



Guide

**How to Coach disabled
women for developing**

inclusive entrepreneurship



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100 Mirrors Inclusive
Erasmus+ project
Women Empowerment with No Limits

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PREFACE

This Guide has been created under the 100 MIRRORS INCLUSIVE initiative, an Erasmus+ Project funded by the European Commission through the Erasmus+ Program of the EACEA.

The main objective of the project is to train women from EU countries, with disabilities, in the field of entrepreneurship and self-employment, so that they can successfully face the process of becoming autonomous entrepreneurs.

The guide aims at inspiring and improving the competences of the mentors who want to help women with disabilities to engage with entrepreneurship, sharing with them their own experiences, visions and values. It consists of five units, through which the concept and the basic principles of inclusive entrepreneurship are being presented. Cooperation, communication and evaluation of the inclusive mentoring are being analyzed in a comprehensive and friendly way.

This guide does not substitute other scientific approaches of inclusive entrepreneurship. On the contrary, its purpose is to trigger mentors who aspire to work with people with disabilities to study and embrace as many resources and theories that can help in the evolution of this procedure, as possible.

Fedemp

Project Leader 100 Mirrors Inclusive

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Inclusive Entrepreneurship

MAIN AIMS /OBJECTIVES OF THIS LEARNING TOPIC

The main aim of this topic is to present and define the role of “Inclusive entrepreneurship” (IE) as well as presenting the professional tools and services to anyone willing to become an entrepreneur, and how such tools and services can be adapted for women with disabilities. To present online and onsite tools and services and their combination, enabling candidates to create their personalized itinerary to start-up. To present coaching, mentoring, work-based learning and training to women who are not yet ready to start a company. This unit will also present self-employment, previous work experience of aspirant entrepreneurs, motivation barriers to women with disabilities within entrepreneurship and the role of social economy.

LEARNING OUTCOMES/ EXPECTED RESULTS

After finishing this chapter, you are going to be able to:

- Comprehend the meaning of Inclusive Entrepreneurship (Knowledge)
- Articulate the role of Inclusive Entrepreneurship and its tools and services (Skill)
- Define the barriers of entrepreneurship for women with disabilities in Europe (Skill)
- Define the work-based learning and its forms (Skill)
- Define the social economy (Skill)
- Understand best practices in Inclusive Entrepreneurship (Attitude)
- Define the recommendation for Inclusive Entrepreneurship (Skill)

KEY WORDS/ PHRASES

- Inclusive Entrepreneurship
- Social Economy
- Motivation
- Work-based learning
- Great Questions
- Tools and services in IE
- Self-employment

DEFINITION OF INCLUSIVE ENTREPRENEURSHIP

Based on the analysis of scientific publications and other documents, it can be concluded that the entrepreneurship of women 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 women who own companies shows that women with either physical or other disabilities 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. Borowska, 2013.

Entrepreneurship of women 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 women 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 women is a source of increased prosperity for the various disadvantaged groups as well as for society as a whole. Borowska, 2013.

Inclusive entrepreneurship is in principle a new concept not only in the Polish language, but also in the theory of entrepreneurship. This is the concept of including social groups excluded from the labour 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. Inclusive entrepreneurship is first and foremost emphasizing the barriers that potential entrepreneurs and the nascent entrepreneurs from these social groups are experiencing, which are underrepresented in the statistics of private entrepreneurship. Source: Krzysztof Wach Cracow University of Economics.

What is Inclusive Entrepreneurship? This 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 lead 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 and 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 “.
(University of Syracuse)

According to another definition : *“It is entrepreneurship that contributes to social inclusion, to give all people an equal opportunity to start up and operate businesses. Target groups are those who are disadvantaged and under-represented in entrepreneurship and self-employment, including youth, women, seniors, ethnic minorities and immigrants, disabled people and many other groups.”* Retrieved from <http://www.oecd.org/cfe/leed/inclusive-entrepreneurship.htm>

IMPORTANCE OF INCLUSIVE ENTREPRENEURSHIP FOR WOMEN WITH DISABILITIES

Based on data from the Central Statistical Office, it can be concluded that women 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 women 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 women are not always ready to take on such a challenge.

Professional activity of women 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 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 women with disabilities helps them regain their confidence such that they can live actively in their environment without fear and shame. Lubińska-Kasprzak, 2010. The above arguments indicate that entrepreneurial activation of women with disabilities may be an important instrument to counteract social exclusion of this group.

BARRIERS AND OBSTACLES TO ENTREPRENEURSHIP OF WOMEN WITH DISABILITIES

Persons with disabilities must constantly face a variety of obstacles and constraints that prevent or significantly reduce their full participation in society, which in turn often leads to social exclusion and poverty and reduces the full enjoyment of civil rights. Therefore, barriers to professional mobility and greater dependence on family members and careers should be eliminated or reduced in order to encourage more active participation in the labour market, professional development and social and economic life.

Ewa Lisowska, a university lecturer, sees barriers to entrepreneurship for women with physical disabilities, such as: education, traditional socialization and access to finance for business ventures.

Educational barriers are the lack of information and detailed knowledge on how to set up, run and develop your own business. Surveyed women say they are missing or often have low interpersonal and managerial skills, but the barrier is too costly for any training. Traditional socialization that preserves the traditional division of social roles by gender, causes women to lack self-confidence and faith in their skills, to underestimate their knowledge and skills. Lisowska, 2001.

Moreover, the mental handicaps of people with disabilities also include lower levels of education and qualifications, a lack of social training that limits interpersonal contacts and acquisition of social competence, low self-esteem, worsening of health, lack of acceptance of the environment and motivation for taking up and running their own company or self-employment. Elimination of stereotypes about women is a long-term process and requires ongoing action, but it can be accomplished with the involvement of many stakeholders. The situation of women with disabilities is much more disadvantageous because they face significant difficulties in accessing education, vocational training and employment, as well as experiencing inequalities in access to credit and other productive resources and rarely participate in decision-making.

Therefore, from the economic and social point of view, it is necessary to promote and facilitate the entrepreneurship of women and to increase their participation among business owners.

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 - have a social mission. Thus, the social economy, meet the needs of its members or dependents, often perform tasks, which neither the state nor the other operators comply to effectively.

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.

<http://wiadomosci.ngo.pl/wiadomosc/83813.html>

MENTORING

Mentoring - is a specific form of providing help and support to people in difficult social or life situations, primarily related to adaptive problems. Mentoring is based primarily on volunteers who share their time and experience, providing the best and most effective ways of supporting mentees in their pursuit to acquire new skills and knowledge needed to be independent and effective in today's world. Mentees feel supported, helped and of interest while not losing their autonomy and self-reliance or responsibility for themselves.

Mentoring is an effective tool for managing human resources. It is widely used in the Western societies, and mentoring programs are based on its core assumptions, i.e. sharing knowledge and providing care for first-time business people.

WORK-BASED LEARNING AND ITS FUNCTIONS

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. <https://ec.europa.eu/epale/pl>

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,

Based on: Adult education in the aspect of professional development and realities of the contemporary labour market, Anna Lubrańska - University of Lodz.

<http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-9096618b-a01b-4d9e-a71d-fcbef7a840cf>

The vocational situation of women with disabilities is often discussed in a variety of ways. They refer not only to the labour market, but also to the possibilities of education, development and acquisition of new skills or professional development for people with disabilities. Obviously, the question of acquiring education and, consequently, raising qualifications is an individual matter for every woman. It is worthwhile, however, to make an effort to overcome your weaknesses, to make plans, and above all to strive for the goal you set.

For many women with physical disabilities starting their own business can be the best way to find a job and earn money, and in many cases, sometimes the only way. This form of activity also allows optimal adaptation of the work to the needs of a person with a disability.

RECOMMENDATIONS FOR 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 women 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 labour market needs
- Promotion of role models, disabled women 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 women transform their ideas into action, even though entrepreneurship is about learning by doing.

CONCLUSION

Speaking about women with disabilities, we must remember that we are talking about women-citizens who cannot be judged on the basis of their disability, they do not like that at all. They face the same challenges as every woman, they are also somebody's friends, daughters, mothers, wives and employees. They have many roles, just like all women. They are talented in many ways, have skills and enrich our society by increasing diversity. It is important to consider this positive contribution to appreciate, promote and take care of a situation in which these women's life plans are taken into account and have equal chances to be implemented in line with the plans of women in good health.

We live in a society accustomed to women with physical disabilities in roles other than business women. In fact, there are no reasons why these women would not be valued experts, or working in managerial positions, and to be successful in these roles. On the other hand, due to cultural conditions and existing beliefs, we see the need to promote such a path of development, e.g. through mentoring and training. We enable ambitious and talented women with disabilities to take on the managerial path and encourage them to overcome their concerns.

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<http://www.cop-ie.eu/thematic-groups-entrepreneurship-education-tools>



Principles of Coaching and Mentoring

MAIN AIMS /OBJECTIVES OF THIS LEARNING TOPIC

The main aim of this topic is to present Mentoring and Coaching practices, their connection with entrepreneurship and their basic principles with a simple and comprehensible way. Such principles need to be integrated into these women's mentality and attitude to enhance their effort for continuing personal and professional development while improving their performance.

LEARNING OUTCOMES/ EXPECTED RESULTS

After finishing this chapter, you are going to be able to:

- Comprehend the meaning of Coaching and Mentoring
- Articulate the key principles of Coaching and Mentoring
- Locate the common points between Coaching and Mentoring
- Define the Competences needed by someone acting as a coach or a mentor
- Evaluate your work status in order to decide the appropriate methodological procedure.

KEY WORDS/ PHRASES

- Coaching / Coach / Coachee
- Mentoring / Mentor / Mentee
- Personal Development, Skills Development
- Goals
- Performance Improvement

INFORMATIVE MATERIAL

In this chapter we present the factors that are challenging for those who wish to engage with entrepreneurship and stretch out the most dissuasive ones for women. There are many ways to acquire entrepreneurship competences through education or outside the education system. Mentoring and coaching are widely recognized practices for acquiring skills and competences. However, Coaching and Mentoring serve different needs and therefore they are approached with different methodological approaches. In order to understand the differences and the common points, both models are presented and explained. There is also a presentation of the competences that someone should possess in order to act as a Mentor or a Coach. The three basic pillars these competences are divided in and the principles on which those pillars are standing on are also presented.

CHALLENGES OF CREATING A BUSINESS

There are many factors that influence the decision to create a business. Data from Eurobarometer survey suggest that having an appropriate business idea (87%) and the ability to access the necessary financing (84%) are two of the most important factors (EC, 2012). However, underlying this decision is the individual's perception about the desirability and feasibility of entrepreneurship. That is, whether business creation is viewed positively relative to working as an employee and whether it is a realistic option. Women were much less likely than men (not shown) to prefer self-employment to employment (33% vs. 42%) and were also less likely to view self-employment as feasible (26% vs. 35%).

Both men and women identified access to capital for business start-up as the most significant barrier and had similar likelihoods of identifying it as a barrier (22% for women and 20% for men). Men and women also had similar likelihoods of being constrained by a lack of skills, a high risk of failure and significant consequences of business failure and administrative difficulties. However, women were more likely to identify a difficulty reconciling self-employment with family responsibilities (8% vs. 4%) and a lack of business idea (8% vs. 6%).

EDUCATION AND TRAINING IN ENTREPRENEURSHIP

Entrepreneurship education in schools, vocational education and training and higher education helps youths develop a positive attitude towards entrepreneurship and provides an opportunity to learn basic entrepreneurship skills so that youths can start higher quality businesses that are more likely to succeed (OECD/EC, 2013).

But entrepreneurial skills and attitudes may be developed outside of the education system. Entrepreneurship training outside of formal education can be targeted on specific groups of motivated entrepreneurs and can focus more on practical skills development. Training programs typically deliver entrepreneurship modules over a number of weeks but there is also significant scope for the development of online courses.

Entrepreneurship skills

Entrepreneurial skills are a combination of technical skills, business management skills and personal skills required for starting and operating in business and selfemployment. They include, for example, opportunity recognition, team building, negotiation, strategy development, risk management, financial planning, and marketing.

Supporting the acquisition of entrepreneurship skills is important for not only increasing start-up rates but also improving the quality of business start-ups.

Retrieved from Inclusive Business Creation: Good Practice Compendium

COACHING AND MENTORING

Coaching and mentoring are two different methodological approaches of empowering people in both personal and professional fields and helping them to develop useful skills in order to achieve their goals. Although these approaches have common elements, they also have important differences that in the first place let us distinguish them, but also decide which of the two

approaches is appropriate for a certain person under certain circumstances.

Coaching is typically a rather short-term relationship aimed at developing the skills of an entrepreneur. It is a collaborative process, in which the participants have clearly defined roles. The coach is responsible for developing short-term goals and guiding the coachee towards the goal by providing constructive feedback. The coachee is responsible for generating ideas and options, taking action to achieve the goal, and reporting progress. According to Meggison and Clutterbuck (2004), ***“Coaching relates primarily to performance improvement (often short-term) in a specific skills area. The goals, or at least the intermediate or sub-goals, are typically set with or at the suggestion of the coach. While the learner has primary ownership of the goal, the coach has primary ownership of the process. In most cases, coaching involves direct extrinsic feedback (i.e. the coach reports to the coachee what he or she has observed).”***

There are two key words for coaching: personal development and performance improvement. According to J. Whitmore (2009) the basic element of a successful coaching procedure is awareness of the situation and responsibility.

Mentoring is also a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing skills and knowledge that will enhance the less-experienced person’s professional and personal growth. These relationships are typically more long-term than the coaching relationship. Mentoring relates primarily to the identification and nurturing of potential for the whole person. It can be a long-term relationship, where the goals may change but are always set by the mentee, who owns both the goals and the process. Feedback comes from within the mentee - the mentor helps them to develop insight and understanding through intrinsic observation, that is, becoming more aware of their own experiences.

Coaching and mentoring schemes can be provided either as stand-alone programs, or a component of an integrated scheme. To be effective, there must be a high level of trust between the individuals involved in coaching and mentoring relationships. Women are more likely to prefer local access to business support services such as training and mentoring. For inclusive entrepreneurship, coaching is strictly related to paying special attention to the needs of the client and matching them with a coach or mentor who understands the challenges faced. Often, the coach or mentor is from the same target group. Most public policy initiatives seek volunteer coaches and mentors from the local business community. According to Rivera (2014) mentors are often role models who help the mentee to realise his/ her special gifts. Under the light of the above we conclude that inclusive mentoring or coaching to women with disabilities initiating from women who are role models and experiencing disability is an excellent mentoring/ coaching methodological approach.

To increase the chances of being effective, initiatives should use a matching process that considers both individual and business characteristics and provide training to coaches and mentors to strengthen their communication skills and improve their knowledge about the barriers that clients face (OECD/EC, 2014). It is also important to set a time limit on the relationship to avoid a relationship based on dependency and to track the progress made during the relationship to ensure expectations are met. (OECD iLibrary)

IDENTIFYING COMMON POINTS BETWEEN COACHING AND MENTORING

According to Hawkins (2006) neither coaching nor mentoring is about teaching, instruction or being told what to do. As learning styles, their essence is facilitation. It should never be confused with simply giving advice or even feedback. Their role is to ask the right questions in order to generate individual self-awareness which can, in turn, lead to informed decision making, at whatever level of concern. It is not about giving the right answers - the mentee / coachee probably already knows them. Their task is not to magically solve the problems but to question how you go about looking for solutions. Both procedures have a common goal: the personal development of the coachee/ mentee and her /his transformation in a way that give her the opportunity to improve her / his abilities and skills and improve her performance.

Coaching

- Aims at the short term targeting and certain skills and competences.
- Development of competences and sufficiency.
- Building work capacity in a holistic way.

Mentoring

- Emphasis to self-knowledge and setting goals.
- Aims at a long term development procedure for undertaking future roles and responsibilities.
- Promotion of personal development and evolution.

Πίνακας 1 Differences of coaching Πηγή: Bond & Seneque, (2012)

COACHING - MENTORING COMPETENCIES

Both mentoring and coaching are methodologies which lean on the competences of the coach or mentor who must listen carefully and attentively, ask precise and “clever” questions, reframe what the coachee/ mentee say in a different way. They should also be able to reflect positively on the coachee/ mentee and review the achievements but also the new goals. This kind of reflection is being achieved easier when the mentor acts as a role model and her personal story moves the mentee in a positive way.

According to Alexander and Renshaw (2005) a number of key competencies are important in order for somebody to act as a coach or as a mentor. They suggest that these competencies should be divided in three basic pillars: relationship, being and doing. Relationship pillar is strictly attached to open and honest interaction to others. In the second pillar, what they call “being”, coaches need to have self-confidence to be able to work with their coachee through difficult challenges. They also need to maintain an enabling style, to avoid slipping into a directive approach with their coachee, and to be self-aware. In the third pillar, what they call “doing”, coaches need to hold a clear methodology, to be skillful in applying the method and its associated tools and techniques, and to be fully present. (Alexander and Renshaw, 2005)

Let's have a look on the principles on which those pillars are standing on:

Coaching Principles

- The coach should not replace the coachee
- S/He should be an active listener and have an empathic attitude (these matters are going to be analysed in the communication chapter)
- Use Observation skills
- Be Present and Turn Off the Inner Dialogue (do not give in to the urge of preparing your answer)
- Avoid Jumping to Premature Conclusions
- Be Impartial and not judgmental
- Do not "advice"
- Bring Out the Best in People and Let Them Lead
- Ask questions and "act as a mirror"

Mentoring Principles

- Mentoring requires the will for cooperation from both mentor and the mentee for the development of an interactive, confidential relationship whose main characteristics are communication, trust and respect.
 - Mentoring evolves definite time commitment
 - The mentee always has the control of her own learning process
 - The purpose of mentoring must be mutually established by the mentor and mentee with clearly defined goals/ outcomes
 - Mentoring is not a friendship or a parental relationship
 - Mentoring does not impose opinions and solutions
 - Mentoring does not evaluate, does not compare, does not train
- (These principles are going to be analysed in the Communication Chapter)

Links for Useful resources:

http://www.cimaglobal.com/Documents/ImportedDocuments/cid_tg_mentoring_coaching_Aug08.pdf.pdf



<https://www.mindtools.com/pages/videos/active-listening-transcript.htm>



https://www.salto-youth.net/downloads/toolbox_tool_download-file-1354/coaching%20chart%20and%20techniques.pdf



<http://www.oecd-ilibrary.org/docserver/download/8415011ec011>.



EVALUATION ACTIVITIES

Some of these activities should also be connected to the Mirror's Interviews in order that we make sure that the material is going to be used both by Coaches and Coachees, mentors and Mentees. So we are going to wait for all the mirrors to be uploaded in order that we may choose the most appropriate in activities like:

• Evaluation Activity 1

- a. Having seen or heard the videos of the Mirrors' interviews we may find coaching principles. Please find them and write them down. Afterwards try to put them in a priority order regarding their importance in your opinion.
- b. After having finished studying the whole Guide please do the same procedure. Have you distinguished principles that you couldn't in the first phase of the exercise?
- c. Has your priority order been changed and why?

• Evaluation Activity 2

In the in interviews we may find out many of the Chapter's Key words. Please locate them and make the connection with their professional choices and success factors.

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Establishing and maintaining a good working cooperation with the Mentee

MAIN AIMS /OBJECTIVES OF THIS LEARNING TOPIC

The main aim of this topic is to illustrate the way to a mutual beneficial relationship between the Mentor and the Mentee. The purpose of mentoring is to establish a formal relationship between two people, a mentor and a mentee, with learning and development at its core and the fulfillment of clear and mutually defined goals as its intention. The top and foremost objective in this two-way collaboration is the trust between the two parties and clear roadmap of what the mutual responsibilities are. Communication (the role of which is going to be extensively discussed in the next chapter) is key in this unit and also a high level of confidentiality. The mentor and the mentee need to explore if they can work together. They are determining the alignment of values, establishing a mutual respect, agreeing on the purpose of their relationship, and establishing the roles, behaviors and expectations.

At the beginning of their mentoring relationship, mentors and mentees should discuss how they want to structure their partnership. How do the parties make a mentoring relationship with so many different components come together and work? They focus on their interpersonal relationship first by respecting their similarities as well as their differences. They develop a structure for their mentoring partnership that encourages appropriate timing, contains sufficient challenges, and achieves mutual outcomes. They allow the relationship to evolve in a structured, yet flexible manner that capitalizes on the strengths of both the mentor and mentee.

AFTER HAVING FINISHED THIS CHAPTER, YOU ARE GOING TO BE ABLE TO:

- Understand the competences of Mentoring relationship
- Understand the meaning of Empathic Attitude
- The importance of confidentiality
- Able to create a Mentoring Partnership agreement
- Able to create a Mentoring Action Plan
- Reconciliation between private and professional life
- Providing and getting feedback
- Understand the meaning of two-way communication Building trust between the mentor and the mentee
- Keeping the rapport alive
- Positive and constructive feedback on professional and personal development areas

Key words / phrases

- Coaching / Coach / Coachee
- Mentoring / Mentor / Mentee
- Empathy
- Trust
- Respect
- Relationship
- Cooperation

UNDERSTAND THE COMPETENCES FACTORS OF MENTORING RELATIONSHIP

Mentoring is an effective method of helping inexperienced individuals develop and progress in their profession. The keys to establishing a successful mentoring relationship include creating a relationship of trust, clearly defining roles and responsibilities, establishing short- and long-term goals, using open and supportive communication, and collaboratively solving problems. Successful mentor/mentee relationships happen when both parties are engaged, flexible, authentic and there is reciprocity.

KEYS TO SUCCESSFUL MENTORING RELATIONSHIPS



One of the first records of a “mentor” is found in Homer’s The Odyssey. A wise man named Mentor is given the task of educating Odysseus’ son, Telemachus. When Odysseus went to fight in the Trojan War, he entrusted the care of his kingdom and his son to Mentor, a wise and trusted counsellor.

The Merriam-Webster dictionary defines mentor as a trusted counsellor or guide. A mentor is an individual, usually older, always more experienced, who helps guide another individual’s development. The mentor’s role is to guide, to give advice, and to support the mentee. A mentor can help a person (mentee) improve his or her abilities and skills through observation, assessment, modelling, and by providing guidance.

MENTOR ROLES, RESPONSIBILITIES AND BENEFITS

The mentor’s role is to teach, guide and help shape the professional growth and learning of the mentee and to serve as a positive role model. Mentor responsibilities:

- Shares information about his/her background, skills and interests
- Tells mentee how he/she can help
- Listens actively
- Serves as a positive role model
- Helps mentee set educational/career goals
- Provides encouragement for building self-confidence and self-esteem

- Offers mentee constructive and meaningful advice and feedback
- Celebrates milestones and achievements with mentee
- Acts as a resource for information about careers
- Educates mentee on workplace expectations

BENEFITS OF MENTORING FOR THE MENTOR

- Demonstrates expertise and shares knowledge
- Opportunity to build leadership skills
- Enhances skills in coaching, counseling, listening and modeling • Contributes to the professional development of a student
- Gains insights and different perspectives from future members of the profession
- Gives back to the community
- Builds relationships with potential interns and new hires for organization

MENTEE ROLES, RESPONSIBILITIES AND BENEFITS

The mentees role is to seek guidance and constructive feedback on his/her professional development and career goals. Mentee Responsibilities:

- Takes responsibility for keeping in regular contact with mentor and actively participates in the relationship
- Assesses academic/professional strengths, learning and developmental needs, values and short and long-term career goals
- Develops a plan with mentor for achieving these goals
- Follows through on commitments and goals
- Respects the mentor's time
- Maintains confidentiality at all times
- Openly shares successes and failures
- Is receptive to feedback and coaching
- Takes advantage of opportunities presented by the mentor

BENEFITS OF MENTORING FOR THE MENTEE

- Assistance in defining career goals, strategies and outcomes
- Develops a meaningful professional relationship with mentor
- Increases professional connections and network
- Gains knowledge of workplace expectations
- Builds self-advocacy skills and confidence to be successful
- Access to potential internships and job opportunities

DEVELOP A RELATIONSHIP OF TRUST

Develop a relationship of trust. Relationships need to be built before any effective mentoring can take place. An environment of trust and mutuality must be established. It is important for the mentor and mentee to become acquainted with each other (Kutilek & Earnest, 2001; Mincemoyer & Thomson, 1998).

- Begin each relationship with a getting-to-know-you session.
- The mentor should greet the mentee warmly and help the mentee identify his or her professional needs and goals.
- The mentor should learn about the mentee's educational background and experience, and share information about his or her own background and experience.
- The mentor can then continue to build upon the mentees strengths, needs, and goals throughout the mentoring period.

DEFINE ROLES AND RESPONSIBILITIES

Clearly define the roles and responsibilities of both the mentor and the mentee. Typically, a mentee is more receptive to feedback if he or she feels like an active participant in the relationship (Mincemoyer & Thomson, 1998). Questions to consider include:

- What will the role of the mentor be?
- What types of mentoring will be most effective?
- What are the responsibilities of the mentee and mentor? For example, the mentee may be required to attend specific training given by the mentor or complete a certain number of mutually determined goals during the mentoring period.

ESTABLISH SHORT AND LONG TERM GOALS

Establish short- and long-term goals. Mentors and mentees should work together to develop mutually agreed upon goals (Podsen & Denmark, 2000). These goals become the basis for the mentoring activities. For example, a mentor and mentee might determine they want to improve math and science experiences within the preschool classroom. A short-term goal could be to create new interest centres within the classroom featuring items such as sea shells, pine cones, rocks, and magnifying glasses. A long-term goal could be to facilitate ongoing classroom activities using the materials in a variety of experiences. The mentor would then support the mentee in reaching these goals.

Mentors need to provide constructive feedback to mentees on goal progression. Mentees should have an opportunity to be reflective on their actions and be given written feedback to review. The mentor can note their observations in a positive, constructive manner and describe any actions taken by the mentee in connection to the established goals. Later the mentor and mentees can review the observations and determine the next steps. Open, respectful, and supportive communication is essential to this process and should include the following:

- Active listening. Mentors must be skilled at actively listening to concerns. Feelings are important, and greater trust is established when a mentee feels he or she can safely share thoughts and feelings with the mentor (Starcevich, n.d.).
- Timing is everything. Mentors must be sensitive to the timing of feedback. If emotions are high or a mentee seems defensive, mentors need to back off and reschedule another time for giving feedback or address the perceived barriers.
- Value each other's feedback. Even experienced teachers can learn new ways of thinking and doing things. Mentors and mentees must value and be responsive to each other's feedback.

COLLABORATION TO SOLVE PROBLEMS

Be collaborative in solving problems. Mentors need to allow mentees the opportunity to identify concerns and potential solutions. Mentors should encourage mentees to take risks and do things differently by implementing creative solutions (Podsden & Denmark, 2000). Mentors can improve the outcome of their mentoring by doing the following together:

- Identify the specific concern.
- Brainstorm possible solutions. The mentor can offer ideas, but the mentee should be allowed to choose which plan to put into action.
- Select a plan to try, and discuss desired outcomes.
- Implement the plan. The mentor should be supportive and encouraging, and reinforce successful completion of the plan.
- Assess the outcome together. The mentor and mentee should be reflective and discuss the effectiveness of the activity and make adjustments as needed.
- Try another solution, if needed. It is important for mentors to remember that there are many different ways to address an issue and that the mentor's way may not be the most effective solution for the mentee.
- Celebrate successful results.

BENEFITS OF MENTORING

There are many benefits to successful mentoring relationships.

- Mentees are able to learn and grow under the mentor's guidance.
- Mentees are able to experiment with creative solutions to problems within a safe and supportive environment.
- Mentees become stronger and more intentional in their teaching.

CONCLUSION

Mentoring is an effective method of helping inexperienced individuals develop and progress in their profession. Extension staff have many opportunities to mentor volunteers and other community partners. The keys to establishing a successful mentoring relationship include creating a relationship of trust, clearly defining roles and responsibilities, establishing short- and long-term goals, using open and supportive communication, and collaboratively solving problems.

EVALUATION ACTIVITIES

It is very important that the mentor and mentee are able to communicate well together. Communication is facilitated when both the mentor and the mentee find that there is good chemistry between them. The mentor needs to know when the mentee is struggling and when they need your help sometimes even when they do not say anything, gut instinct is very important in these instances. The mentor should make it very clear to the mentee that if they are stuck and don't know how to proceed and what to do next, they need to let the mentor know that they need your guidance.

As a mentor your job is to make sure that your mentee is progressing. Stay in contact with them and make sure they feel supported and understood. Communicate with them about their progress. Make sure they are on task and ask how you can help them.

12 STEP COACH MENTOR CHECKLIST

Once you and your mentee have assessed fit and have agreed to continue, your mentoring relationship will benefit from clarifying expectations, setting goals and assessing progress towards goals.

At the first meeting you may wish to

- Discuss your background
- Ask your mentor to tell you about him/herself
- Discuss your goals with your mentor
- Clarify expectations—what can you reasonably commit to and what are your and your mentor's responsibilities
- Set goals and agree upon a plan for approaching them
- Schedule your next meeting

At subsequent meetings you may wish to

- Review the last discussion
- Discuss progress on any action items
- Ask open and clarifying questions that will further expand on feedback
- Ask for/listen for feedback from the mentor
- Share an honest account of your experience thus far
- Consider who else you should be talking to and ask your mentor for referrals
- Assess progress and determine when/how to bring closure to the relationship

In between meetings you may wish to

- Reflect on your discussions—were you and your mentee open, candid and supportive?
- Think ahead to the next meeting

CREATING A MEMORANDUM OF UNDERSTANDING FOR CONFIDENTIALITY PURPOSES

For a mentoring relationship to develop, both the mentor and mentee must feel that discussions of private issues or problems are being handled with discretion. The purpose of this Memorandum of Understanding is to protect both the mentor and mentee from a breach in confidentiality during the mentoring process. This is a sample of a Memorandum of Understanding. You can add clauses according to your needs.

Memorandum of Understanding

I, _____, agree to keep confidential the specifics of my discussions with my mentor/mentee, unless given permission to share this information with others.

I am also encouraged to discuss any concerns I have about my mentoring experience with the mentor/mentee. The Mentor will maintain confidentiality unless a breach of confidentiality is necessary to maintain someone's personal safety. I understand that a copy of this agreement will be given to my mentee/mentor and I will also receive a copy of his or her signed agreement.

The mentoring period will be from _____ to _____.

The mentoring period will/will not incur any financial obligations from the part of the Mentor/Mentee.

Name of Mentor/Mentee _____

Signature _____

Date _____

KEEPING A JOURNAL OF YOUR MENTORING EXPERIENCE

Goals are often achieved little by little as you consistently work toward them—daily, weekly, monthly. Encourage your mentee to keep a journal and to devise a plan to do each week, and use you as a mentor as a sounding board to help them achieve these goals. Goals are best achieved when they are written down and reported. This is also true for the mentor. Depending on the action steps you choose and the mentoring sessions with your mentee, you may need to report daily, weekly, or monthly. Some days you will be more successful than others; be patient with yourself and allow for mistakes.

It is highly recommended that you keep a mentoring journal. It will be a place to record and keep track of your questions that you would like to ask the mentee when you meet, plus it will help you to stay on track and to remember what you have done or plan to do. Use your journal to write down goals and to keep a record of your progress in mentoring the particular individual and write down the strategy in reaching for them. You can also use your journal as a tool to help you reflect and meditate on your mentoring experience and the answers to your questions that the mentee provides. You can record the promptings and impressions that come to you as you travel the mentoring journey with your mentee. When you reflect on goals, you can reflect on your choices,

failures, and successes, then write down what you thought about and the good ideas that came to you for improvement, always keep in mind that the mentoring experience is a journey and not a destination.

Challenge your past choices, especially the ones that haven't given you the best results. Create an action plan to improve your future choices. Keep trying. Never give up. And be sure to be kind to yourself when you have even a small a success. Remember that even though you are the mentor you do not know everything and you have your own person bias so that needs to be taken into consideration.

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Effective Communication

LEARNING OUTCOMES/ EXPECTED RESULTS

After finishing this unit, you are going to be able to:

- Understand what kind of communication has to be used (special focus on mentor and mentee with sensorial disabilities)
- Improve the mentee's communication skills
- Establish a communication plan with the mentee
- Learn how to ask powerful questions
- Acknowledge the vocabulary in sport coaching
- Create alternative and innovative ways to transmit a message
- Reach mutual trust
- Increase self-esteem in mentee
- Establish channel to keep in contact

KEY WORDS/ PHRASES

- Interpersonal communication
- Verbal communication
- Body language
- Questioning skills
- Interviewing skills
- Listening skills
- Empathy and assertiveness
- Open questions
- Communication plan
- Sport coaching
- Trust

INTRODUCTION

Before starting with specific recommendations and good practices for an effective communication, it is convenient to stop at some basic notions, because they rule its practical application:

- Communication implies a double function: expressing oneself and understanding what other people express. To define in a good manner the support that a person with disabilities needs, it is important to determine, as accurately as possible, how she can express herself and what she can understand from other people. If we don't notice this initial situation, it is possible that the support that we intend to offer her is not the most suitable, because the communicative capacity of the person has been overestimated, or on the contrary, because it has been underestimated.
- Communication is a two-way activity: it depends on the person who expresses himself but

also, on the person who receives the message. Thus, it is not enough to assess the communication capacities and/or limitations of the person with disability; it is also necessary to reflect on the communication skills and attitudes of the interlocutors. It is essential to promote the communicative intention and to reinforce the motivation and engagement of both parties, the sender and the recipient. The routine, the rush or lack of sensitivity and involvement can determine that we do not always act in the most appropriate way.

- Communication can lead to misinterpretations. It is easy to misinterpret what someone says, particularly if we don't use that person's usual communication modes. Thus, the person with disabilities can get a wrong interpretation of what we say. In the other way, we can interpret in a wrong way what the person with disabilities tries to communicate or even the understanding of what we wanted to say to her. This can be avoided by taking the necessary time, ensuring active listening and using continuous feedback.
- Communication is a matter of dignity and respect. Communication reinforces the dignity and equality of people and, therefore, it is essential that we provide appropriate tools to communicate with people with difficulties in order to respect them and treat them with dignity and equality.
- Communication is a right. Communication is a necessity for human beings and therefore it is necessary to consider it a right, actively defend it and promote its exercise, eliminating any barrier that prevents or hinders it.
- We must consider that communication is an ability to improve; our goal has to be a learning process.

In this section, we attempt to provide tools and knowledge to the mentor in order to reach her mentee with the less possible communication challenges.

CAPACITIES OF THE MENTOR IN RELATION WITH COMMUNICATION SKILLS

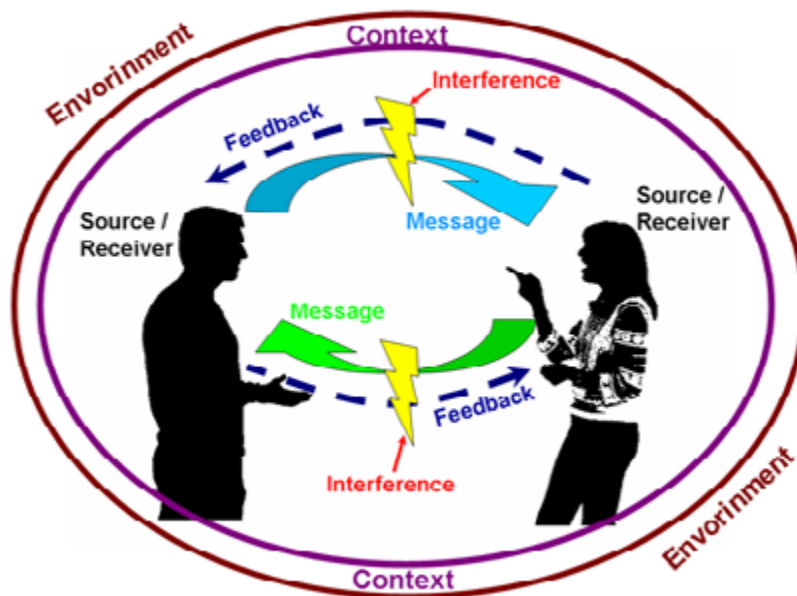
Learning Outcomes:

- **Define what kind of Mentor you want to be**
- **Use communication to enable efficiency**
- **Communication Plan**
- **Establish limits**

Is not just the voice but also the language and our body posture that are involved in our communication. The last two factors can give more meaning to the message than the voice. It is the reason why we have to learn how to use our voice and our posture in order to be the best mentors, using an inclusive and motivating language.

COMMUNICATION

Communication is a continuous process which connects us with the rest of the people. It is a human skill and, at the same time, a social requirement for everybody.



Source: <http://katekei.com/basic-components-of-communication/>

In the above picture, you can see all the elements involved in the communication process:

- Source. The source is the person who creates and sends a message. The source determines what is communicated.
- Receiver. The receiver is the person who receives the message in order to understand the meaning
- Message. A message is a stimulus produced by the source that affects the receiver. It can be intentional or not and, it may contain or not words, movements, expressions, sound etc...
- Environment. The environment in which communication occurs refers to the physical and psychological surroundings. It is the location where communication takes place. It includes also the relationships of the communicators, their feelings, attitudes, mood and perceptions.
- Context. Context means the situation, the circumstances under which the communication takes place.
- Channel. The channel is the way chosen by the source to transmit the message.
- Interference. Interference means factors that change the meaning of the message. Interference can be external and internal; barriers often cause them.
- Feedback. Feedback is the response to a message that the receiver sends to the source. It makes the communication a really shared process.

VIDEO 1:

Scan the following link, and you will find a video about the communication and their elements in order to understand it in a better way:



BARRIERS AND FACILITATORS

A communication barrier is something that could distort the message sent by a person. On the other hand, there are the tools to facilitate the message to transmit the proper meaning. We have to work with the proper tools in order to eliminate as many barriers as possible because an environment with barriers will not let us develop an efficient communication.

In general, we can differentiate four kinds of barriers:

- Physical barriers: the interferences produced by the environment. We can avoid them in an easy way. We are talking about noises which will not allow listening to the message sent ex radio or telephone interference; interruption of the internet connection while communicating remotely; even inadequate lighting or temperature can prevent the proper understanding of the message by the receiver.
- Expression barriers: refers to the meaning of the words. They take place when the words are not specific enough. For example: “as soon as possible” can mean “just now” or “when you can”. This can happen when a word has also two meanings.
- Attitude barriers: Those barriers are due to the values, habits or culture, of the people who participate in the communication process. For example:
 - Stereotypes: They occur when we make judgments about a person (which we do not know well enough yet) based on the idea we have of the social group in which someone belongs. Generalizations that we use to classify people may have a negative result as well.

Due to these barriers, people lose relevant information during the communication process. They prevent sending or receiving messages with clarity and precision due to physiological defects. These defects of communication, can affect a part or all of the message.

- Psychological barriers: represent the particular psychological situation of the person sending or receiving the message. Sometimes they are caused by emotional states (fear, hatred, sadness, joy) or prejudice to approve or disapprove what is said.

More specifically, we can list the following possible communication barriers for people with disability:

- Lack of knowledge of the needs and communication habits of people with disabilities, as well as the appropriate language to address them.
- The stereotypes and simplistic representations that often induce negative attitudes towards them.
- Ignorance of the importance of non-verbal communication.
- Lack of technological culture in the groups of people with disabilities
- Difficulty finding information when using some devices that tends to become more sophisticated.

If we are aware of these barriers, we can build communication facilitators in order to ease the situation. Let's see a set of communication facilitators depending on the disability:

HEARING DISABILITY:

- Draw her attention by touching her shoulder.
- Talk in front of her, looking at her face and never behind her.
- If you don't know Sign Language, speak slowly and clearly to her and have your face well lit.
- Verify the message comprehension.

VISUAL DISABILITY:

- Draw her attention by touching her shoulder; talk to her in order for her to understand that you are around.
- Talk in a descriptive way.

MOTOR DISABILITY:

- If someone uses a wheelchair, it is proper and polite to situate yourself at the same level.

VIDEO 2

In the following QR link, you can find an example of some barriers of communications that result in poor communications:



VERBAL COMMUNICATION

Verbal communication is a set of techniques that determine the general guideline that must be followed to communicate through words in an effective way. It is the way to express what we think without any barrier.

We use Verbal communication to communicate ideas or give some information about opinions, attitudes or personal facts; it describes or expresses feelings, agreements or disagreements, questions or arguments.

The words used will depend on the subject matter, the situation and targets of the interlocutors, so we, as mentors of women with disabilities, need to use an inclusive language. That language can't be associated with prejudices, popular idioms, usages or customs that result into discriminatory or excluding expressions.

So, first of all, we need to know the characteristics of this type of verbal communication, in order to understand the following points and can distinguish it from non-verbal expression. The features of verbal communication are:

- The voice is the basic factor. Technical elements as telephone or recorders can enhance it.
- Expiration of message. Body language may be subsidiary to Verbal communication.
- There is a variation of the meaning depending on the emphasis, tone or intonation.
- Perception influences the result because we perceive information depending on the expectations, assessments, moods, attitudes or preconceptions.
- Allows immediate feedback, because the message exchange is direct. It allows rectifying immediately.

According to the above, we may give different meanings to a sentence, depending on the combination of the voice and the words we use. The voice is a very important thing in our context. Words are needed but if we are not addressing them properly, the meaning will not be clear to the person, so the communication process could fail.

The voice has some important functions for the communication process:

- To show our personality. Our voice is personal, it distinguishes us.
- To communicate our feelings, attitudes and emotions.
- To generate images. The voice stimulates our brain to create images.
- To do the communication more interesting.
- Reveals more details about the message and about people who are listening. The voice reflects the true feelings which aren't shown with the words.

NON VERBAL COMMUNICATION

Most people combine and use verbal and non-verbal communication at the same time. Non-verbal communication is more important for a person with disabilities, sometimes it is the only way for an efficient communication. Mentors communicate with mentees when they are speaking and when they are not speaking. In fact, much of human communication is nonverbal.

Non-Verbal communication consists of postures, signs and movements of the body. Thus, we learn to read the message through observation and imitation of the gestures of other people.

The general characteristics of non-verbal communication are:

- It is complementary to verbal communication
- It sends stronger messages than verbal ones
- Non-verbal communication is compulsory.
- Its function is expressive and emotive.
- Non-Verbal communication is different depending on the culture, so we can't generalize.

Through this kind of communication, we can send an intentional or non-intentional message. Often these involuntary messages contradict what we are trying to express with words. In verbal communication, we receive a great amount of messages which aren't expressed by words: those messages are non-verbal communication.

We need to be aware of non-verbal ways of communication in order to achieve fruitful experiences between mentor and mentee.

COMMUNICATION PLAN

The below illustrates a structure model for a mentor's communication plan:

1. Goals: Short or long terms
2. Situation analysis: SWOT (Strengths, weaknesses, opportunities and threats)
3. Resources available: staff, consultants, budget, support...
4. Message: write the main point of your message
5. Strategies: how to get your goals
6. Channels used for contact with mentee
7. Assessment

RULES FOR GOOD COMMUNICATION

Learning Outcomes:

General skills

General rules and tips

Powerful questions

SKILLS

We have to recognize successful communication techniques, ways, factors and characteristics. It is necessary to recognize the social skills needed for successful communication as well. It is crucial when we use communication in working field. Communication will take a way or another depending on these skills.

ACTIVE LISTENING

Active listening involves forgoing all other activities for the time being and giving your full attention to the act of listening to ensure that you understand the speaker's intent as well as the feelings behind the speaker's words.

Active listening rules:

- Give the person speaking your full attention.
- Repeat the conversation back to them, in your own words, providing your interpretation or understanding.
- Reflect the content of what is being said back to the speaker; check her understanding of the message.
- Try again if their paraphrasing is not accurate or well received.
- Give feedback to the mentee of her feelings as well as the content (e.g. how did you feel when...? How did that affect you...?)
- Do not try to force conversation, allow silence gaps— and be aware of body language, notice changes and respond accordingly.

Finally, we can say that Active Listening requires to remain silent at certain times and that you must always keep your eyes, ears and mind open.

VIDEO 3:

In the following link you can watch a video where you can learn more about active listening:



REFLECTING LISTENING

Reflecting is the process of paraphrasing and restating the feelings and words of the speaker.

The purposes of reflecting are:

- To allow the speaker to 'listen to' their own thoughts and to focus on what they say and feel.
- To show the speaker that you are trying to perceive the world as they see it and that you are doing your best to understand their messages.

- To encourage them to continue talking.

Speakers are helped through reflecting as it not only allows them to feel understood, but it also gives them the opportunity to focus their ideas. It helps them to direct their thoughts and further encourages them to continue speaking.

There are two main techniques of Reflecting:

- **Mirroring.** Mirroring is a simple form of reflecting and involves repeating almost exactly what the speaker says. It should be short and simple. It is usually enough to just repeat key words or the last few words spoken. This shows you are trying to understand the speaker's terms of reference and acts as a prompt for him or her to continue. Be aware not to over mirror as this can become irritating and therefore a distraction from the message.
- **Paraphrasing.** Paraphrasing involves using other words to reflect what the speaker has said. It shows not only that you are listening, but that you are attempting to understand what the speaker is saying. It is often the case that people 'hear what they expect to hear' due to assumptions, stereotyping or prejudices. Your responses should be non-directive and non-judgmental.

Verbally reflect back what your mentee has said. It helps the mentee to feel understood. It helps the mentor to clarify their understanding of what the mentee said. For example: "It sounds like you are feeling worried about the abstract you have to present next week . . ."

SUMMARIZING

"A summary is a brief rundown covering the main points that you have covered in your conversation.", or in other words, synthesize and restate back what was discussed with the mentee. It clarifies understanding (by 'checking') and agreeing upon mutual responsibilities.

An effective summary maximizes the effectiveness of the communication that occurs through a checking with the speaker whether the summary is an accurate statement of what was said. The summary is not a 'statement of fact' about what was said, it is an opportunity to clarify with the speaker that the thoughts and feelings and viewpoints expressed have been transmitted accurately.

THE QUESTIONS

It is necessary to take advantage of and promote to the maximum the communicative capacities of the person. If we generate limited communication, based on closed questions and answers, we do not respect the person's right to communicate. It gives rise to confusion and misunderstanding and leads to increasingly limited topics of conversation. Gradually, this context is diminishing motivation and communicative intention. Promoting successful communication situations, is as important as avoiding failures because they can generate a feeling of frustration in the person that in turn loses interest in communicating.

But, what is a close or an open question? What kind of questions do we use while mentoring?

TYPES AND EXAMPLES

There are two types of questions: close and open ones. Closed questions are ones where you may answer, only with “yes” or “no”. These questions don’t give much information. Open questions are questions where you must answer with an explanation. These answers give more information, so we need to focus on such kind of questions.

According to de University of Melbourne, we have the following question types in mentoring (open questions):

Question Type	Examples
To initiate exploration, ask:	<ul style="list-style-type: none">• What factors are impacting on the situation?• How do they affect the situation?• What are the implications?• Why change?
To guide planning ask:	<ul style="list-style-type: none">• What are the desired outcomes?• How might these goals be achieved?• What actions would be needed?• What might be the consequences of the actions contemplated?• How will it be done?• What resources will be needed?• How will progress be monitored?• When will action begin?
To support experimentation, ask:	<ul style="list-style-type: none">• How is it going?• Are adjustments needed?• Are the expected outcomes being produced?• Are there unexpected outcomes?• What would be done differently next time?
To facilitate learning ask:	<ul style="list-style-type: none">• What do we know?• Are these facts or assumptions?• What else do we need to know?• What could be different?• What then, are realistic goals?

VIDEO 4:

In the following link you can watch a video about the effective communication:



CLUES TO FOSTER MOTIVATION THROUGH GOOD COMMUNICATION

Learning Outcomes:

- Messages to send
- Positive vocabulary
- Typical Sport Coaching Language
- Outdoor and creative activities
- Improve the communication of your Mentee

TYPE OF LANGUAGE

Our goal, as mentors, is to help our mentees in order to develop themselves in their professional field. For this reason, we need an effective communication with a proper and argued type of language. The mentor has to communicate without judgment, as a leader. She must always address the mentee with respect, intellectuality and solidarity.

POSITIVE LANGUAGE

Everybody can achieve success or important targets. Language is a very important aspect of success and we often underestimate its impact. Language has the power to transform emotions which are essential for positive results.

Examples of positive or open body language include:

- Eye contact (depending on the culture)
- Open or relaxed posture
- Nodding or other affirmation gestures
- Pleasant facial expressions

Furthermore, positive language should reflect in the mentor's questions:

- The questions should be written in a positive way
- Their answers will encourage the mentee to take action
- They should contain motivating statements: "you can do, you can take advantage, you can improve, you can grow..."

GRAMMAR FOR COACHING

Some advice of grammar from Typical Sport Coaching Language can help us:

- You have to know your mentee
- Prepare your session
- Be first at the predefined place of meeting
- Be short and quick in your explanation
- Listen and look at your mentee

- Be polite and respectful

Mentoring communication is based on questions and answers to stimulate mentee critical thinking and help awaken new ideas. So, focus on the famous “Why?”. Help them understand the cause and root of the problem.

In many of the questions, use the term “us” or “we”. In this way your mentee doesn't feel attacked. Using “us” implies that you are part of the same team or group of supporting people and equally responsible for their business decisions. Remember: a mentor is there to help and support. To be part of the team and make sure that the entrepreneur feels supported.

VIDEO 5:

In the following QR you can find more advice to reach a good communication:



ACTIVITIES TO MAKE WITH THE MENTEE

Here you have some activities to perform with your mentee:

1. “Show and Tell!” You and your mentee can bring photos or items important for both.
2. You can make a list of 25 things you want to do or accomplish during your lifetime and share it with the other person.
3. “What’s your plan?” Make a timeline of your life, of what you really want to do.
4. “Every day is new” Write in a notebook everyday what you have learnt.
5. Introduce your mentee to one of your contacts who could be a valuable professional network contact for her.
6. Attend together a local industry or professional networking session.

LET HER GO

Learning Outcomes:

- Getting a mutual trust
- Establish channels to keep contact...
- Tips to get distance in the relationship
- Increase self-esteem

THE TRUST

As a mentor, it's fundamental to build trust with your mentees. Without trust, the mentor-mentee relationship will go nowhere.

- Guarantee confidentiality from the get-go. Assure your mentee that your exchanges are secure and confidential, and that nothing will be shared outside the relationship.
- Be honest and transparent with your mentee. Don't be afraid to get personal. Share your career story and the personal journey that got you where you are.
- Eliminate fear and intimidation by answering their questions and encouraging them to ask more.
- Be reliable. Show up for each and every scheduled meeting and be available for your mentee when she needs you.

By allowing your mentee to have an active role in the relationship and allowing her to share without fear of getting lectured or judged, you will be setting the situation for a positive relationship. Whether they show it or not, your mentee is looking for an outlet for their thoughts, experiences and feelings. When the two of you have established trust, you have proven to each other that you are dependable and that is the beginning of growth.

CHANNELS TO KEEP CONTACT

Face to face meetings are essential. While you can certainly use e-mail, voice mail and many other methods of communicating to stay in touch, there is no substitute for face to face meetings at defined intervals. Make meeting commitments and stick to them. This is not to say you can't or shouldn't have ad hoc meetings, but planning is important.

If you can't meet face to face, there are some meeting tools available like: videoconference (skype, viber) or even webinars.

SELF ESTEEM

According to Meshanko there are eight steps to help build business self-esteem. We are going to use them as basis for helping our mentees:

1. Identify the qualities and skills most closely linked to the idea of success. Current research is conclusive that self-esteem is linked to our sense of competence in the areas that are important to us. When you look at your entrepreneur goals, make sure you are following your own definition of success that gives you pride and passion in its pursuit.
2. Identify the current strengths and establish plans for improving. Whatever the goals, there are few things more esteeming than knowing you're making progress toward your picture of success.
3. Help your mentee to lookout for new opportunities to grow her talents and experiences. Part of the sense of self-worth comes from the belief and confidence that we have the ability to grow the business today and in the future. Entrepreneurs have a natural base for adventure and curiosity, and should relish trying new things each day to stretch them.
4. Identify and redirect unhealthy competition and comparisons. The sense of worth should not be determined by other startups. Competition sabotages teamwork and leaves feeling of isolation and alienation. Use others as a source of inspiration, rather than envy.
5. Let her forgive for her past mistakes and poor decisions. From a rational point of view, berating ourselves for past startup failures makes no sense. Free up the energy to be spent on more productive activities, and learn from past efforts. The great entrepreneur Thomas Edison said that every wrong attempt discarded, is another step forward.

6. Hold herself completely accountable for her actions, decisions, and outcomes. The legitimate place for short-term guilt and remorse is making these lead to some type of behavior change. Failing to hold herself accountable sends subtle messages that may damage others' self-esteem, and it doesn't promote lasting confidence or competence.

7. Help to develop a pattern of self-talk that validates her worth and abilities. Each of us has developed a way of interpreting and explaining the business world around us. It's important that our stories neither damage us nor free us from blame. We should continue to feel worthy, accountable, and capable, with a mindset that allows us to continue to follow our entrepreneurial passion.

8. Focus her on what she can control and what she can't. Our short-term destiny is not always in our control. What we can do is make a commitment to do our best in whatever entrepreneurial environment we find ourselves. We can also make sure we build strong relationships with successful business leaders in advance of our needing their wisdom.

For every entrepreneur, a healthy self-esteem, leading to self-confidence, is critical to your success, since every startup is entering uncharted territory, and must take risks to seize a new opportunity.

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In the following link, you can find a detailed guide of good practices for people with disability. Junta de Andalucía. Consejería de Salud y Bienestar Social (2013). “Guía de Buenas prácticas sobre personas con discapacidad”



In the following link you can find a guide for students with special needs: University of Granada (2017): “Guía para la atención a los estudiantes con discapacidad y otras necesidades específicas de apoyo educativo”.



In the following QR you can find more than 52 activities as mentor: Blog de Creative mentoring: Connecting Generations (2016). 52 Mentor Activities: An activity for each week!



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Monitoring the Mentoring

LEARNING OUTCOMES/ EXPECTED RESULTS

After finishing this unit, you are going to be able to:

- Articulate the key principles of monitoring;
- Know about the tools which are used in monitoring process;
- Understand which tools should be used in specific occasions;
- Apply practical tools to the monitoring process.

KEY WORDS/ PHRASES

- Monitoring
- Evaluation
- Evaluation tools
- Feedback
- Mentor
- Mentee
- Mentoring

INFORMATIVE MATERIAL

THIS CHAPTER WILL DEAL WITH VARIED INFORMATION REGARDING THE MONITORING PROCESS OF MENTORING. EVALUATION IS AN IMPORTANT PART IN THE WHOLE PROCESS OF MENTORING AND IS ESSENTIAL FOR BOTH MENTOR AND MENTEE. MONITORING SHOULD BE AN ONGOING AND MUTUAL PROCESS TO WHICH BOTH PARTIES CONCERNED CONTRIBUTE. FURTHERMORE, THE WHOLE PROCESS OF MONITORING SHOULD BE SOMETHING TO LOOK FORWARD TO INSTEAD OF PERCEIVING IT AS AN ADMINISTRATIVE BURDEN OR “JUST ANOTHER TASK” IMPOSED UPON WORK. KEY WORDS, SUCH AS SUPPORT, LONG-TERM COOPERATION, CLEARLY DETERMINED SETTINGS, ADVICE, TRUST, RESPECT, ARE TYPICAL TO MENTORING. IN ADDITION, WORDS SUCH AS DIALOGUE, EXCHANGE OF EXPERIENCE, FEEDBACK, SET PATH TO THE MONITORING PROCESS.

WHAT IS MONITORING?

According to the online Business Dictionary (n.d.), monitoring can be defined as

“Supervising activities in progress to ensure they are on-course and on-schedule in meeting the objectives and performance targets.”

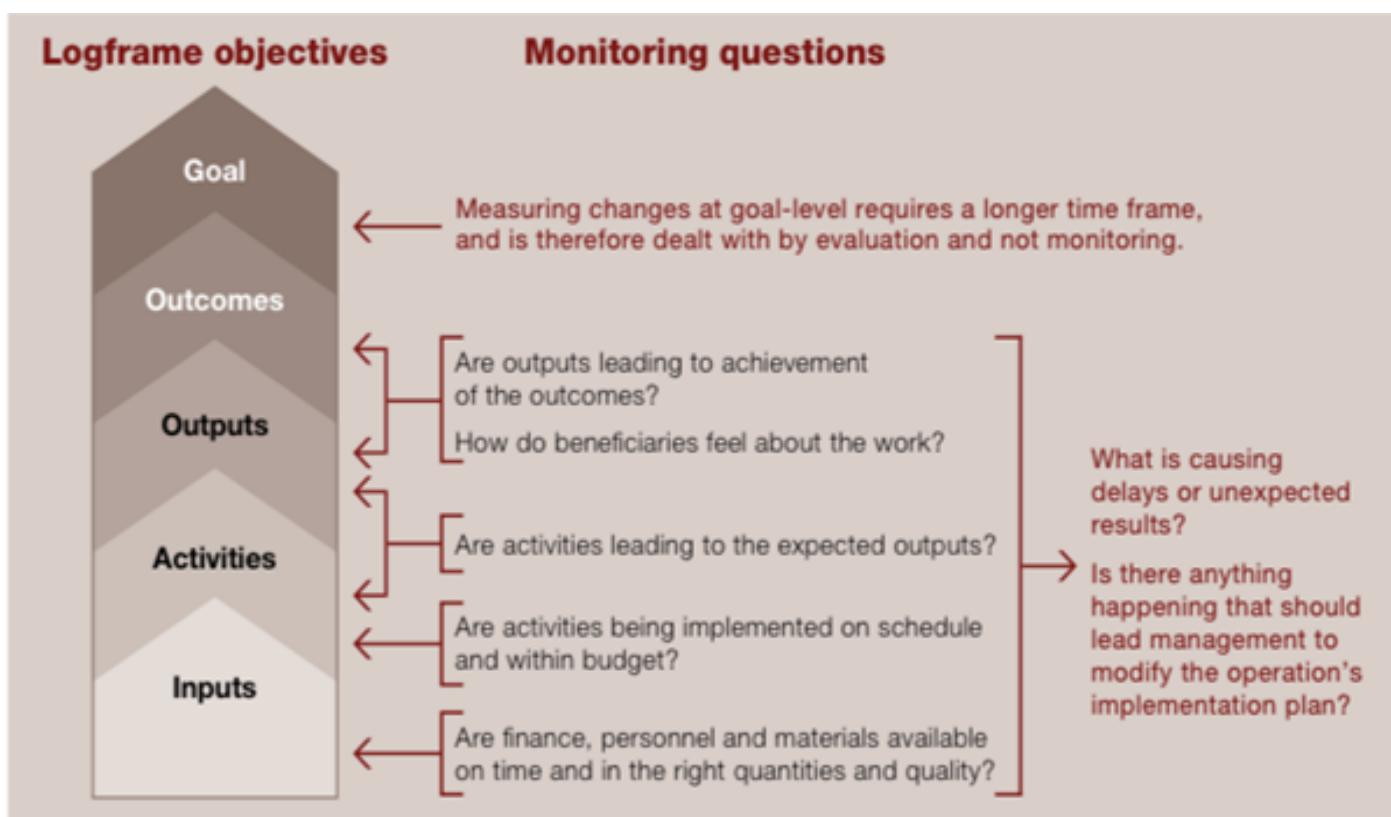
Disabled People’s Organization of Denmark (DPOD) have developed a manual (2009) which deals exactly with the process of monitoring, and puts it even simpler, by stating that monitoring is an **“ongoing and systematic watching over of activities and outputs.”**

Moreover, monitoring combines the process of collecting, analyzing and using information in order to track the progress towards reaching certain goals and objectives; it usually focuses on processes, such as - **when** and **where** activities occur, **who** delivers them and **how** many people or entities they reach (The Virtual Knowledge Centre to End Violence against Women and Girls, n.d.).

The diagram below has been developed by International Federation of Red Cross and Red Crescent Society (IFRC) (2011) within the framework of implemented guide “Project/programme monitoring and evaluation (M&E)” and it summarizes the key questions related to log-frame’s objectives regarding monitoring.

Monitoring can be viewed on different levels in order to determine:

- **Outputs by measuring effort;**
- **Outcomes by measuring effectiveness;**
- **Impact by measuring change.**



[A summary of key questions related to logframe objectives in terms of mentoring. The main logframe objectives are: goal, outcomes, outputs, activities, inputs. Monitoring questions should be built upon these outcomes]

WHY DO YOU NEED TO MONITOR YOUR MENTEE?

First of all, as a mentor it is important for you to know whether your approach is achieving its aims - has your mentee, with the help of your guidance, come closer to achieving her dreams, goals and aims? Have you established a mutual trust and respect? Have you established a communication plan with your mentee? Does your mentee actively seek your advice and support when in doubt

of her professional goals? These are questions to be asked before, during and after the mentoring has taken place.

Monitoring is also important when it comes to steering and improving a project, according to DPOD (2009), even when there is no visible systematic monitoring and evaluation, “we tend to have a hunch about how a project is proceeding, and about whether our organization is developing.”

For example, do you know how exactly your project/enterprise/business/organization has developed or improved over the years? Do you know whether your employees or co-workers feel truly affiliated to your project/enterprise/business/organization? Do you systematically record progress (or regress) when it comes to addressing certain objectives? And so on. To conclude, here are some of the main aims of the monitoring are:

To ensure whether mentoring is actually doing the job it is supposed to do and whether the mentee benefits from this experience;

To address any communication problems or flaws which may occur between mentee and mentor;

To improve the communication between the mentor and the mentee; to ensure whether there is mutual understanding in terms of aims, objectives and desires;

To ensure whether the mentee is getting the support, advice and services (if there are any) promised and expected;

To improve the process of mentoring (its design; strategic delivery; time planning; etc.)

WHO DOES THE MONITORING?

Broadly speaking, the mentor is responsible for monitoring the mentee, however, remembering that “mentoring requires the will for cooperation from both mentor and the mentee for the development of an interactive, confidential relationship which main characteristics are communication, trust and respect” (Guide’s chapter 2) the same rule applies to monitoring as well. According to Oxford Learning Institute (n.d.) “the mentor is responsible for holding the process and the mentee for working on the content”, however, this rule varies and is flexible depending on how you have agreed to work together. Therefore, monitoring is a process, motivated by all parts involved: mentor, mentee and, perhaps, other people involved in business, organization or project (co-workers, colleagues, partners, family members, etc.).

DIFFERENT WAYS HOW TO CONDUCT MONITORING

Just as there are different ways how to approach mentoring, there are various ways how to conduct and successfully carry out monitoring. Monitoring includes different tools and techniques and, depending on needs, abilities and capacities of your mentee, you can decide which tool or technique you will use in order to achieve the best result.



[The image shows the variety of the term “monitoring”. Meaning, monitoring is and can be: feedback, recording, reflecting, check-up, discussing, surveying, interviewing, written report, observation]

Feedback is one of the most important factors when it comes to monitoring the mentoring, perhaps, the most important, as it facilitates trust, respect, mutual understanding and guides you and your mentee towards the best result. Feedback also works good in terms of evaluating applied program/approach and serve as a guide, directly from involved people, which further helps to improve or change the process of mentoring. Often, processes mentioned above like reflecting, creating a written report, interviewing, surveying, discussing, checking-up and recording are part of feedback.

Unlike monitoring, which is a continuous process throughout the mentoring process, evaluation is more periodic. Even though you need to remember that mentor does not evaluate, impose opinions and solutions, evaluation is a good way how to keep on track with the whole process of mentoring. Tools of evaluation can and should be used by taking into consideration the time factor, for example, use tools (questionnaires, structured interviews, written reports) at a specific time of the project - at the beginning, mid-point, change of phase and at the end. Some of the most popular tools of evaluation are:

- **A simple questionnaire;**
- **An interview;**
- **A written report.**

A SIMPLE QUESTIONNAIRE

A simple and structured questionnaire, which consists of a limited number of (mostly) closed-ended questions can be used to generate quantitative data which can be easily collected and analyzed. Also, questionnaires are easy to distribute - via E-mail, sharing platforms such as Google Forms, or internal enterprise network. Questionnaires are also very affordable, they often provide

result/answers in a speedy manner and, if it's necessary, it's one of the easiest way how anonymity can be guaranteed. It also may be easier, at least in the beginning of mentoring, for the mentee to express her opinion electronically or by filling the questionnaire. However, questionnaires may also pose several threats - such as dishonesty; moreover, lack of direct contact may result in lack of trust, and respect. Therefore, we would advise you to use questionnaire in order to evaluate or monitor factors which demand quantitative data, such as, provision of specific services, support (questions which can be answered with yes/no/or evaluation scale); questions related to time management, etc., and if possible, always include an open-ended question so that the mentee can express their opinion on things which are not covered in questionnaire.

INTERVIEWS

There are many different types of interview approaches (BetterEvaluation, 2016) and techniques, but mostly all interviews fall into one of three categories: structured, semi-structured, and in depth/ unstructured interviews. Conducting an interview differs from casual conversations and discussions you have with your mentee on a daily basis; therefore, a preparation phase is important. First, you need to understand what kind of data or information you want to acquire and then choose the most suitable type of interview.

Structured interview

If you want to acquire more quantitative data, structured interview may be the best choice. Similar as questionnaire, it usually consists of standardized set of questions with pre-set answers rather than with open-ended questions, therefore, it also can be distributed electronically.

Structured interview questions may include:

- Are you satisfied with me as your mentor?
- Is the communication with me as a mentor fluent, successful?
- Do you feel respected?
- Do you feel that you can trust me?
- Do you feel in control regarding your learning process?
- etc.

Semi-structured interviews generally consist of pre-established questions (and themes) which can be adapted to context, therefore, mentor is free to leave certain questions out, change the order of questions and ask certain standard questions, if necessary. In these types of interviews there is a combination of both open and closed-ended questions. Semi-structured interview questions may include:

- Are there any challenges and obstacles you want to talk about?
- Do you feel that there are things and topics which are not addressed properly?
- Could you offer any improvements for the mentoring process?
- etc.

Unstructured interviews are also known as informal or conversational interviews, still, it doesn't mean that you don't need to prepare beforehand. This evaluation method is fully qualitative and generally include only certain topics, areas and themes rather that pre-established questions.

Unlike casual conversations, you still need to think about specific themes which you want to cover. This type of interview allows mentor to pursue follow-up questions and new lines of discussion based on mentee's answers. It's important to remember that closed-questions are better to be avoided and it may be useful to ask mentee to identify the topic or theme she feels is most important for the conversation. Unstructured interview themes may include:

- **My role as a mentor and your role as a mentee;**
- **Obstacles/difficulties which still need to be addressed;**
- **Near future plans;**
- **Further future plans;**
- **Already established goals/objectives/aims, etc.**

A WRITTEN REPORT

Perhaps, this method of evaluation is the most time consuming as it may consist both of qualitative and quantitative data and address the whole process of mentoring, drawing attention to pre-set goals, objectives, aims, inputs, activities, outputs, outcomes and impacts. Written report should be filled both by mentee and mentor, as it allows to determine and understand what has or hasn't been done and what could have been improved. In such report, you should be able to reflect freely on your experience and allow mentee to do so as well. That doesn't, however, mean that there are no points/topics/themes which shouldn't be covered. Evaluation report for you as a mentor could include the following topics:

- **The process of mentoring and how did the mentee respond to the process;**
- **Things that could have been done differently or better to enhance the process;**
- **A statement of how well/how far has the mentee come during the process;**
- **Statement of goals that were together with the mentee at the beginning of the process;**
- **Self-evaluation of yourself as a mentor and how well did you manage the whole process, etc.**

Evaluation report for the mentee could include the following topics:

- **A review of the goals/objectives/aims that were set at the beginning of the process and whether you (as a mentee) feel that you have met them;**
- **The highlights and flaws within the process, followed by further explanation;**
- **Things that could have been done differently or better to enhance the process;**
- **Reflection on how it was to work and cooperate with your mentor, etc.**

Unlike interviews, which, if necessary can be held more often, a written report usually occurs after certain period of time, for example, after 6 months of mentoring when certain goals are addressed, discussed and maybe even met, it will also help to determine whether the relationship between mentor and mentee should continue. Report can also be obtained after formal mentoring process is finished (after one year, for example), both mentee and mentor fill in the final written report and, if needed, informal mentoring can be continued.

As we are focusing on women with disabilities, it is crucial that their needs, abilities, and

capacities are taken into consideration when choosing the method of monitoring and evaluation. If your mentee (or yourself) have visual disability, the best way how to conduct an interview, questionnaire or report, may be by recording it instead of asking her to fill it in by hand on computer, or on paper (which may be more convenient for a person with hearing disability). The best time to acknowledge the most suitable method for gathering the necessary data, is at the beginning of mentoring.

HINTS AND TIPS ON HOW TO MONITOR EFFECTIVELY

- Maintain a regular contact with your mentee;
- Arrange subsequent meetings and seek for specific feedback;
- Listen both to what is being said and how it is said;
- Try to focus on your mentee's development;
- You can use both telephone or in-person communication in order to check in with your mentee, you should also encourage the mentee to do so;
- Use positive communication and conflict-resolution approach when necessary. Find more about conflict-resolution approaches here:
<http://smallbusiness.chron.com/five-approaches-conflict-resolution-21360.html>
- Provide support related to your mentees needs and interests;
- Create a monitoring calendar and implement it in a daily routine.

LINKS FOR USEFUL RESOURCES:

Information about different types of interviews:

<http://www.betterevaluation.org/en/evaluation-options/interviews>



Example of questionnaire which can be used at the very beginning of the mentoring:

<http://www.mandbf.org/wp-content/uploads/2011/04/Mentee-questionnaire-start-of-programme.pdf>



Example of questionnaire which can be used after mentoring process has ended: <http://www.mandbf.org/wp-content/uploads/2011/04/Mentee-questionnaire-end-of-programme.pdf>



Monitoring calendar example:

<http://www.umass.edu/mwwp/pdf/moncalendar.pdf>



Planning the monitoring and evaluation process of your project or mentoring process: <https://knowhownonprofit.org/how-to/how-to-plan-the-monitoring-and-evaluation-of-your-mentoring-or-befriending-project>



Project/program monitoring and evaluation guide:

<http://www.ifrc.org/Global/Publications/monitoring/IFRC-ME-Guide-8-2011.pdf>



Theoretical information and advices about evaluation and monitoring: <https://www.nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/reviews-of-mentoring-practices.html?id=212>



Evaluation activities

Activity no. 1

In addition to questions covered in interviews, questionnaire and written report, we invite you to look at some questions below which may also be used in the process of monitoring, in order to obtain feedback and encourage successful communication:

- What are our main objectives?
- What is going well in our mentoring relationship and what could be improved?
- What has been (or will be) our greatest challenge?
- Do you feel that something has been left out during our meetings?
- What, if any, problems did you encounter?
- Did the mentor/mentee match your expectations?
- How have you benefited from your participation in mentoring process?

Activity no. 2

Feel free to use this questionnaire in order to assess the overall performance of mentoring process, as well as gather data about the impact on the mentee. We advise you to use this questionnaire during the mentoring process (for example, during the 3rd week of mentoring), however, by making minor changes in questions, this tool can be adjusted and you can use it at the beginning or at the end of the mentoring.

On a scale of 1 to 5 please, indicate the number that most accurately reflects your opinion on the matter.

1 = Don't agree, 2 = Mostly disagree, 3 = It's hard to tell, 4 = Somewhat agree, 5 = Completely agree

Mentoring

1. I feel I have already benefited from this mentoring process. 1 2 3 4 5
2. The mentoring process matches my expectations. 1 2 3 4 5
3. I am satisfied with my mentor both on professional and personal level. 1 2 3 4 5
4. The guidelines (if any) which were provided for me were very useful. 1 2 3 4 5
5. Overall, I am satisfied about the mentoring process. 1 2 3 4 5

Your comments regarding mentoring: _____

Communication

1. Communication with my mentor is clear and fluent. 1 2 3 4 5
2. I find it easy to work and communicate with my mentor. 1 2 3 4 5
3. I feel respected, trusted and heard. 1 2 3 4 5
4. I feel I can express my ideas without getting judged or criticized. 1 2 3 4 5
5. I have no problem to articulate my ideas. 1 2 3 4 5

Your comments regarding communication: _____

Confidence

1. I feel confident (about my actions, ideas, plans, etc.) 1 2 3 4 5
2. I have high expectations for myself and my future. 1 2 3 4 5

Your comments regarding confidence: _____

Motivation

1. My motivation for starting this mentoring process is very clear to me. 1 2 3 4 5
2. I feel motivated to learn from my mentor. 1 2 3 4 5
3. Sometimes it is hard for me to be self-motivated. 1 2 3 4 5
4. My mentor boosts my motivation in various ways (encouragement, appraisal, etc.)
1 2 3 4 5

Your comments regarding motivation: _____

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Information about different types of interviews: <http://www.betterevaluation.org/en/evaluation-options/interviews>



Example of questionnaire which can be used at the very beginning of the mentoring: <http://www.mandbf.org/wp-content/uploads/2011/04/Mentee-questionnaire-start-of-programme.pdf>



Example of questionnaire which can be used after mentoring process has ended: <http://www.mandbf.org/wp-content/uploads/2011/04/Mentee-questionnaire-end-of-programme.pdf>



Monitoring calendar example: <http://www.umass.edu/mwwp/pdf/moncalendar.pdf>



Planning the monitoring and evaluation process of your project or mentoring process: <https://knowhownonprofit.org/how-to/how-to-plan-the-monitoring-and-evaluation-of-your-mentoring-or-befriending-project>



Project/program monitoring and evaluation guide:
<http://www.ifrc.org/Global/Publications/monitoring/IFRC-ME-Guide-8-2011.pdf>



Theoretical information and advices about evaluation and monitoring:
<https://www.nationalmentoringresourcecenter.org/index.php/what-works-in-mentoring/reviews-of-mentoring-practices.html?id=212>



Annex I Good Practices

Good practice Latvia

Association “Aicinājums Tev” is a non-governmental organization, who mainly brings together people with disabilities, their family members, friends and supporters who have one goal - to encourage people of all ages with disabilities and to integrate them into society by making their lives better.

The society was founded in 2003. Its activities are mainly focused on integration of people of all ages with disabilities into society; rights and interests; citizens’ organization of leisure time and social-cultural development; promotion of employment; adult and youth education; social services.

Association “Aicinājums Tev” operates on many levels and directions:

- Integration and Education Centre gives an opportunity to gain new knowledge and skills or add to the various training programs.
- Day center for people with mental disabilities called “Saulespuķes” provide social skills and social rehabilitation services.
- Disabled sports club “Sigulda” offers a range of sports activities, organizes sport events and also participates in different sport competitions. Sports activities are open to both people with and without disabilities.
- Daily employment center with specialized workshops, where a variety of vocational skills are taught for all members of the public. Established “Creative workshop” is composed of six studios.

The Society regularly hosts a variety of events and activities, such as: Christmas Charity Concert, a charity campaign “From Heart to Heart” and “Give joy to self and others,” New Year’s Ball, the annual Society “Singing festival” and “Sports Festival “, organize and manage annual summer camp, organize different cultural tours within country and outside and promote exchange visits with other organizations, engage in activities to promote volunteering and the different branches within our organization and promote, social entrepreneurship.

Full information can be found on their webpage, both in English and Latvian:
<http://www.aicinajumstev.lv/about-us-1/>)

Contact information:

Organization “Aicinājums Tev” Nr. 40008076668

Legal address: Pulkveža Brieža 121 - 2, Sigulda, LV-2150

Actual address: Rīgas 1, Sigulda, LV-2150

AS Swedbanka, HABALV22, account number: LV03HABA055005504131

Diāna Jasinska, social worker

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Mārīte Rozentāle, society head

e-pasts: maritero@inbox.lv

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Good Practice Poland

Business Leader Foundation: The Mentoring Program, which was created to support ambitious people - including women with disabilities - in conscious professional development, self-development, and to support them in the continuous acquisition and improvement of leadership competencies. Mentoring is, according to the definition adopted by the Foundation, a partnership between Mentor and Mentee, focused on discovering and developing Mentee potential. This relationship is based on mutual trust, inspiration and empowerment. Mentor is a leader in business, and Mentee is a person who is aware of his or her career goals, aspires to be a manager, and is a formal leader in your organization. The mentor-mentee relationship should be based on mutual trust, acceptance of differences, respect and openness and sincerity.

<https://www.fundacjaliderekbiznesu.pl/>

The Mentoring Program of the Foundation includes:

- Individual mentoring sessions (minimum 6 sessions at an interval of not more than 4-5 weeks)
- Mentee development workshops devoted to career development
- Moderated networking sessions that support the building of relationships.

Good Practice nr 2

LadyBusinessClub. The business portal is aimed at enterprising and ambitious business women who are interested in the latest news and trends. Women who are looking for something more than business, actively participate in cultural and business life. They are looking for opportunities to promote themselves and their brands. It was founded by Emilia Bartosiewicz, who for six years has linked, presented and promoted women running their own business in Poland and abroad.

The LadyBusiness.pl portal was launched in 2012 to showcase the brave, enterprising and ambitious business women who inspire other women in their own business and life. It is a place where you can find interesting, substantive and inspirational information in the field of law, accounting, marketing, sales and brand building. It also shows trends in design, fashion, travel, but also inform about the most interesting business events in Poland and abroad. We talk and show Polish entrepreneurs who operate in Poland and abroad. Their business and life histories are an example of how to fight for dreams, to pursue goals even though the beginnings are not always easy.

Visit www.ladybusinessclub.com

Lady Business Club is the first Polish nationwide business women club - the owners of companies that value the whole of human values in their professional and personal lives. It was founded 6 years ago to integrate ambitious and enterprising business women who are actively managing companies and building their own brands.

Good Practice Malta

Jobs Plus

The Employment and Training Corporation (ETC) was established in August 1990 through an act of Parliament entitled the Employment and Training Services Act. The legal status given was that of a public corporation whereby it is managed by a Chairman and Board of Directors appointed by Government, and by executive management personnel.

The primary functions of the Corporation, as established by the said Act, were that of providing a public employment service and training people to improve their skills to find employment. In its early years, ETC focused on the registration of jobseekers, the provision of guidance to them and their referral for employment opportunities. Its training function focused on the provision of training courses and the management of apprenticeship schemes.

More information can be found on <https://jobsplus.gov.mt/>

Good Practice Spain

CAPAZIA

It is a launch of entrepreneurial projects led or co-led by people with functional diversity (with disabilities). Its main objective is the promotion of the empowerment of people with disabilities, through entrepreneurship and self-employment. For this reason, they have launched training programs, pre-acceleration and acceleration of entrepreneurial initiatives led or co-led by people with disabilities. The target is entrepreneurs with disabilities in general.

In Capazia, there are three entrepreneurship programs for people with disabilities:

1. Entrepreneurship and self-employment training for people with disabilities

In collaboration with different Public Administrations, Foundations and Associations they offer training for people with disabilities who have in mind to start an entrepreneurial project or opt for self-employment to achieve financial independence.

This training program is free.

2. Pre-acceleration program for projects led or co-led by people with disabilities.

Capazia currently offers two annual editions of its pre-acceleration program for entrepreneurial projects, led or co-led by people with disabilities, which are in their early stages.

This program is free thanks to the support of their sponsors, as well as to the altruistic contribution of their mentors.

3. Acceleration program for projects led or co-led by people with disabilities.

For those projects led or co-led by people with disabilities that are in the consolidation phase, Capazia offers an acceleration program that includes access to top-level mentors, as well as the possibility of obtaining financing.

Entrepreneurs give up between 7% and 10% of their share capital in exchange for participating in the Capazia acceleration program.

Ten projects have been a member of Capazia from 2015: five in the first edition and another five in the second one.

They have organized three fora about entrepreneurship for people with disabilities, but we haven't found data about the number of participants.

Good Practice Greece

Career Sign is a newly founded organisation in Greece (2017) and the plans for the next five years from now include the creation of accessible information material on job descriptions, hardware with opportunities and challenges for disabled faculties, link people with disabilities and companies. In addition, there will be career counselors that will function based on a certain consulting model and that will create psychometric tools suitable for people with disabilities. In practice, Career Sign contributed to the professional development of people with disabilities, but also to the empowerment of their family.

<http://socialimpactaward.gr/project/career-sign/>

Contact Information

www.capazia.org

Adress: carrer joan verdeguer 16, Valencia - Spain

Facebook: @capazia

Annex II Coaching and Mentoring Grids

COACHING CHECKLIST

I began the session with an open and friendly greeting	
I outlined how the session might proceed, without setting an agenda	
We established the current situation at the outset	
We established what the client wanted to achieve	
By mutual agreement, we established coaching objectives	
I facilitated the generation of a range of options and ideas	
I helped the client determine what he/she thought was the best option	
I shared any assumptions I might have had with the client	
I used a wide range of open questions	
I tried to use closed questions only when it seemed appropriate	
I listened actively to what was being said	
I talked far less than the client	
I avoided giving too much advice or saying 'If I were you...'	
I was not uncomfortable with silences or pauses	
I disclosed some of my personal experiences as a means of building rapport	
I took notes on key points	
I summarized key points	
I tried to make positive eye contact - not staring and not looking away when the other person looked at me	
I tried to assure that my non-verbal / visual communication was positive	
I matched the other person's body language to build rapport	
I tried to be conscious of changes in the client's mood and manner	
If any difficult situations arose, I responded to them calmly	
I gave positive feedback	
I tried not to be judgmental	
I tried to address negativity directly and overcame potential problems	
I avoided stereotyping	
In our discussions, I focused on future opportunities	
I checked that the client could access any resources needed	
Together we identified potential barriers or obstacles to subsequent achievements and developed strategies to overcome these barriers	
A starting date for the coaching interaction was set	
We agreed on dates for reviewing progress	
We determined that the client has the necessary authority to manage his/her progress	

COACHING EVALUATION FORM

1 = low 5 = high

A. How good was your Coach at...

- 1 Keeping agreed appointments 1 2 3 4 5
- 2 Allowing you to set the agenda for your sessions 1 2 3 4 5
- 3 Keeping a check on the points agreed during your sessions and feeding these back to you including reviewing points from previous sessions 1 2 3 4 5
- 4 Encouraging you to use a log or reflection note to reflect on learning experiences 1 2 3 4 5
- 5 Sharing experiences and ideas as options for you to consider 1 2 3 4 5

B. How well did your Coach...

- 6 Establish rapport with you - listening to what you said and displaying empathy with your thoughts and ideas, giving clear responses and summaries, communicating openly with you etc. 1 2 3 4 5
- 7 Explain clearly any necessary concepts, information and techniques giving clear, concise and constructive feedback 1 2 3 4 5
- 8 Use questionnaires and/or self-assessment profiles (if appropriate) to help you understand yourself better 1 2 3 4 5
- 9 Ensure you retained responsibility to solve problems and change your behavior gaining your commitment to a Personal Action Plan 1 2 3 4 5

C. How good was your Coach at...

- 10 Asserting him/herself without being aggressive or passive 1 2 3 4 5
- 11 Showing that he/she was knowledgeable, skillful and willing to liaise with other appropriate experts 1 2 3 4 5
- 12 Demonstrating good time management practices 1 2 3 4 5
- 13 Communicating a genuine belief in the potential for people to improve their performance 1 2 3 4 5
- 14 Managing your emotions 1 2 3 4 5

COACHING QUESTIONS

GOAL

- What's important to you when it comes to [theme]?
- What will reaching the goal give you?
- What do you want to achieve in [theme]?
- How will you know you've reached your goal?
- How will you know the problem has been solved?

REALITY

- What's happening to you now?
- What, when, with whom and how often?
- What is the result of that?
- Why is this theme a problem?
- What are concrete examples of this problem?
- What's been going wrong so far?
- How do you manage to fail? Teach me how to do it.
- What went well?
- Is this always a problem or are there situations in which it isn't?
- What are the defining factors? What can make the difference?
- What have you done so far?

OBSTACLES

- What prevents you from achieving your goal?
- What else could be preventing you?
- What personal changes do you think you would you have to make to achieve your goal?
- What is hindering you from changing?
- Do any of your direct or indirect behaviors, attitudes, competencies, skills etc. contribute to or help to maintain the situation?

OPTIONS

- What alternatives are there to that approach?
- Who might be able to help you?
- Would you like me to make suggestions?
- Can you identify the pros and cons for that option?
- Do you have a preferred option you'd like to act on?

WAY FORWARD

- What exactly will you do to reach your goal, and when?
- Which of these options will you take?
- What concrete step can you take NOW?
- What steps come after?
- Are all obstacles taken into account?

- How will you overcome your obstacles?
- How motivated are you, on a scale from 1 to 10, to go for this option?
- What do you need to have a 10? Where can you get it?
- How can your surroundings support you?
- Will this plan get you to your goal?
- Will it solve the underlying problem, too?

COACHING SESSION

This template is designed to help you record the progress made by the Coachee in between sessions. It helps you to focus on the agenda set by the coachee during each session and to record the actions they have committed to in that meeting.

COACHEE GOAL:		SESSION NO. OF	DEADLINE:
COACHEE:	COACH:	SESSION DATE:	PAGE OF
COACHEE IDEAS & THOUGHTS ON ISSUE	POTENTIAL SOLUTIONS	REQUIRED ACTIONS	DEADLINE

GROW COACHING MODEL - OBSERVATORY

This checklist enables you to record the coaching process using the GROW model. It helps you to monitor progress and keeps a record of the goal and commitments the coachee has made. Please make notes in appropriate box, what do you observe in session within each stage on coach and coachee side.

GROW Model Stage	Coachee	Coach
Goal - is the end point that the coachee wants to achieve. The goal must be SMART so that the individual knows when it is attained.		
Reality - is where the coachee is now. This requires the current issues and the challenges to be stated. Then an assessment of how far the coachee is away from their goal can be made.		

Obstacles/Options - first the obstacles stopping the coachee attain their goal need to identified. (Without any obstacles the goal has already been attained!). Then the coachee needs to come up with different 'options', ways to deal with them.		
Way forward - once the coachee has defined their options they can then devise the necessary action steps required to meet their goal.		

GUIDE FOR A COACHING SESSION

The framework below includes open questions that might be helpful in facilitating each coaching session

<p>Plan</p> <p>What I would like to achieve by the end of this coaching session. Some possible objectives of this session might be...</p>

Discussion Options

- What do you know/do about (the issues or topic)?
- What experience have you had that relates to this issue or topic?
- What ideas can you think of?
- What options do you think might be available?
- What do you think will be challenging?
- What are the advantages and disadvantages of each option?

Possible Actions

- What do you think is the best option and why?
- What are the advantages?
- What might be the consequences of this choice?
- What support do you need from me? From others?

What authority will you need?

Session Summary

- What have we agreed in this session?
- How does that help us to meet the objectives for this assignment or session?
- What are the next steps that we should take?
- When shall we meet again?

*The grids have been retrieved from Salto Youth Coaching Charts and techniques
https://www.salto-youth.net/downloads/toolbox_tool_download-file-1354/coaching%20chart%20and%20techniques.pdf*