increased by her status as a person with a disability and it make difficult to recognize that maybe it is starting a situation of discrimination, even at risk of losing her job.

This situation continues for a long time and Rosario does not comment anything to her relatives. She lives in fear of being fired. Days before the imminent arrival of the letter of dismissal, the head of department has had a private interview to advance the news to her. The department is going to end her contract; in any case that service is going to be outsourced. If she wants to continue as a supplier, is not a problem for the company.

Rosario goes to the counselling center that accompanied her to get this job. The mentor does not consider it a bad new, but an opportunity for her.

Rosario was not happy in her job, and the new situation gives her the opportunity to create a company to host the subcontract that the company proposes to her.

Rosario agrees. She had also thought about it, but she doesn't have entrepreneurial skills. "So improve your skills. Do the proper training" – the mentor said.

That's how Rosario chose the following areas in which she had to improve before creating her own company. With advice from her mentor, she enrolled in a training center for people with disabilities to the following workshops:

- Creativity: creation, maturation and validation of business ideas.
- Business administration: the business plan.
- Marketing: development of a marketing plan.
- Skills for entrepreneurs: key skills to undertake.

When Rosario had completed the process of improving her competencies, she set up her own company.

Mariola

Mariola is one of the participants of a chambermaid course. She has a mild intellectual disability, with a 33% handicap, has a couple and a small child. Mariola got the Primary School certificate and then quit from studying. She joins an internship in a hotel on the coast, where she integrates and adapts perfectly. She is happy with the internship as she is learning a lot and has a very good relationship with her workmates. Her greatest motivation is to complete the course with a view to obtaining the professional certificate which will help her to find a job in a future.

The mentor focuses his work on control and evaluates what she is learning to be aware of her improvement and her continuous learning.

When the internship ends, Mariola evaluates the internship positively. Hard work that has been paid off with everything she has learned. Mariola feels it will be worth it to find a job in the future, but at the moment she does not want to work. The company also evaluates positively Mariola's work: interested in work and learning, punctual, strict with the rules, following a good method of work and has managed to perform complex tasks and in the time required.

During this period, the supported employment specialist visits the hotel weekly to hold individual interviews with the participant and biweekly for interviews with the mentor assigned by the company (in this case the governess), keeping track of practices and making sure that everything runs its course with normality.

At the end of the internship, the company is interested in hiring her, but she refuses for family conciliation problems. Her tutor, knowing the situation of Mariola offers to the hotel hiring Mariola with a mercantile contract. Mariola could become self employee and work for this and other hotels from home and go to the hotel punctually when necessary. For Mariola is a good starting point as she can conciliate her personal and professional life. And, if the hotel accepts, she will have a good first client. The hotel agrees with the solution as they would have less tax duties and less fixed costs. The mentor would accompany Mariola during the first six months. Mariola agrees. She has obtained the certificate he sought after the internship and it seems adequate to accept a formula that can combine her preparation, her disability and her desire to reconcile work and family.

We can appreciate that, thanks to the process, the problems of conciliation are solved. Furthermore there is a change in the motivation of the participant since, at the beginning of the process was to obtain a degree, and after the process is to be a professional and create her own business.

Costanza

Costanza made a life for herself in the countryside. After the school she started to work in a doghouse where she realized that she has a special gift for caring for small and fragile animals. A few years later, Costanza purchased several Yorkshire terriers and a miniature poodle and began breeding them. Initially, this was only for pleasure, but eventually she began to sell the puppies of the registered parent dogs.

Costanza has a disability that sometimes limits her strength, and she was realistic that being in her 40s, she would not be able to live only with the doghouse salary. She needed a reliable income. Costanza was referred to START- UP Mentoring programme by her counsellor at the Employment Center. Subsequently, she took several classes offered by the programme where she met her mentor. Her first and current mentor was Fabio who was a consultant in public financial management and spent time working on projects related to small business development or financial management in government.

The relationship with her mentor evolved from Fabio giving his opinion and advice – particularly speaking from his experience – to now a more level relationship where Fabio acts as a sounding board for ideas. “I value his opinion. Having a mentor has definitely helped me. Often it doesn’t need to be anything more than clarifying something in my mind – crystallising it”. Costanza said. Costanza and Fabio studied the local environment and started to realize an idea about business. With the information she learned and thanks to the support of the mentor, Costanza wrote a draft business plan. In it, Jacquelyn was able to articulate all the details of breeding and operations of her planned kennel, which would include indoor-outdoor runs, a security camera system for night monitoring, and equipment and supplies to care for her dogs, allowing her to do most of her own veterinary care. Fabio assisted her with the financial management aspects of the plan and helped her to find funding for the supplies and equipment she needed. The plan’s financial projections showed that her kennel could bring in a reliable income to sustain Costanza in her chosen lifestyle.

With a sound business plan and the Regional micro-enterprise grant program funded her start-up expenses, and Costanza became a successful entrepreneur who is self-sufficient. With her new equipment and supplies, Costanza was able to increase her breeding to meet the market demand and plans to add grooming to her services. Fabio helped her to customize her business to fit her own physical abilities and needs.

Rodolfo

Rodolfo suffers a moderate mental retardation, with a disability of 45%. He wants to be an entrepreneur. Ever since he was a child, he wants to run a bike shop, so from the guidance center he has been enrolled in a training program of the basic areas to be entrepreneur. It's adapted to the Rodolfo's disability. But the mentor didn't know that Rodolfo also has hyperactivity.

He was able to finish an initial professional training of mechanics at school, due to the adaptations in the course, avoiding the theoretical lessons, and having the continuous support of the teacher of practices. He knows that he must learn something about invoices, how to deal with Public Administrations, to reflect on the business model he wants, but he can't stand sitting for so many hours. His parents have requested an appointment at the orientation center and they have shown their willingness to take Rodolfo out of this training. They scold him because he moves, he is not happy, and they don't believe that any of this project ends well. They even express their confidence that Rodolfo can work someday fixing bicycles for friends or neighbours.

The mentor deeply regrets the situation of Rodolfo, it's sad, but to fulfil his dream, he have to improve his entrepreneurship skills, otherwise it will be worse.

The mentor showed the problem in meeting with his colleagues. Once exposed the whole path of Rodolfo, he told them that nothing could be done. But one of his colleagues had a brilliant idea: "You have said that Rodolfo learned only with practices during his initial professional training; let's do the same". And looking for solutions, they designed training for him only with the methodology of seeing practical cases to work on them without theoretical lessons. It would be exciting for the mentors; perhaps they could learn something important from other learners.

So, the team of mentors wrote real cases of entrepreneurs that they knew; they described the case to Rodolfo and together studied it with an adapted methodology of analysis of cases, asking questions such as:

- Taking into account the following aspects, what is the attitude of this entrepreneur with respect to some basic entrepreneurial competences?
- Identify the strengths and weaknesses of the employer.
- Do you think that the entrepreneur will succeed if he continues to do things this way?

It was a success. Everyone, Rodolfo and his tutors felt that they had improved their skills to undertake.

Romuald

Romuald was 49 years old when he decided to set a business. He had been a butcher for more than thirty years, always employee in successive small butcheries. His condition had deteriorated: he had used to carry heavy loads (animal carcasses) and his back had been damaged. Recognized as disabled worker, he didn't feel to remain an employee and to have to negotiate with the boss to get new work conditions which could be compatible with his state of health. So, he wanted to settle in the countryside and takeover a butcher shop. His idea was to hire two apprentices who could do the physical hard job (carrying and cutting the animal carcasses) while he would serve the clients and develop a delicatessen. He knew that he would also need a cashier.

Romuald was very creative and fancied to propose particular services to the inhabitants of the village and surroundings. He imagined also buying a truck and travelling the countryside to deliver products to isolated and/or old people. He wished, too, take agreements with the nearest little town council to propose preparing festive meals.

When he met his counsellor in the Employment Bureau and exposed his ideas regarding the settlement of a business, he was advised to ask for the support of a coach. Indeed, he knew what he wishes to do, but didn't see how to make his dream a reality. Was it realistic? In how much time? With what means? Many questions that he had yet no answers.

Romuald found a coach who accepted to help him to make his mind regarding his project. They met once a week during three months. Guided by the coach, Romuald went and saw some butcher's to takeover in the countryside. This way, he got concrete information: amount of money needed to settle, loans to be expected from various structures, necessary time to get clients (when the butcher's had been closed long time ago), price of professional material, staff costs...

At the end of the coaching, Romuald had made his mind: his project was realistic but not realizable in the short term. Actually, to settle the business he wanted to create, he needed serious money and hadn't enough for the moment. However, he knew he would be able to get some cash in the future by selling an inherited house still held in common with his two cousins.

While waiting the house can be sold, Romuald is again employee, but not as a butcher. He works in a pizzeria where he registers the phone orders and dispatches them to pizzaiolos.

Romuald says he is happy to have been coached. He claims that, if he hadn't, he would have tried to start the business without mastering all the aspects of the entrepreneurship and would have failed.

Francisco

When the mentor saw the work done by Francisco, he realized that Francisco was not responsible for his own decrease in productivity. The company had called its Social Services unit, through which Francisco had been hired, to analyze the problem and establish a program of learning of appropriate behaviours in the workplace.

Francisco suffered a spinal injury with crippling lithesis from L1 to L5. Luckily his mentor was an expert in ergonomics and understood that the problem of Francisco was not skill or knowledge, but to learn new postural behaviour in the workplace.

The ergonomic analysis of the workplace, aimed especially at the manual activities of the industry and the manipulation of materials, is a tool that allows a vision of the work situation, in order to design jobs and tasks safe, healthy and productive.

The mentor was a great connoisseur of the Rula method. The RULA method was developed to evaluate the exposure of workers to risk factors that can cause disorders in the upper limbs of the body: postures, repetitive movements, applied forces, static activity of the musculoskeletal system, etc. The final value provided by the RULA method is proportional to the risk involved in performing the task, so that high values indicate an increased risk of developing musculoskeletal injuries.

The mentor made a thorough analysis of Francisco' working conditions. He used a 3D computer program to, through photographs, show the businessman and Francisco what was happening to him. So they redesigned the work place, and started a programming with Francisco to adjust their posture in an ergonomic way, and so his column would not suffer the punishment it was enduring.

When the businessman adapted Francisco's workplace better, and he took into consideration the ergonomic aspect of the job, learning better postural hygiene, the problems were disappearing.

Francisco was deeply grateful to his mentor. He did not understand what was happening, he still had the same motivation as at the beginning of his professional career, but something was acting as a brake. The preparation of his mentor had been crucial for everyone to understand what had to be learned in this whole case in the workplace. The businessman was also extremely happy. He highly valued Francisco.

Blanca

Blanca has deafness. He uses hearing aids in both ears and is able to read the lips and make himself understood orally, although with difficulty. However, whenever possible, she uses the Spanish Sign Language (LSE).

With his parents and siblings she communicates orally, but, without realizing it, they have been constructing an orality in which Blanc finds it difficult to communicate with other people. Until the age of 16, she studied in a special education school where there were children with different disabilities. She received an oral education and teachers and colleagues understood "their expressions", and never had difficulty to understand her. Her father, a computer teacher at an FP institute, enrolled with him, and Blanca became an expert data recorder. Blanca had no difficulty in understanding with her father, who explained all matters. She kept her friends from school, so she made no new friends in high school, and made no effort to communicate with anyone.

With 24 years, Blanca got her first paid job and with a work contract. They spent three months doing tasks as a data recorder. To communicate with her, the company gave everything in writing and she performed perfectly. But she barely had relationships: "Good morning", "Hello, how are you?" that's all.

Blanca's mother came to the counselling center because Blanca did not want to stay at work. It was a serious problem, the company paid her a salary above average and she did not understand her daughter. When the mentor analyzed Blanca's work realized her isolation. There were three other deaf companions, but she neither knew the sign language nor was able to express herself intelligibly.

The mentor reunited the whole family to a session. Tactfully, he told them that since her childhood Blanca had been understood speaking badly, and orality is such an effort for a deafness person who believed that it was no longer worth correcting. But all his companions spoke sign language, and that would allow him to understand with them and with non-deaf companions who were also able to use initially the sign language.

Blanca's mother did not agree. She did not agree with the sign language as she considered it a way of exclusion and they could not understand each other in the future. But the father asked Blanca about it and she said "It's what I've always wanted." And so it was that Blanca learned sign language; practicing with her co-workers took very little time to do well. And today she keeps her job.

Amanda

Amanda is 29 years old, hardworking, optimistic, and not afraid to learn. But in the negative part of his character she is impulsive, stubborn and immature. The smallest of a family of six siblings is been over protected.

Amanda has completed basic training in catering services and says that she likes cooking. She got an opportunity to work for six months in a social lunchroom. Her family asks a mentor to train her in the workplace.

The mentor prepares a suitable program for Amanda. To do this has created the following scheme of strengths and limitations in on hand and tasks and requirements of the job in the other to analyze what kind of job is adequate for Amanda.

Assessment of Amanda's attitudes and their limitations.

Strengths:	Limitations:
<ul style="list-style-type: none">– Motivation, optimism.– Self-confidence.– Good relationship with co-workers.– Want to demonstrate what she can do.– Able to do all her tasks.– Good time management.– Good disposal to learn new things.	<ul style="list-style-type: none">– Problem to control her character, immature, impulsive.– Problem to differentiate fiction from real.– Difficulty controlling emotions.– Does not work very well under pressure.– Should expand her culinary repertoire.

Tasks/functions of kitchen helper:

- prepare the food,
- cooking,
- clean/sort,
- meet standards and integral security,
- performing assigned tasks.

Requirements:

- logical sequence of steps,
- time available/brevity,
- methods of economy,
- effectiveness with or without supervisor presence.

Reflect

- Would you approve this scheme?
- Would you change something?
- What would be your recommendation?

Luis, María, Plácido and Viviana

Luis, María, Plácido and Viviana, were proposed to form a working group in a telephone call center. All four had a disability and had been prepared for it. Or so the entrepreneur believed.

The problems began soon, they had not acquired the necessary knowledge and their relationships began to fail. They had been hired with special assistance, forcing the employer to keep his contracts for three years.

The businessman was a bit desperate, until he was told a mentor: a specialist in promoting workplace learning.

The mentor told him about Problem-Based Learning; it is one of the most ingrained learning methods in recent years. The mentor convinced him that there is no better learning than that arising from problems and that the workplace is the ideal place to do it.

It is a teaching-learning strategy in which both the acquisition of knowledge and the development of skills and attitudes are important, in problem-based learning a small group of workers meets, with the facilitation of a tutor, to analyze and solve a problem selected from those occurred between them.

During the interaction process of learners to understand and solve the problems a diagnosis of their own learning needs is achieved (in addition to learning the knowledge of the job). Understanding the importance of working collaboratively makes them develop skills in analysis and synthesis of information, in addition to being committed to their learning process.

The mentor convinced the entrepreneur that:

- Understanding of reality arises from interactions with the environment.
- Cognitive conflict when facing each new situation stimulates learning.
- Knowledge is developed through the recognition and acceptance of social processes and the evaluation of the different individual interpretations of the same phenomenon.

The entrepreneur has relied on his model. Today he believes that problems are an incentive for learning in the workplace. Luis, María, Plácido and Viviana have a lot of work to do.

Bastian

Bastian has decided to create his own catering company. He is an enterprising, creative and forward-thinking person. He does not scare the adventure and has a great capacity of adaptation to any new situation. He always takes the lead in any meeting and has a great ability to mediate conflicts that arise among his peers. He has a visual impairment, but with his limited vision can do many tasks. He wants to rehabilitate an old house in the countryside for rural tourism. He also has a great training in this specialty because he liked it when he was young; and he loves the business world, so he has taken a business management course. As Bastian lives in the countryside, he cannot assist as he wants to an orientation center, so with the help of a course he decides to analyze his entrepreneurial skills.

For this Bastian checks their attitudes and their abilities:

- enterprising person,
- creative and foresight,
- adaptability,
- has initiative,
- ability to mediate conflicts,

but he also has adequate skills

- training in the specialty of tourism,
- has a course in Business Management,

and also check what to improve:

- the ability to solve problems (decisions, take responsibility),
- the social skills (cooperation, teamwork, take on new roles),
- different aspects of personal skills (self-confidence, motivation to perform, learn to think critically, learn independently),
- eagerness of creativity and personal initiative.

So, Bastian decided not to start before he could find an online mentor to accompany him in his process and help him in his weaknesses.

Manuel

Manuel started a business in the technological sector. But he would also like to be a teacher, although a problem in speech prevented him. He had an important stuttering, which made him to find refuge in the “virtual world” where he can interact with others without his stuttering impedes it.

He was a specialist in computer games and self-taught person:

- to undertake means to see problems and create solutions to respond those problems or needs,
- to undertake means to have a vision and to take a step forward to create what we dream,
- to undertake is learned undertaking.

He made a list of the ways in which we learn, to apply them to entrepreneurship:

- we learn looking and understanding our environment,
- we learn to contextualize as a team the solutions that we consider useful for users,
- we learn by listening experiences from others,
- we learn by experiencing and making mistakes,
- we learn from stories written by others,
- we learn reading books,
- and writing our own stories.

Manuel had learned to be a reflexive person to improve his skills and abilities for entrepreneurship. He was doing very well with his video game company, but his list gave him a special idea. He was 28 years old and could already be considered a successful entrepreneur, but he continued to think that he would be a good teacher. And that was how his idea was born. He created a platform to help others to learn to undertake. He prepared his web complementing activities related to entrepreneurship with different sections. The most success was the section Cases of Entrepreneurs, in which its readers told their experiences and learned from each other. He became to be a mentor and to create a mentoring online tool where the users were mentors and learners at the same time. Manuel had a stuttering problem, but managed to find the right environment where his entrepreneurship can be developed. He himself was an example.

Joaquín

Joaquín has a diagnosis of violent behaviour at times. He does not reach physical violence, but sometimes he loses control. At the moment he is not suffering many crisis and he wants to take over his parents' supermarket, which in the future will be his supermarket. He goes to an orientation center to help him get his emotions under control. The coach proposes to use the situations that occur to him during the working day; and so whenever he suffers an outbreak will follow the following methodology.

Impulsiveness

Reflect on another recent incident to which you responded so impulsively that even you surprised yourself. Let's look at the similarities between the two incidents and see what causes those responses.

Tolerance to conflict

Remember another complicated conversation you would have recently. How long did it last? The answer will give you a clue about your level of tolerance for imbalance. Let's see how we raise your tolerance level.

Confrontation

When you find yourself involved in a complicated conversation, do not take the first opportunity to get out of the way. Try to hold on and stay in the conversation until the next opportunity. Now, evaluate the situation again and try again. If you progressively expand your bandwidth for conflict and chaos, you will discover skills that were already there or muscles that you can now reinforce. It will be much easier for you to stay in your place on issues that matter to you or that affect you directly. You will feel more comfortable.

Difficult decisions

Remember now some of the complicated decisions you have made in the past, such as which university to go to, whether to buy that house or not, to accept a job... Why did you find it so difficult? What process did you follow to make the decision? Think that I independently the decision you made, you survived. If you think you were wrong, what have you learned from the experience you can apply in the future? Would you have changed something along the way to get a more positive result?

The mentor and Joaquín worked a full year in relation to their violent behaviours until getting reduced. So he could begin to approach his entrepreneurial side and start taking over his parents' supermarket.

Reflect

- Propose two behaviours related to the aggressiveness to work with Joaquín.

Amanda

Amanda is an architect, she hadn't worked for 4 years. She has reduced mobility and uses a wheelchair. Since she had finished her studies at the University she always had projects coinciding with the period of economic growth, even sometimes she had to say "no" to some projects. With the crisis in the construction sector, she had to face a totally new situation: she had to go out and "look for a job", in a professional sector with low demand.

Her challenge at the beginning of the coaching process was getting motivation to undertake, and above all, to recover the desire to do projects. She didn't dare to draw again in front of a design, she didn't dare ask for a job to collaborators with whom she had worked throughout her professional life. Throughout the process, Amanda was discovering alternatives that, although they were not related to its profession, had never done them, nor had never propounded them.

Her mentor dedicated two sessions to find alternatives and to reflect on the viability of each one. From here, she already started to contact some people in the sector, and the fact of re-enter the labor circuit made her feel much better.

She was positively surprised to receive a better welcome within her workforce, than she had imagined, because she clung to the negative thoughts of the mind that often slow us down. Now, whenever a thought like, "I will not be able to," come to her mind, she remember what she had worked with the coach, to answer "why not?", "you have worked for years as a good architect".

Amanda listened to her coach. She reset her mind as a computer and began to change all the thoughts that had limited her during these four years of unemployment, and replace them with thoughts that would help her to face her new situation.

She broadened her interest in sectors where she could contribute with her professional background and she defined a plan of action for each of them, also identifying the resources she needed. A few days after the closing of the coaching process, which had lasted six months and twelve sessions, and in parallel to the research, carrying out activities that brought her a temporary profit, she began to work on a project on his own.

When she said goodbye to the mentor, she read a phrase from Hölderling's Hyperion: "Man is a God when he dreams and a beggar when he reflects". The mentor said: "Amanda you have done what you have to do, you dreamed like a God and you reflected as a beggar, having the courage to ask for advice; do it whenever you think you need it".

Jose Manuel

José Manuel was recommended by his psychologist to go to the Center for Employment Initiatives in his home town. He does not know what to do with his life. He was diagnosed with bipolar personality, but today with his treatment lives an almost normal life. The mentor knows that he cannot advise him if he does not want to reflect on his deepest desires, and on how he sees his working life. Thus, he proposes to start a battery of tests in which together they will configure an itinerary to arrive at what he wants to fulfil.

First worked with the past/present:

- How would you describe yourself?
- Tell me two accomplishments/things that have given you the greatest satisfaction?
- During the last five years, what aspects of your person, work, etc. Have you been criticized? Do you agree?
- What makes you think you did not get good results?
- What are the circumstances that most upset you?
- And how do you usually react to them?
- How do you try to achieve your professional and personal goals?
- What have you felt when you have achieved some?
- Define for which task you are skilful.

In this phase the mentor found two aspects with which he had to work: the low self-esteem and the strong perception of his own disability as incapacitating; But he found something very important to help him: Jose Manuel was a handyman, he was able to fix everything and he would like to dedicate himself to making money with that skill. The mentor was also aware of his panic to be stressed or under pressure. Afterwards he worked to set up a future of work "Where would you like to work considering your ability to repair things?"- asked the mentor. Jose Manuel didn't know what to answer so they decide the best option is to start an own project. They thought to set a bicycle workshop at Jose Manuel's home, and start to fix small appliances, giving a margin of important days to customers to not feel pressured.

The tutor spoke to his mother. She was an awake woman who worked part-time as a cashier in a big supermarket. The mentor talk with the mother about the new project, Jose Manuel will need her support and help picking up the orders, talking to the clients, and, above all planning the work to Jose Manuel not feel overwhelmed in a short time. The mother fully committed to the project. Today, the workshop works perfectly, another mechanic has been hired and José Manuel's mother works there fulltime.

Answers for quizzes

Chapter 1

1a, 2c, 3a, 4b, 5a, 6b, 7a, 8c, 9b, 10b

Chapter 2

1a, 2c, 3b, 4a, 5a, 6b, 7c, 8c, 9c, 10a

Chapter 3

1c, 2c, 3b, 4c, 5c, 6c, 7a, 8c, 9a, 10a

Chapter 4

1c, 2c, 3c, 4c, 5c, 6a, 7c, 8c, 9a, 10c

Chapter 5

1c, 2a, 3c, 4b, 5a, 6b, 7c, 8c, 9b, 10c

Chapter 6

1b, 2c, 3b, 4a, 5b, 6a, 7c, 8b, 9c, 10a

Chapter 7

1c, 2b, 3a, 4c, 5a, 6b, 7a, 8b, 9c, 10a

„The publication contains valuable content that could be useful for disadvantaged people on the labor market (especially people with disabilities), making them aware of the importance of entrepreneurial activity and involvement of various groups in inclusive entrepreneurship. It can affect the change of attitudes, is an opportunity for economic independence and, above all, for social integration, which in the case of dysfunctional persons is very important, as it counteracts social exclusion.”

fragment of the review: dr hab. Teresa Piecuch

Partners:



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